Mission / Purpose

The department's mission is to provide academic assistance to student-athletes in accordance to rules and regulatory by-laws set forth by the National Collegiate Athletic Association (NCAA) and Mid-Eastern Atlantic Conference (MEAC), respectively. From the time a prospective student-athlete expresses interest in Delaware State University and ultimately becomes a member of one of the 18 varsity sports, he or she is provided with a comprehensive academic support system that will remain consistent with the department's mission of retaining and graduating student-athletes within a five year timeline. In addition to retention and graduation efforts, Academic Services for Student-Athletes prides itself in educating students on the expectation of maintaining athletic eligibility from semester to semester. The department's core values include, but are not limited to, increased emphasis on academic progress rates for the most at-risk sports (men's basketball and football), increased graduation rates for single year and five year periods, customer service practices to internal (coaches, student-athletes, faculty, administration) and external constituents (i.e. parents, prospects, community, external colleges and universities), and systematic human development of student-athletes from freshman year to graduation. Our purpose is to cultivate academic enrichment and shape student-athletes to be model citizens of the city of Dover and beyond. Our mission is to provide comprehensive services that will prepare our student-athletes to compete and be successful in the classroom, ultimately fostering an environment conducive to graduating. We will be leaders in our conference and provide professional development opportunities to our staff so they can effectively master their craft of service to student-athletes.

Connected Document
- Department Midterm Grade Comparison_Fall 2012_Spring 2013

Goals without Outcome/Objective Relationships Specified

G 2: Improvement athletic department graduation rates over a 5 year period
The department of Intercollegiate Athletics takes a position in a manner consistent with the President's list of priorities that its graduation rates must make steady improvement. Historically, student-athlete graduation rates are higher than that of the student body, yet it is the goal of the Academic Services for Student-Athletes unit that we maintain Graduation Success Rate above 60% and make strides to incrementally improve our 4 year Federal Graduation Rate by 1.5% over a five year period for 7.5% percentage points. Our 4 year graduation rate is currently 55%, with our Graduation Success Rate at 59%. Our current indicators place our University in fourth place amongst the Mid-Eastern Athletic Conference. In accordance to our President's goal to become the top-notched Historically Black College and University, we must continue to make strides toward improvement.

G 5: Strengthen communication between ASSA and campus at large
Academic Services for Student-Athletes continually seeks opportunities to market our program of services to department-wide liaisons and athletic support systems. We are an integral part of the campus fabric and collaborate with various academic units to enhance the partnerships between Athletics and the entire campus community (including external constituents groups not on campus).

**Connected Documents**
- ASSA Org Chart
- Department Midterm Grade Comparison_Fall 2012_Spring 2013
- DSU Athletics Honors and Awards
- DSU NCAA APR Improvement Plan
- DSU Student-Athletes by Colleges
- Educational Policy Committee Report
- Fall 2012 Academic Recap
- Spring 2013 Academic Recap

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

**G 1: Recruit Prospective Student-Athletes who can persist and graduate within four years**

Academic Services for Student-Athletes is expected to master the recruitment efforts by capitalizing on opportunities to engage prospective student-athletes and parents on the steps it takes to meet the Initial Eligibility standards set forth by the NCAA, as well as the minimum Admissions standards set forth by Delaware State University.

**Connected Documents**
- Pre-Evaluation Form_Freshmen
- Pre-Evaluation Form_Transfers

**O/O 3: 98% recruited prospective student-athletes will meet DSU minimum Admission Standards**

In review of all prospective student-athlete data, we believe that **98%** of those recruited will meet the minimum Admissions standards for freshmen at Delaware State University (800 SAT or 17 ACT with 2.00 in 19 Core Courses). The remaining **2%** of prospects may be directed to the Admissions Review Committee which may lead to Project Success or modified version of Project Success mirroring the services provided for all incoming regularly admitted student-athletes with restrictions.

**Related Measures:**

**M 1: NCAA Initial Eligibility Evaluations**

We are able to determine the admissibility of prospective student-athlete by using an Initial Eligibility evaluation. This evaluate involves identifying the best 16 NCAA core courses a student has taken in high school, in the following subject areas (English - 4, Math - 3, Science - 2, Additional English, Math, or Science - 1, Social Science - 2, Additional Core - 4 - cannot be computer related or fine art) and matching the core grade point average with the sliding scale score represented by that student's SAT or ACT score (or both). For transfer student-athletes, we work with the Office of Admissions to determine courses
that are transferable into the university as well as courses that are degree applicable. We collaborate with the respective chairs to determine elective credits that transfer in, but may eventually become department relevant courses.

Source of Evidence: Evaluations

**O/O 4:** Number of probation student-athletes will consist of less than 3% of the Athletic Department

We are committed to providing quality academic assistance to our 290+ student-athletes. However and from time to time, we have students who find difficulty in their courses despite our best efforts to provide tutoring and other forms of assistance. In looking at the overall success of the program combined with the number of non-student-athletes who are on academic probation at the end of the fall and spring terms, we believe there is not reason why we cannot commit to less than 3% of our program with students who may wind up on Academic Probation (term GPA <1.70).

**G 3:** Improve or maintain retention rates consistent with NCAA 930

Academic Services for Student-Athletes will work to increase retention rates of first year student-athletes 1% over the next five years and by 3% of our overall student-athlete population over the next five years.

**Connected Documents**
- CAF_Academic_Athletic_Eligibility Update Form
- Fall 2012 Academic Recap
- Spring 2013 Academic Recap
- Withdrawal Permission Form
- Withdrawal Policy

**O/O 2:** 100% DSU Sports Teams Above 930 Multi-Year APR

In order to remain out of the penalty phase for NCAA (under the current APR model), teams must possess a multi-year APR above 900. Delaware State University achieved this objective under the 2011-2012 NCAA APR (that will go public in June 2013). However, the objective moving forward is to expect that all teams for which APR is conducted will have multi-year APR scores above the 930 required threshold.

**G 4:** Attain 930 MYR NCAA APR (All Sports)

Delaware State University is positioned to have one of the highest NCAA Academic Progress Rate scores in all of the Mid-Eastern Athletic Conference due in part by the commitment from the Administration to provide academic support services for over 300 student-athletes from 18 Division I sports. The NCAA mandate is that scholarship student-athletes work to maintain their eligibility from term to term and to be retained to the institution for which they were recruited in pursuit of graduating in four (8 semesters) or five (10 semesters) years. The benchmark for each team is 930 which is a ratio of the total points earned in a given year for scholarship student-athletes (by sport); divisible by the total possible points available for that squad.

**Connected Document**
- DSU NCAA APR Best Practices
O/O 2:100% DSU Sports Teams Above 930 Multi-Year APR

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Mission / Purpose

Our mission is to provide a student-centered learning environment to develop accounting professionals with a national and global perspective. We emphasize the development of technical competencies through academic excellence, innovation, integrity in teaching, professional development, applied and instructional research, preparation for advanced studies, and outreach.

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

G 1: Student learning goals

AACSB learning goals.

SLO 1: Written & Oral Communication

Our graduates will be effective writers and public speakers.

Objectives:

• Graduates will be able to focus purpose of thesis
• Graduates will be able to present ideas, support and development
• Graduates will be able to structure and organize paragraphs
• Graduates will prepare a report with proper sentence structure and grammar.
• Graduates will demonstrate proper vocabulary usage.

Relevant Associations:

DSU Learning Goal Associations:

1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 1: Written Communication Measure

The Written Communications Rubric developed by the AOL committee in 2008 was used to assess written communications. The Written Communications Rubric developed by the University will be used for 2010 on. This Outcome should be measured every 2 1/2 years.

Source of Evidence: Written assignment(s), usually scored by a rubric
**Target:**
The expectation for student performance is that 70% of the students will perform at satisfactory or better.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Not measured this cycle

**Findings (2010-2011) - Target: Met**

**Fall 2010:** The written communications rubric developed by the University General Education Committee was used to assess written communication in Accounting II course fall 2010. Students handed in a research paper. Students were given the rubrics with the assignment. Total number of students assessed was 7.

**Fall 2010**

<table>
<thead>
<tr>
<th>Focus, Purpose or Thesis</th>
<th>Ideas, Support &amp; Development</th>
<th>Structure &amp; Organization</th>
<th>Sentence Structure and Grammar</th>
<th>Vocabulary Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Proficient</td>
<td>43%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>29%</td>
<td>57%</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>14%</td>
<td>29%</td>
<td>14%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Findings (2009-2010) - Target: Not Met**

**Spring 2008**

Written assignments were collected from the following courses: Intermediate accounting, Auditing, Marketing, and Introduction to Statistics. Of the 105 paper collected, a sample of 28 papers were randomly selected. Five external reviewers used the rubrics developed
by the AOL committee. Students were rated as unacceptable (1), acceptable (2), and target (3). (Results were not separated by program).

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Average Score</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling</td>
<td>1.79</td>
<td>2.00</td>
</tr>
<tr>
<td>Sentence Structure &amp; Grammar</td>
<td>1.25</td>
<td>1.00</td>
</tr>
<tr>
<td>Punctuation</td>
<td>1.54</td>
<td>2.00</td>
</tr>
<tr>
<td>Logical Organization</td>
<td>1.81</td>
<td>2.00</td>
</tr>
<tr>
<td>Word Choice</td>
<td>1.82</td>
<td>2.00</td>
</tr>
<tr>
<td>Conclusions Supported</td>
<td>1.68</td>
<td>2.00</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>1.80</td>
<td>2.00</td>
</tr>
</tbody>
</table>

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

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

**Increase Writing Requirements**  
*Established in Cycle: 2010-2011*  
The results are based on 7 student, representing 28% of junior accounting students. The faculty recommended the following chang...

**SLO 2: Legal & Ethical Awareness**

Our graduates will understand the legal and ethical issues and the various stakeholders' positions and interest that exist in the practice of business.

**Objectives:**

- Graduates will be able to identify ethical issues and stakeholders' positions and interest in a business environment.
- Graduates will be able to identify legal and illegal decisions.
- Graduates will formulate and make responsible decisions based on ethical and legal reasoning.

**Relevant Associations:**

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

**Related Measures:**

**M 2: Ethical and Legal Awareness Measure**

The Ethical Decision Making rubric developed by the college AOL committee will be used to assess legal and ethical awareness. This assessment will be conducted every 2 1/2 years.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Connected Document**

- *Ethical & Legal Awareness Rubric*

**Target:**

The expectation for student performance is that 70% of the students will perform at satisfactory or better.

**Findings (2015-2016) - Target: Partially Met**

**Tool**

The Ethical Decision Making rubric developed by the college AOL committee was used to assess legal and ethical awareness in the Business Law I with 34 students.

**Results**

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Exceeds Standard</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies ethical issues</td>
<td>21%</td>
<td>56%</td>
<td>24%</td>
<td>77%</td>
</tr>
<tr>
<td>Identifies stakeholder positions and interests</td>
<td>15%</td>
<td>30%</td>
<td>56%</td>
<td>45%</td>
</tr>
<tr>
<td>Apply the ethical decision making models</td>
<td>9%</td>
<td>23%</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Recommends</td>
<td>15%</td>
<td>32%</td>
<td>53%</td>
<td>47%</td>
</tr>
</tbody>
</table>
While there were improvements in identifying ethical issues, the other three objectives were not met. The committee identified specific courses and recommended an ethics component that would be required. The following courses were selected: Principles of Management, Introduction to Business, MIS, Principles of Marketing, Organizational Behavior, HRM and Strategic Management.

Findings (2010-2011) - Target: Not Met

The Ethical Decision Making Rubric was used to assess legal and ethical awareness in the Business Law course Spring 2011. Students completed 3 short essays addressing ethical and legal questions regarding each case. Total number of students assessed was 15 (representing approximately 60% of juniors).

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Exceeds Standard</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies ethical issues</td>
<td>6% (1)</td>
<td>46.7% (7)</td>
<td>46.7% (7)</td>
</tr>
<tr>
<td>Identifies stakeholder positions and interests</td>
<td>20% (3)</td>
<td>53.3% (8)</td>
<td>26.6% (4)</td>
</tr>
<tr>
<td>Understands how varying conceptions of equity can result in different conclusions</td>
<td></td>
<td>53.3% (8)</td>
<td>46.7% (7)</td>
</tr>
<tr>
<td>Identifies legal and illegal decisions</td>
<td></td>
<td>53.3% (8)</td>
<td>46.7% (7)</td>
</tr>
<tr>
<td>Recommends decisions based on ethical reasoning</td>
<td></td>
<td>53.3% (8)</td>
<td>46.7% (7)</td>
</tr>
</tbody>
</table>
Recommends decisions based on legal reasoning

53.3% (8)  46.7% (7)

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

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

**Legal and Ethical Assessment Results**
*Established in Cycle: 2010-2011*

To improve ethical decision making the following changes to business law I and business law II will be made: 1) For both...

**SLO 3: Data Gathering, Problem Solving, and Critical Thinking**

Our graduates will effectively collect, analyze and interpret quantitative and qualitative data applying critical thinking skills to solve business problems.

**Objectives are:**

- Graduates will be able to identify relevant quantitative and qualitative information for the problems in a logical manner.

- Graduates will be able to apply the appropriate concepts/techniques for elements identified.

- Graduates will be able to solve business problems correctly and draw the appropriate conclusion from the results.

**Relevant Associations:**

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

**Related Measures:**

**M 3: Data Gathering Measure**

The Data Gathering, Problem Solving and Critical Thinking rubric developed by the college AOL committee was used to evaluate student performance.

This goal will be measured every 2 1/2 years.
Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
- Data Gathering, Problem Solving & Critical Thinking Rubrics

Target:
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

Findings (2015-2016) - Target: Partially Met

The Data Gathering, problem solving, and critical thinking rubric developed by the college AOL committee and was measured in the Introductory Statistics course. The assignment was based on the 2015 Holiday Shopping Season Project. Students were provided with a spreadsheet and students analyzed a set of 10 industries by month from 2009 to 2015.

<table>
<thead>
<tr>
<th>Use of Assessment Results</th>
<th>Learning Objectives</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exceeds Standard</td>
<td>Acceptable Standard</td>
</tr>
<tr>
<td>Student identifies relevant quantitative and qualitative information for the problems in a logical manner</td>
<td>0</td>
<td>70 (71%)</td>
</tr>
<tr>
<td>Student applies appropriate concepts/techniques for elements identified</td>
<td>20 (20%)</td>
<td>78 (80%)</td>
</tr>
<tr>
<td>Student solves the problem correctly</td>
<td>36 (37%)</td>
<td>24 (24%)</td>
</tr>
<tr>
<td>Student interprets the results and draws the most appropriate conclusion</td>
<td>0</td>
<td>14 (14%)</td>
</tr>
</tbody>
</table>
The students met the target in all objectives except solving problem correctly. To help students with their Math skills, the College of Business actively encouraged freshman students to complete EdReady prior to entering the college.

**Findings (2010-2011) - Target: Not Reported This Cycle**
Data Gathering, Problem Solving, and Critical thinking will be measured 2011-2012.

**Findings (2009-2010) - Target: Partially Met**

THE Data Gathering Rubric was administered in Cost Accounting course spring 2010. Students completed a flexible budget problem. Total number of students assessed was 23.

**Data Gathering, Analysis and Interpretation Rubric**

**Undergraduate**

Student ID: ____ Accounting Results________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student identifies relevant quantitative and qualitative information for the problems a logical manner</td>
<td>17%</td>
<td>22%</td>
<td>61%</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student applies the appropriate concept/techniques for elements identified</td>
<td>23%</td>
<td>13%</td>
<td>65%</td>
</tr>
<tr>
<td>1. Student solves the problem correctly</td>
<td>35%</td>
<td>23%</td>
<td>43%</td>
</tr>
<tr>
<td>1. Student interprets the results and</td>
<td>43%</td>
<td>23%</td>
<td>35%</td>
</tr>
</tbody>
</table>
SLO 4: Information Technology Skills

Our graduates will effectively use information technology tools in solving business problems.

- Graduates will be able to use software tools for analysis and reporting.
- Graduates will be able to use networks to obtain reliable data and manipulate the data into information.

Relevant Associations:

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

Related Measures:

M 4: Information Technology Measure
The Information Technology Rubric developed by the AOL committee was used to assess information technology. This measure will occur every 2 1/2 years.

Source of Evidence: Project, either individual or group

Target:
The expectation for student performance is that 70% of the students will perform at satisfactory or better.

Findings (2015-2016) - Target: Not Reported This Cycle
Not measured this cycle

Findings (2010-2011) - Target: Not Reported This Cycle
Will be measured in 2011-2012.

Findings (2009-2010) - Target: Met

Homework assignments for Marketing and Organizational Behavior were evaluated. Results were not broken down by program. Total number of students assessed was 75. These results were not broken down by program.
Learning Objectives

<table>
<thead>
<tr>
<th>Exceed Standards</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to use productivity software, e.g., spreadsheet, database &amp; presentation software.</td>
<td>20%</td>
<td>70%</td>
</tr>
<tr>
<td>Student is able to use networks, i.e., Internet resources &amp; library databases to obtain reliable information.</td>
<td>20%</td>
<td>70%</td>
</tr>
</tbody>
</table>

SLO 6: Accounting Specific Knowledge

Our graduates will be able to design and evaluate controls for accounting information systems, prepare financial statement and management reports for corporations, partnerships and nonprofits.

- Graduates will be able to identify controls needed for an accounting system.
- Graduates will be able to prepare financial statements for a corporation, partnership and nonprofit organization.
- Graduates will be able to prepare analysis for internal decision making.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 5: Senior Assessment General Business Knowledge

Our students will graduate with an understanding of business knowledge to successfully work in a company. Students will have general knowledge in the following areas: 1) Financial Accounting; 2) Managerial Accounting; 3) Finance; 4) International Management; 5) Business Law I; 6) Management Processes; 7) Marketing; 8) Macroeconomics; 9) Microeconomics; 10) MIS; 11) Organizational Behavior; and 12) Statistics.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Additional Required Course added to program

Based on the results, the COB decided to require that the Managerial Communications course be added to the curriculum. In this course, students are required to write business reports and memos and to give an oral presentation.
Complete Curriculum Review
Compare accounting curriculum with other institutions.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Improving problem solving and Interpretation of Results

To improve Data Gathering, Problem Solving and Critical Thinking, the following change was agreed upon:

- More emphasis on problem solving and interpretation will be placed on homework assignments in Cost Accounting, Intermediate Accounting, Advanced Accounting and Business Law I and II.

Data Gathering, Problem Solving and Critical Thinking will be re-evaluated during 2011-2012 to determine whether students improved in the areas that were unsatisfactory.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Responsible Person/Group: Faculty covering these courses

No Action Required for IT
Based on the findings, 70% of the students performed in the acceptable or above range. At this time no action will be taken. The outcome will be re-evaluated in 2010-2011.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implement the 150 hour Accounting Program
150 hour has been approved but not fully implemented.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Resolve course requirement. Resolve whether the GMAT must be taken. Change fees on first graduate courses taken.

Improvement for Senior Assessment Test
This year results will be used as a base line. Given the low managerial accounting score, proposed changes are to have accounting students take managerial accounting in the principles level. This will be implemented in Spring 2012.

The senior assessment test has been modified over the years to improve on the quality of questions and to provide more detailed analysis of knowledge in the subject areas. These results along with reviewing the curriculum, two recommendations have been made as a result of these findings:

1. MIS was added back into the curriculum in addition to AIS to provide accounting students with more IT knowledge needed in accounting.
2. Accounting students currently only cover financial accounting in their first two introductory accounting courses. The curriculum was changed to expose students to both managerial accounting and financial accounting in the introductory accounting courses.

The senior assessment test will be administered each semester. Evaluation of the results will be conducted annually.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Improving oral communications
To improve oral communication several changes were agreed upon:

1) Increase presentation required in class.
   - While auditing and managerial cost currently have oral presentations, Governmental Accounting course has added an oral presentation.
Students will receive the rubrics prior to presentation, to ensure they are aware of expected performance.

2) Improve student interaction with audience.

- The Intermediate Accounting Course has adopted the case studies approach. This will require student to discuss the case and interact with each other more.

Oral Communication will be re-evaluated in 2011-2012 to determine whether students

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Improvements for Asenior Accounting Assessment**

Given this was the first time the test was administered, it was decided to use these scores as a base line.

Several changes to the test were recommended:

1) The whole committee will review the questions.

2) Questions will be re-evaluated to ensure it addresses general accounting knowledge and not specific information that can be looked up.

3) The number of questions will be increased.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Increase Writing Requirements**

The results are based on 7 student, representing 28% of junior accounting students. The faculty recommended the following changes: Case studies are being adopted in Intermediate Accounting and in Business Law which will increase students writing requirements.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High
Legal and Ethical Assessment Results

To improve ethical decision making the following changes to business law I and business law II will be made:

1) For both business law courses case studies will be introduced to increase class discussion aimed at increasing students reasoning abilities.

2) The rubrics used to evaluate student will also be handed out prior to the assignment.

Ethical Decision Making will be re-evaluated during 2011-2012 to determine whether students improved in the areas that were unsatisfactory.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Plan for Improving Writing Communication

The results are based on 7 student, representing 28% of junior accounting students. The faculty recommended the following changes: Case studies are being adopted in Intermediate Accounting and in Business Law which will increase students writing requirements.

Written Communication will be re-evaluated in 2011-2012.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Responsible Person/Group: Dr. Anakwe and mr. Katz
Mission / Purpose

Our mission is to provide a student-centered learning environment to develop accounting, economics and finance professionals with a national and global perspective. We emphasize the development of technical competencies through academic excellence, innovation, integrity in teaching, professional development, applied and instructional research, preparation for advanced studies, and outreach.

Goals without Outcome/Objective Relationships Specified

G 8: Improve program review to Ensure compliance

8.1 Conduct yearly curriculum review.
8.2 Design processes to solicit input from students, DAC, employers and other constituents on curriculum and programs.
8.3 Conduct and document Assurance of Learning/Outcomes Assessment.

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

G 1: Develop programs and processes to enhance student learning, professional development and success

1.1 Integrate international and ethical issues in the curriculum.
1.2 Review & evaluate outcome assessment measures for course and student performance.
1.3 Encourage student participation in and improve quality of internship program.
1.4 Provide support for student participation in professional activities, field trips, workshops, and student organizations.
1.5 Solicit funding and provide scholarships and grants to deserving students in AEF.

1.6 Encourage students to apply for program specific scholarships.
1.7 Create departmental honors courses.
1.8 Establish a series of informal, mini-workshops on professional business topics to enhance the intellectual interest of students.
1.9 Establish a strategic alliance with Delaware Tech via degree connected programs in Accounting

O/O 2: Number of internships

- Establish a list of Internships/due dates
- Establish and maintain bulletin boards
- Provide email notification
- Identify Internship opportunities within the local business market

**Relevant Associations:**

**Strategic Plan Associations:**

**College of Business**

1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development, and success.
2. Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.
3. Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.

**Delaware State University**

1. Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice.
2. Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community.

**Related Measures:**

**M 2: Number of Internships**

Source of Evidence: Field work, internship, or teaching evaluation

<table>
<thead>
<tr>
<th>Internships Paid and Unpaid</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paid</td>
<td>Unpaid</td>
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</tr>
<tr>
<td>Spring</td>
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<td>3</td>
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</tbody>
</table>

2014-2015

The number of Internships for this year was 20. That is up from prior years.

**Target:**

All students with a 3.0 or better receive an internship.
Findings (2015-2016) - Target: Met
15 students had internships this academic year.

Findings (2009-2010) - Target: Not Met
Summer Internships - 9
Fall 2009 - 5
Spring 2010 - 5

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

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

connecting with businesses
Established in Cycle: 2009-2010
The COB has developed relationships with Barkclay Bank and JP Morgan to increase internships. Accounting has also developed rela...

improving internships
Established in Cycle: 2009-2010
Need to get students to update their email address so we have accurate email addresses. Need to put procedure in place to ensure...

O/O 6: Increase scholarships

1.6 Encourage students to apply for program specific scholarships

O/O 7: Develop Honors courses
1.7 Create departmental honors courses.

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.

O/O 11: Integrate technology in the classroom
Increase different applications in classroom learning. Integrate investment software in finance classrooms. Integrate spreadsheet and database through out curriculum.

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.

G 2: Develop programs in teaching & research that are supportive of scholarly activity by faculty & that foster student participation
2.1 Provide financial support for faculty members to present research at professional conferences
2.2 Promote broader faculty participation and collaboration in research activities
2.3 Develop a plan to provide release time and other incentives to faculty members who initiate initiatives to faculty members who initiate grant writing activity, research, and public service

O/O 10: Ensure a minimum of 2 full time faculty per concentration
Hire three faculty members this year

Relevant Associations:

Strategic Plan Associations:
College of Business
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

Related Measures:

M 9: Filled faculty lines
Fill all open faculty lines
Fill economics position 2012-2013
Source of Evidence: Administrative measure - other

Target:
Filled all faculty lines open

Findings (2015-2016) - Target: Met
The department had a minimum of 2 full-time faculty per concentration

Findings (2014-2015) - Target: Not Met
2014-2015
There is need to hire an accounting faculty member.

Findings (2009-2010) - Target: Partially Met
Hired three faculty. All lines are filled except Dr. Casson’s. Still waiting to see if he will return to department.

O/O 12: Provide faculty support to encourage paper presentation at conferences
Number of faculty presenting at national conferences

Relevant Associations:

Strategic Plan Associations:
College of Business
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

Related Measures:
M 7: Faculty release time
To provide all faculty conducting research with a 3/3 load.

2010-2011 All faculty had a 3/3 load.

Source of Evidence: Activity volume

**Target:**
All faculty conducting research will teach a 3/3 load

**Findings (2015-2016) - Target: Met**
Except for 2 visiting professors, all other full-time faculty members received release time for research.

**Findings (2014-2015) - Target: Met**
2014-2015
All faculty conducting research have received release time and have been supported to attend conferences.

**Findings (2009-2010) - Target: Not Met**
All new faculty members will be teaching a 3/3 load next year

M 11: Number of faculty presenting at conferences
At least one presentation each year per faculty.

2011-2012 faculty had a total of 6 presentations and 22 participants in conferences.

2014-2015
The Department faculty has a total of 9 presentations and 19 participants at conferences/programs.

Source of Evidence: Activity volume

**Target:**
At least one paper presentation per year.

**Findings (2015-2016) - Target: Met**
Four faculty members presented their research papers at professional conferences.

**Findings (2010-2011) - Target: Met**
All Faculty member presented at least one paper this year.

**Findings (2009-2010) - Target: Not Met**
Total faculty presentations at national meeting were 11. All faculty members presented at at least one conference with the exception of one faculty member.

G 3: Improve Outreach efforts with students, parents, and alumni

3.1 Develop a series of certificate and executive programs
3.2 Develop courses to be offered online.
3.3 Establish study abroad programs as part of the undergraduate curriculum.
3.4 Continue to engage students in morale-building activities such as COB Fall Picnic, COB/SAC Season's Greetings, COB Valentine's Day Celebrations, Ice Cream Day with the Dean, and the Graduating Seniors Award Reception.
3.5 Utilize alumni as a resource for case studies job shadowing, mock interviewing, classroom visits, internships, full time positions, and funding.
3.6 Maintain affiliations with professional organizations such as the National Association of Black Accountants Inc (NABA), Institute of Management Accountants (IMA), AICPA, Advertising Education Foundation (AEF), National Economics Association (NEA), the American Economic Association (AEA), the Omicron Delta Epsilon (ODE) Honor Society in Economics and the Urban Bankers.
3.7 Utilize the Deans Advisory Council (DAC) to network with business executives and extend contacts to other business executives.
3.8 Civic outreach; community outreach of the faculty; media presentations, service to other organizations, individuals and communities.

O/O 2: Number of internships

- Establish a list of Internships/due dates
- Establish and maintain bulletin boards
- Provide email notification
- Identify Internship opportunities with in the local business market

Relevant Associations:

Strategic Plan Associations:

College of Business
1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
3. Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.
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Delaware State University
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:

M 2: Number of Internships

Source of Evidence: Field work, internship, or teaching evaluation

Internships Paid and Unpaid
### 2009-2010 to 2011-2012

<table>
<thead>
<tr>
<th></th>
<th>2009-2010</th>
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<tbody>
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#### 2014-2015

The number of Internships for this year was 20. That is up from prior years.

**Target:**
All students with a 3.0 or better receive an internship.

**Findings (2015-2016) - Target: Met**
15 students had internships this academic year.

**Findings (2009-2010) - Target: Not Met**
- Summer Internships - 9
- Fall 2009 - 5
- Spring 2010 - 5

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

- **connecting with businesses**
  *Established in Cycle: 2009-2010*
  The COB has developed relationships with Barkclay Bank and JP Morgan to increase internships. Accounting has also developed rela...

- **improving internships**
  *Established in Cycle: 2009-2010*
  Need to get students to update their email address so we have accurate email addresses. Need to put procedure in place to ensure...

#### O/O 9: Update & maintain COB website

6.1 Provide information to update and maintain COB website.

#### O/O 15: Student satisfaction

Are student satisfied with the services the department provides to the students in terms of advising, office hours, teaching excellence, and job placement.

**Relevant Associations:**
**Strategic Plan Associations:**

**College of Business**

3 Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.

**G 4: Improve Quality of Student Life within AEF**

4.1 Engage students in the life of the COB/AEF by encouraging participation in COB student association, student professional clubs, i.e. Accounting and Finance Club.

4.2 Facilitate and encourage increased interaction between student and advisor.

**O/O 4: Engage students in clubs and organizations**

Engage students in the life of the COB/AEF by encouraging participation in COB student and professional organizations.

**Relevant Associations:**

**Standard Associations:**

AACSB 2016 Standards for Business Accreditation

4 STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT: Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school’s mission, expected outcomes, and strategies.

13 STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT: Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.

**Strategic Plan Associations:**

**College of Business**

4 Improve the quality of student life within COB.

**Delaware State University**

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 5: Student participation in Professional Organizations**

Number of student participating in student and professional organizations.

2010-2011

12 students attended NABA Annual Eastern region Conference

2 students attended KPMG leadership Conference

4 students participated in the Annual Case Competition sponsored by NABA

10 student attended the FMA Leadership Conference

2011-2012

Accounting and Finance Club had 23 students attend the National Association
of Black Accountants (NABA) conference in October. Of the 23 students, 12 had interviews for internships.

The Investment Club had 15 students take a tour through the Federal Reserve in Washington D.C.

The Investment Club had 16 students participate in the Bloomberg Assessment Test held on Friday, November 11th.

The Investment Club had 18 students participate in the Symposium organized by the National Association of Security Professionals held at Wharton School of Business, Pennsylvania on Thursday, November 10th, 2011

Eight students attended the FMA Annual student Leadership conference in Chicago.

Source of Evidence: Activity volume

Target:
60% of our students should be members or participate in profession organizationas

**Findings (2015-2016) - Target: Met**
Accounting and Finance Club - 10 students attended NABA Conference.
65 students attended "Meet the Firm Night" sponsored by Accounting and Finance Club.
Investment club - 49 students participated in conferences/workshops/symposiums.
Economics club - 115 students participated in a debate sponsored by Economics club
15 students made a trip to the NY Federal Reserve Bank
Economics club debate team attended a debate in Princeton, NJ and won.

**Findings (2014-2015) - Target: Partially Met**
2014-2015

• Six (6) students volunteered and attended the Financial Planning Annual Conference in Seattle, October 2014.
• Seven (7) students attended National Association of Securities Professional (NASP) symposium in New York, February 2015.
• Two (2) students invited to participate in an all-expense paid TD Ameritrade Annual Conference, San Diego, in January 2015.
• Four (4) students worked on a business plan for the Opportunity Funding Corporation (OFC) Business Pan Competition organized by Thurgood Marshall which later got cancelled.
• Six students attended the Buttonwood Conference on Economic Development in New York, February 2015.
• Accounting and Finance Club had ## students attend the National Association of Black Accountants (NABA) conference in October. Of the ## students, ## had interviews for internships.
• Six students attended the KPMG Leadership conference.

G 5: Ensure use of technology resources in all aspects of student learning
5.1 Incorporate technology as appropriate in each course. (e.g. Myeconlab, myaccountinglab, and myfinancelab)

5.2 Use the Banner system in student advisement.
5.3 Integrating the trading network in appropriate Finance courses

O/O 11: Integrate technology in the classroom
Increase different applications in classroom learning. Integrate investment software in finance classrooms. Integrate spreadsheet and database throughout curriculum.

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

G 7: Cultivate a positive, collegial, support for improving student learning

7.1 Conduct annual evaluations for Faculty, & Staff, Department Chair and address any issues identified.
7.2 Establish AEF’s award for outstanding performance.
7.3 Encourage/support each faculty to be a member and active in at least one professional organization.
7.4 Design and implement a mentoring process for new faculty and staff in AEF.

O/O 19: Conference Attendance
Have all faculty attend at least one conference a year

G 9: Develop plans to increase placement of graduates
9.1 Collaborate with the Career Services to increase placement opportunities for AEF students.
9.2 Partner with the Admissions Office to participate in recruitment activities (school visits, career fairs, on campus visits, etc.).
9.3 Collaborate with professional organizations to increase placement opportunities for AEF majors. (e.g. NABA via the Accounting and Finance Club)

O/O 2: Number of internships

- Establish a list of Internships/due dates
- Establish and maintain bulletin boards
- Provide email notification
- Identify Internship opportunities within the local business market

Relevant Associations:

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Related Measures:

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Source of Evidence: Field work, internship, or teaching evaluation

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

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

**connecting with businesses**  
*Established in Cycle: 2009-2010*  
The COB has developed relationships with Barkley Bank and JP Morgan to increase internships. Accounting has also developed rela...

**improving internships**  
*Established in Cycle: 2009-2010*  
Need to get students to update their email address so we have accurate email addresses. Need to put procedure in place to ensure...

**O/O 14: Number of students holding Jobs**  
Upon graduation what number of students have jobs and what is the quality of the jobs.

**Relevant Associations:**

**Strategic Plan Associations:**  
*College of Business*  
9 Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.

**Related Measures:**

**M 6: Number of Student Employed**  
Employed students and quality of job

Source of Evidence: Activity volume

<table>
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<tr>
<th>Program</th>
<th>2009-2010</th>
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<td>N (%)</td>
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<td>8 (33%)</td>
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<td>5 (32%)</td>
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<td>Economics</td>
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<td>1 (25%)</td>
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</table>

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Accurate Student email address**
We need to find a way to make sure we have accurate student email address. This has become a larger problem now that freshman and sophomore are listed as pre-management and not pre-economics and pre-finance.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  
Implementation Description: We will provide announcement in all accounting classes for student to update their email addresses.  
Responsible Person/Group: Dr. Ruf & faculty

connecting with businesses
The COB has developed relationships with Barkcly Bank and JP Morgan to increase internships. Accounting has also developed relationships with KPMG to increase internships.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
  Measure: Number of Internships | Outcome/Objective: Number of internships  
Implementation Description: Develop more ties with Accounting firms. One each year. Also, need to increasde quality of students through recruitment.  
Responsible Person/Group: Dr. Rhodes and faculty

improving internships
Need to get students to update their email address so we have accurate email addresses.  
Need to put procedure in place to ensure posting are up-to-date.  
Need to create a list of when to expect internships/scholarships/job opening to become available.  
Need to create more opportunities for economic majors.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
  Measure: Number of Internships | Outcome/Objective: Number of internships  
Implementation Description: All internships and jobs are posted on Blackboard. Need to encourage students to view the site.  
Responsible Person/Group: Dr. Ruf
Increase students enrollment in the graduate program
Plan on informing students in their junior year how to prepare for graduate school.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Hold info sessions in the junior year courses.
Responsible Person/Group: Dr. Ruf

Update website
To better keep in touch with alumni, a facebook page should be created on the website. Information on the web needs to be updated.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Work with web master.
Responsible Person/Group: Dr. Ruf

Annual Report Section Responses

Executive Summary (1-2 pages)

Unit(s) Profile

Faculty Profile

CHAIRPERSON:
Dr. Akash Dania Associate Professor (Finance)

PROFESSORS:
Dr. Michael Katz Accounting
Dr. Young S. Kwak Finance
Dr. Bernadette Ruf Accounting

ASSOCIATE PROFESSORS:
Dr. Bridget Anakwe                  Accounting
Dr. Michael Casson, Jr.            Economics
Dr. Jan E. Christopher            Economics
Dr. Nandita Das                   Finance
Dr. Susan Muzorewa                Accounting
Dr. Zi "Nancy" Ning               Finance

VISITING PROFESSORS:

Dr. Lynda Murray-Jackson          Accounting
Mr. Wade Robinson                 Economics
Ms. Valarie Pepper               Accounting

Centers

- University Center for Economic Development & International Trade (UCEDIT)
- Economic Development Leadership Institute (EDLI)
- Center for Homeland Security Research

Educational Programs

1. Degree(s) and degree options available within Department
   1. Majors - BS - Accounting
   2. Concentrations under Management Major
      1. Business Economics
      2. Finance and Banking
   2. Enrollment by major and minor

<table>
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<tr>
<th>Years</th>
<th>2011</th>
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Accounting
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**Finance**

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<th>Seniors</th>
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**Economics**

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<td>10</td>
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</table>

IRPA Census Total Eligible for 201701 (Fall 2016) and 201801 (Fall 2017)

- Enrollment for the Accounting program on the main campus has been relatively stable. A number of the accounting students plan on continuing with a graduate degree and professional certification after graduation.
Finance Concentration has dropped in the fall of 2017 but increased by the spring of 2018 to 50 students with the introduction of the financial planning concentration. There was some initial confusion with the rollout of the new concentration.

Economics concentration had a slight drop but remains over 10 students.

There is some concern that having the finance and economics concentrations under the Management degree does not afford those programs the exposure that would result in attracting more students. There has been some conversations regarding bringing those two concentrations under the control of the AEF department where the faculty reside.

Unit(s) Initiatives accomplished in this cycle

Department Initiatives for 2017-2018

• ACCT 204 Lab and ACCT 205 Lab was approved by the College of Business Curriculum committee and the Faculty Senate to be formally offered during AY 2018-2019 cycle.
• The pre-accounting designation will be eliminated from AY 2018-2019 cycle. This was approved by the College of Business curriculum committee and the University Faculty Senate during AY 2017-2018 cycle.

Unit(s) Honors/Awards and Achievements

Honors/Awards and Achievements

Students:

• Two of the AY 2017-2018 Annual Deans Choice Award for College of Business students were from the AEF Department - Samantha Ellis (Accounting) and Nicholas Crib (Economics)
• HP HBCU Dean's Challenge Competition - Delaware State University. College of Business Winning team of 5 students included 3 Undergraduate students from Accounting, Economics, and Finance Department. These were Nyla Obey (Finance), Emma Pollock (Accounting), Kyron Bonner (Accounting and Finance). In addition, there was Nicholas Henry - who is a Finance Graduate and current MBA student.
• Undergraduate students led by Finance Faculty, Dr. Das were placed second in the Finance App competition.
• AEF Department students participated in discipline conferences, such as the TD, T3 (under the supervision of Dr. Nandita Das) and NABA (under the supervision of Dr. Susan Muzorewa).
Faculty:

- AEF Department faculty, Dr. Nandita Das was awarded the AY 2017-2018 Annual Dean's Award for Service to the College of Business.
- AEF Department faculty, Dr. Lynda Murray-Jackson was awarded the AY 2017-2018 Dean's Award for Teaching for the College of Business.
- Dr. Akash Dania was presented the key to the City of Natchez by the Mayor of the City of Natchez and the Board of Alderman for service to the City and County.
- Dr. Akash Dania was nominated for the 2017 best reviewer award for the annual conference of the Academy of International Business - Southeast.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Strategic Goals for next year are:

1. Use of technology in classroom instructional delivery.
   a. Measuring the type and amount of technology in classes offered by the department. Target is for 15% of the classes to utilize technology in delivering their classroom instruction.

2. Student participation in extracurricular activities that enhances the classroom/book learning.
   a. Better document the number of students engaged in extracurricular activities and the impact of those activities on their course work. Target is for 10% of the department's students to engage in some sort of extracurricular activity during the academic year that they felt augmented their classroom experience.
"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report. See KPI information in the document attachment section. The department file has the accounting majors. The Finance and Economics file has those students with concentrations in Finance or Economics that are included in the Management degree/Business Administration department.

**Connected Documents**
- KPI 1 AND 10 Accounting Economics and Finance Department 2017-2018
- KPI 1 and 10 for Finance and Economics concentration 2017-2018

**Closing the Assessment Loop:** Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  
  a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
  b) Have these changes been implemented? If not, when will they be implemented?  
  c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Two prime examples of assessment activities for the department of Accounting, Economics and Finance are student internships and faculty presentations at conferences.

**Internships**

Internships are important because they provide our students with real world experiences that reinforce and supplement their classroom learning. The target is for all students with a GPA of 3.0 or higher to have an internship. By the spring 2018 semester, there were 50 students majoring in accounting and 22 with a concentration in finance or economics.

For the 50 accounting students, 13 had less than 60 hours and were not eligible. Of the remaining 37 students, 19 had internship, just over 50%.

For the 22 finance and economics students, 4 had less than 60 hours and were not eligible. Of the remaining 18 students 8 had internships, just under 50%.

The target was not met but the department and faculty will continue to work closely with the Industry Liaison for the College of Business to encourage all students to prepare for and apply to internships.

The department plans to assess the number of students with internships every year.

**Presentations**

Presentations at conference allows our faculty to showcase their research with and get feedback from their peers at other institutions of higher education.

The department has a total of 12 full time faculty including Ningbo faculty. All together they have presented papers at 15 various conferences, thereby meeting the target of
one presentation per faculty. In addition, the faculty has had 7 papers in peer reviewed journals. The importance of our faculty staying current in their discipline is paramount, we will continue to assess this measure annually.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

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<tr>
<th>Name</th>
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<td>Renhui Fu</td>
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<td>Susan Muzorewa</td>
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Peer-reviewed Publications


Dania, A., (2017), "Diversification Benefits of Investing in Frontier Equity Market Nations of
the Middle East and Africa," Academy of International Business (AIB-SE) Proceedings of Annual Meetings.


Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

See the data entered into the linked Excel spreadsheet for the Accounting, Economics and Finance Department.

Connected Document
- AEF Undergraduate Program Data 2017-2018
Mission / Purpose

The mission of the Office of Undergraduate Admissions at Delaware State University is to establish and activate a recruitment program that will meet the enrollment projections as specified by the University's Administrative Council. It is the endeavor of the office to market the University and to recruit and enroll the most qualified students available. While recognizing the historical heritage, the admissions office seeks to attract a diverse student population.

Goals without Outcome/Objective Relationships Specified

G 2: Recruitment Territories
Revisit recruitment territories to ensure territories assigned are still aligned with the University's mission and match the efforts to recruit and retain students from certain geomarkets.

G 3: Letter Flow and Communication Plan
Manage letter flow and communication plan to ensure communication with prospective students is clear and timely throughout the recruitment funnel - from prospect to enrolled.

G 4: Customer Excellence and Positive Attitude
Provide quality customer service and positive attitude reinforcement with emphasis on customer excellence (internal and external stakeholders).

G 5: Campus Tour Experience
Enhance campus tour experience by following the national model of student-led tours.

G 6: Calendar of Recruitment Events
Develop and maintain a monthly calendar of recruitment events from the Office of Admissions.
Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Marketing Materials for Recruitment
Review, edit, and update marketing materials each year, and determine the need for new images, logo/branding, and new/additional brochures along with Integrated Marketing Department.

Marketing materials include the Viewbook, Road Piece, Transfer Brochure, Early Bird Brochure, Inspire Scholarship Brochure, etc.

O/O 1: Distribute for corrections

Related Measures:

M 1: Viewbook Evaluation

Source of Evidence: Administrative measure - other

Target:
80% returned feedback

Findings (2010-2011) - Target: Not Met
10% returned

Connected Document
• xyz
Mission / Purpose

The mission of the Division of Adult & Continuing Education (ACE), is to attract, enroll and serve adult learners in Delaware and beyond seeking educational opportunities for professional development, re-certification, career enhancement and lifelong learning. (Adopted 2009)

ACE recognizes that adult learners are a unique body of students with specific needs, preferences, and expectations in their higher education pursuits among these being quality academic programs, flexible scheduling options, experiential learning, and seamless access to student services.

VISION: ACE will support adult learners as they seek the life-changing benefits that higher education provides. The division will serve as the gateway to University programs and courses for adult learners seeking to start a degree, finish a degree, or attend the University as a special student who wants to enroll in a credit or non-credit course for professional development and lifelong learning.

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

G 1: Infrastructure Development
Develop the infrastructure, systems, processes, and procedures to effectively administer ACE programs

O/O 1: Non Credit Master Schedule
Build a master schedule of non credit courses in the University information system to capture all non credit course enrollments and transcript generation.

Related Measures:

M 3: Non-Credit Master Schedule
Build a master schedule of non credit courses in the University information system to capture all non credit course enrollments and transcript generation.

Source of Evidence: Administrative measure - other

Target:
Build a master schedule of non credit courses in the University information system to capture all non credit course enrollments and transcript generation.

Findings (2009-2010) - Target: Met
ACE staff collaborated with the Registrar to build all non-credit courses in the Banner system catalog. ACE course enrollments now become part of the student record for the Non-Credit level and reflect on student transcripts.
Target:
Establish online catalog of non-credit courses by June 30, 2010.

Findings (2009-2010) - Target: Met
The ACE Division collaborated with IT to create an online course catalog for non-credit courses.

ACE Online Course Catalog

ACE Webpage

O/O 2: Strengthen Web Presence
Develop a web presence that allows credit and non-credit adult learners to navigate the site, learn about educational opportunities, register for courses and pay online.

Related Measures:

M 1: Strengthen Web Presence
Develop a web presence that allows credit and non-credit adult learners to navigate the site, learn about educational opportunities, register for courses and pay online.

Source of Evidence: Administrative measure - other

Target:
Deployment of re-designed ACE web site.

Findings (2009-2010) - Target: Met
ACE staff received content management training to maintain the division pages. The team collaborated with Information Technology and the Registrar to build an online course catalog of non-credit courses. The Continuing Education site lists non-credit opportunities and now includes online registration functionality via the Registrar's office. ACE developed a registration confirmation email (sent by the Registrar) for non-credit students that directs them to online payment links in the University student services web page, myDesu. ACE staff created unified pages for the Wilmington and Georgetown sites that showcase accelerated undergraduate degrees and graduate degree programs (where applicable).

ACE Web Page
ACE Online Course Catalog

Connected Document
O/O 3: Tracking
Develop prospect tracking for prospective adult learners

Related Measures:

M 2: Prospect Tracking and Marketing
Prospect tracking and marketing
Source of Evidence: Activity volume

Target:
Increase the number of prospective students to which site programs are marketed (baseline 2009 ~ 2,000).

Findings (2009-2010) - Target: Met
ACE obtained student listings of associate degree graduates from Delaware Technical and Community College (DTCC) for its associate degree graduating classes of 2008, 2009, and 2010 (n~3,000). The listings were matched against the Banner system to check for existing admission applications. ACE invited individuals with unmatched records to information sessions and coordinated communications from Admissions and ACE. Additionally, ACE obtained a student listing for students enrolled in DTCC programs in 2009-2010 (n~1,100) that have existing connected degree agreements.

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

Tracking
Established in Cycle: 2009-2010

Load individuals from student listings into the Banner prospect module for future recruitment and communication activities.

O/O 4: Communication Plan
Create communication plans for adult learner information sessions and other recruitment events.

Related Measures:

M 4: Communication Plan
Create communication plans for adult learner information sessions and other recruitment events.
Source of Evidence: Administrative measure - other

**Target:**
Create communication plans for adult learner information sessions and other recruitment events.

**Findings (2009-2010) - Target: Met**
ACE collaborated with the Offices of Admissions and Integrated Marketing to include messages to ACE prospective students in the university communication plan. Messages were created for congratulating recent associate degree graduates, informing prospects about site programs, and inviting prospects to information sessions. Communications were sent by postal mail and email.

**Connected Document**
- ACE Communication Plan to Prospects

**G 2:Educational Opportunity Creation**

Lead/Champion the creation of educational opportunities for adult learners for credit and non-credit programs

**O/O 5:Credit and Non-credit Certificate Programs**
Provide labor market research to academic deans and department chairs to support credit and non-credit certificate program creation needs for adult learners.

**Related Measures:**

**M 5:Credit and Non-Credit Certificate Programs**
Provide labor market research to academic deans and department chairs to support credit and non-credit certificate program creation needs for adult learners.

Source of Evidence: Administrative measure - other

**Target:**
Research and inform academic deans and chairs about demand for bachelor degree programs for associate degree graduates and top program opportunities for transfer.

**Findings (2009-2010) - Target: Met**
Presented data to deans, chairs, and other constituents showing demand data for degree programs of associate degree graduates in Delaware. Information included transfer rates to other Delaware higher education institutions. Data was also presented showing occupational outlook and projected growth for jobs requiring bachelor degree level education for programs that the University has existing connected degree agreements in place with the state’s only community college.
O/O 6: Template Development
Develop a template/process to create non-credit programs.

**Related Measures:**

**M 6: Template Development**
Develop a template/process to create non-credit programs in response to community requests or market need for programs.

Source of Evidence: Administrative measure - other

**Target:**
Develop a template/process to create non-credit programs in response to community requests or market need for programs.

**Findings (2009-2010) - Target: Not Met**
No progress was made on this objective.

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

**Process Template Creation**
*Established in Cycle: 2009-2010*

Develop a process template to create non-credit programs in response to community requests or market need for programs.

O/O 7: Collaboration
Collaborate with academic deans and departments to build scheduling tracks for existing degree programs utilizing evening, weekend, accelerated, summer, and online course options.

**Related Measures:**

**M 7: Collaboration**
Collaborate with academic deans and departments to build scheduling tracks for existing degree programs utilizing evening, weekend, accelerated, summer, and online course options.

Source of Evidence: Administrative measure - other

**Target:**
Build scheduling tracks for existing degree programs utilizing evening, weekend, accelerated, summer, and online course options.

**Findings (2009-2010) - Target: Met**
Created five accelerated, full-time evening degree scheduling tracks for existing connected degree programs at the Wilmington and Georgetown sites. Programs are designed for associate degree holders to enroll in full-time study in the evening that require students to attend only two nights per week. Completion of the bachelor degree is in a few as 2.5
academic years (five semesters). Accelerated tracks were created for programs in Social Work, Criminal Justice, Early Childhood Education, Early Care and Education, and Business Administration/Accounting. See links below:

http://www.desu.edu/sussex-site
Accelerate undergraduate degree programs at sites

O/O 8: Credit for work experience
Develop a formal process for adult students to obtain credit for work experience and lifelong learning to shorten time to degree.

Related Measures:

M 8: Credit for Prior Learning
Develop a formal process for adult learners to obtain credit for work experience and lifelong learning to shorten time to degree.

Source of Evidence: Administrative measure - other

Target:
Develop a formal process for adult learners to obtain credit for work experience and lifelong learning to shorten time to degree.

Findings (2009-2010) - Target: Not Met
The ACE leadership identified this objective as a best practice in serving adult learners. However, no progress was made on achieving this objective. Collaboration with the Student Affairs division is recommended.

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

Credit for Prior Learning
Established in Cycle: 2009-2010
The ACE leadership identified this objective as a best practice in serving adult learners. However, no progress was made on est...

O/O 9: Degree option for transfer students
Be an active member of the committee planning the "Liberal Studies Degree" to create a degree option for transfer students.

Related Measures:

M 7: Collaboration
Collaborate with academic deans and departments to build scheduling tracks for existing degree programs utilizing evening, weekend, accelerated, summer, and online course options.

Source of Evidence: Administrative measure - other
M 9: Degree Option for Transfer Students
Be an active member of the committee planning the “Liberal Studies Degree” to create a degree option for transfer students.

Source of Evidence: Administrative measure - other

Target:
Conduct research and share results with planning committee showing demand for liberal studies degree option for adult learners.

Findings (2009-2010) - Target: Partially Met
Provided planning committee with demand data for liberal studies degree option for adult learners.

O/O 18: Test Description

testing....

G 3: Student Services

Coordinate seamless delivery of student services for adult learners in credit programs attending any location.

O/O 10: Student Services

Evaluate and identify a comprehensive model to deliver student services to adult learners that includes the following: information session follow-up/pre-Advisement Counseling, Transcript Evaluation, Admission Application, Academic Advising, Registration, Financial Aid Application and Award Notification, Payment, Bookstore, Student Services, Library Access, IT Support.

Related Measures:

M 10: Student Services
Evaluate and identify a comprehensive model to deliver student services at the extended sites to adult learners

Source of Evidence: Administrative measure - other

Target:
Evaluate and identify a comprehensive model to deliver student services to adult learners that includes the following: information session follow-up/pre-Advisement Counseling, Transcript Evaluation, Admission Application, Academic Advising, Registration, Financial Aid Application and Award Notification, Payment, Bookstore, Student Services, Library Access, IT Support.

Findings (2009-2010) - Target: Not Met
The ACE division collaborated with Distance Education in identifying best practices in serving adult learners. ACE staff participated in the administrative working group to develop student support services for
students in distance programs. The work of this group is on-going.

**G 4: Grow Adult Learners**
Grow the number of adult learners who enroll in credit programs in all three Delaware counties.

**O/O 11: Information Sessions**
Host information sessions for adults to learn about educational opportunities and thereby increase the number of prospective adult students.

**Related Measures:**

**M 11: Information Sessions**
Develop information sessions for adult learners

Source of Evidence: Administrative measure - other

**Target:**
Host a series of information sessions for adults to learn about educational opportunities and thereby increase the number of prospective adult students.

**Findings (2009-2010) - Target: Met**
The ACE Division hosted 11 information sessions in spring/summer 2010 for graduates of Delaware Tech to learn about transfer opportunities and accelerated degree program options at the sites. Prospective students were able to talk with staff from admissions, financial aid, and representatives from academic departments in a single setting. The ACE team collaborated with Integrated Marketing to create an online information and registration page for the sessions. The accelerated program for Social Work had six students enroll in Sussex.

[http://www.desu.edu/info-sessions](http://www.desu.edu/info-sessions)
Information Session Web Page

**O/O 12: Marketing**
Market connected degree and transfer opportunities to current DTCC students and recent graduates.

**Relevant Associations:**
(G4)

**Related Measures:**

**M 1: Strengthen Web Presence**
Develop a web presence that allows credit and non credit adult learners to navigate the site, learn about educational opportunities, register for courses and pay online.

Source of Evidence: Administrative measure - other

**O/O 13: Summer College**
Market summer College offerings to DSU graduates, current students, Delaware educators, Delaware Tech graduates, and the community.

**Related Measures:**

**M 1: Strengthen Web Presence**
Develop a web presence that allows credit and non credit adult learners to navigate the site, learn about educational opportunities, register for courses and pay online.

Source of Evidence: Administrative measure - other

**M 12: Summer College**
Market summer College offerings to DSU graduates, current students, Delaware educators, Delaware Tech graduates, and the community.

Source of Evidence: Administrative measure - other

**Target:**
Market summer College offerings to DSU graduates, current students, Delaware educators, Delaware Tech graduates, and the community.

**Findings (2009-2010) - Target: Met**

The ACE Division marketed DSU Summer College to ~10,000 Delaware educators with special take-one course, get-one-course offer. Other populations ~3,000 recent graduates from Delaware Tech and the DSU continuing student population. Created Summer Guide for Youth Programs, and ACE Non-Credit Course Guide for website. Marketing included development of post card, email, and flyers.

[http://www.desu.edu/summer ACE Summer Non-Credit and Youth Course Guides](http://www.desu.edu/summer ACE Summer Non-Credit and Youth Course Guides)

**Connected Document**
- Summer College

**O/O 14: Marketing ACE Credit Programs**
Develop marketing campaign for ACE credit programs.

**Related Measures:**

**M 1: Strengthen Web Presence**
Develop a web presence that allows credit and non credit adult learners to navigate the site, learn about educational opportunities, register for courses and pay online.

Source of Evidence: Administrative measure - other

**G 5: Grow Adult Non-Credit Programs**
Grow the number of adult learners who enroll in non-credit programs.
O/O 15: Increase WIA Programs
Increase the number of programs for which DSU is an approved training provider with the Delaware Workforce Investment board.

**Related Measures:**

**M 13: Increase WIA Programs**
Increase the number of programs for which DSU is an approved training provider with the Delaware Workforce Investment board.

Source of Evidence: Administrative measure - other

**Target:**
Increase the number of programs for which DSU is an approved training provider with the Delaware Workforce Investment board. Baseline 0.

**Findings (2009-2010) - Target: Met**

The Delaware Workforce Investment Board approved ACE as a training provider for the CISCO Certified Network Administrator program series (four courses). Staff attended the annual WIA training provider forum. Two students received WIA funds to enroll in the programs. However, the program was not run due to low enrollment.

O/O 16: Financial Assistance
Promote opportunities for financial assistance for non-credit programs available through the partnership between DSU and the Delaware Higher Education Commission (Governor’s Education Grants) and others such as military benefits and education lenders.

**Related Measures:**

**M 13: Increase WIA Programs**
Increase the number of programs for which DSU is an approved training provider with the Delaware Workforce Investment board.

Source of Evidence: Administrative measure - other

O/O 17: Marketing for ACE non-credit programs
Develop marketing campaign for ACE non-credit programs.

**Related Measures:**

**M 1: Strengthen Web Presence**
Develop a web presence that allows credit and non credit adult learners to navigate the site, learn about educational opportunities, register for courses and pay online.

Source of Evidence: Administrative measure - other

**M 12: Summer College**
Market summer College offerings to DSU graduates, current students, Delaware educators, Delaware Tech graduates, and the community.
Credit for Prior Learning
The ACE leadership identified this objective as a best practice in serving adult learners. However, no progress was made on establishing a formal practice for evaluating credit for prior learning that takes place in employment or lifelong learning activities. Collaboration with the Student Affairs Division and the Office of Admissions is recommended.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Credit for Prior Learning | Outcome/Objective: Credit for work experience

Implementation Description: Establish formal process to evaluate credit for prior learning
Projected Completion Date: 06/29/2012
Responsible Person/Group: ACE

Process Template Creation
Develop a process template to create non-credit programs in response to community requests or market need for programs.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Template Development | Outcome/Objective: Template Development

Implementation Description: Collaborate with the Continuing Education Subcommittee of the Faculty Senate to develop ways to be responsive to market and community needs for non-credit programs.
Responsible Person/Group: ACE

Tracking
Load individuals from student listings into the Banner prospect module for future recruitment and communication activities.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Prospect name data upload for tracking  
**Projected Completion Date:** 06/29/2011  
**Responsible Person/Group:** ACE Division, Information Technology, Admissions

**Tracking**

Load individuals from student listings into the Banner prospect module for future recruitment and communication activities.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Prospect name data upload for tracking  
**Projected Completion Date:** 06/29/2011  
**Responsible Person/Group:** ACE Division, Information Technology, Admissions

**Tracking**

Load individuals from student listings into the Banner prospect module for future recruitment and communication activities.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Prospect name data upload for tracking  
**Projected Completion Date:** 06/29/2011  
**Responsible Person/Group:** ACE Division, Information Technology, Admissions

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Prospect Tracking and Marketing | **Outcome/Objective:** Tracking

**Implementation Description:** Prospect name data upload for tracking  
**Projected Completion Date:** 06/29/2011  
**Responsible Person/Group:** ACE Division, Information Technology, Admissions

**Tracking**
Load individuals from student listings into the Banner prospect module for future recruitment and communication activities.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Prospect name data upload for tracking
**Projected Completion Date:** 06/29/2011
**Responsible Person/Group:** ACE Division, Information Technology, Admissions
Mission / Purpose

The Africana Studies Program at Delaware State University emerged sometime in the early 1980s and is designed to provide the student with a comprehensive introduction to the academic discipline of Africana Studies/Africalogy, an academic discipline created by principally United States African university students and professors in the late 1960s and the early 1970s. This new academic discipline emerged in the wake of a sudden and massive desegregation of predominately European universities and colleges all across the United States. It also emerged from the insistence by these students that their undergraduate academic studies locate the history, culture, problems, challenges, and realities of people of global Africa (with a particular focus on United States Africans) at the center of all academic study, whether in the arts and humanities or the sciences and social sciences. The program utilizes the theoretical, methodological, and analytical tools developed by scholars in the discipline of Africana Studies/Africalogy to shed light on the multidimensional nature of African experience, agency, and initiative in the United States, Africa, the Americas, and the world from the beginning of humankind to modernity.

In addition to instruction in courses in the discipline of Africana Studies/Africalogy, the Africana Studies Program at Delaware State University supplements its instruction by drawing upon various other academic disciplines, especially those in the humanities and the social sciences that focus on issues in the African world. Among its numerous intellectual contributions, Africana Studies/Africalogy pioneered in developing interdisciplinary and multidisciplinary approaches to teaching and academic study and research in the US university community. In addition to exploring new areas of contact and intersection among these disciplines, the minor degree helps DSU students to gain an appreciation of Africans' and Africa's place within an increasing awareness of the multi-ethnic and global character of human society in the historic African past through to African modernity. In addition, the Africana Studies Program presents students with the opportunity to build upon skills needed for graduate study and for professional careers in a variety of areas, including academia, education, government, law, private industry, and community service.

Goals without Outcome/Objective Relationships Specified

G 1: Strengthen and support academic programs
To strengthen and support academic programs to enable students to reach their career goals

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Africana cultural literacy
Students will gain a basic, insightful, and sophisticated literacy in the history, culture, and struggle of African people of the United States, Africa, the Americas, and the world as explored in the discipline of Africana Studies/Africalogy.
Relevant Associations:

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

Strategic Plan Associations:
   College of Arts, Humanities, & Social Sciences
   2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
   6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
   8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

SLO 2: Conversance in cultural theory
   Students will become conversant in the basic cultural theories of African people in post sovereign era within the discipline of Africana Studies/Africalogy.

Relevant Associations:

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

Strategic Plan Associations:
   College of Arts, Humanities, & Social Sciences
   2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
   6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

SLO 3: Develop critical intellectual skills
   Students will develop the skills to effectively read, write, discuss, present, and critique academic research and theory within the discipline of Africana Studies/Africalogy.

Relevant Associations:

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

Strategic Plan Associations:
   College of Arts, Humanities, & Social Sciences
   1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
   6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
SLO 4: Know ancient and medieval African history
Students will acquire a basic knowledge of ancient and medieval African history and culture as explored in the discipline of Africana Studies/Africalogy.

Relevant Associations:

DSU Learning Goal Associations:

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

Strategic Plan Associations:

College of Arts, Humanities, & Social Sciences
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multicultural subject matter into all course materials

SLO 5: Preparation for graduate study
Students will be prepared and inspired to participate in graduate programs of study in the discipline of Africana Studies/Africalogy or in related or other disciplines within the humanities and social sciences.

Relevant Associations:

DSU Learning Goal Associations:

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

Strategic Plan Associations:

College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University,
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors,
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
Detailed Assessment Report  
As of: 9/27/2018 12:25 PM EST  
2017-2018 Agriculture & Natural Resources Department  
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

**Mission / Purpose**

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

**Goals without Outcome/Objective Relationships Specified**

**G 1:Recruit, Retain, Graduate, Employ**

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

**G 2:Encourage students' hands-on learning opportunities**

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

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

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

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

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

Monitor faculty grant writing, publication and outreach each year.

**Relevant Associations:**

Institutional Goal I 1.4, Institutional Goal III, 3.1, Institutional Goal IV, 4.1

**Strategic Plan Associations:**

Delaware State University  
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement  
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
4.1 Strengthen and expand DSU’s outreach, Extension, engagement, entrepreneurship and economic development programs to benefit the people of Delaware, the nation and the world.

**Related Measures:**

**M 6:** Number of grants obtained

Number of grants obtained by the members of the department.

Source of Evidence: Benchmarking of learning outcomes against peers

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

**Findings (2016-2017) - Target: Met**
Findings 2016-2017. Target was met. In this academic year there were over $5,000,000 in active grants in the department. Most of these grants had an active period of 2 to 5 years.

**M 7:** Number of publications produced

Number of refereed and lay publications produced by the faculty.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**
Publish at least 10 refereed publications and 25 other publication from the department each year.

**Findings (2016-2017) - Target: Met**
Target was met. A total of 18 refereed publications were produced during this academic year with an additional 11 publications in review or in press. Additionally 36 lay publication and conference proceedings were also produced along with two book chapters.

**M 8:** Faculty outreach activities

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

Source of Evidence: Benchmarking of learning outcomes against peers

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

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

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

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

**Monitor faculty productivity**  
*Established in Cycle: 2016-2017*

The department will continue to track grants, publications, and outreach activities of the faculty. We will continue to work ...

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 1: Monitor retention and graduation rates**

Monitor retention rates and graduation rates.

**Relevant Associations:**

Institutional Goal II 2.1, 2.2, 2.4

**Strategic Plan Associations:**

Delaware State University

- 2.1 Increase retention and graduation rates by at least two percent annually for the next five years
- 2.2 Use enrollment management best practices to increase overall enrollment to 5,000 students
- 2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

**Related Measures:**

**M 1: Student enrollment within the majors will be tracked**

**Measure 1.** Student enrollment within the majors will be tracked

Source of Evidence: Benchmarking

**Target:**

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

**Findings (2016-2017) - Target: Met**

Findings 2016-2017:
Target was met. The spring 2017 enrollment for the department of Agriculture and Natural Resources was 162 students of which 28 students were in Natural Resources and 134 students were majoring in Agriculture.

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

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

Track student enrollment, retention and graduate placement
Established in Cycle: 2016-2017

Moving forward, the department will continue to track student numbers, retention and employment with the objective of continui...

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

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

Source of Evidence: Benchmarking

M 3: Students entering the workforce after graduation will be tracked (to the extent possible)

Students entering the workforce after graduation will be tracked (to the extent possible).

Source of Evidence: Benchmarking

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

Findings (2016-2017) - Target: Met

Findings 2016-2017: Target was met. Fourteen out of 27 2016 B.S. graduates are currently employed within their majors. (51.8%)

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

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

Track student numbers, retention and employment
Established in Cycle: 2016-2017

Moving forward, the department will continue to track student numbers, retention and employment with the objective of continui...
O/O 2: Monitor Student Experiential Learning

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

Relevant Associations:

Strategic Plan Associations:
Delaware State University

1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
3.3 Provide opportunities for undergraduate students to participate in research.

Related Measures:

M 4: Track Student Experiential Learning Annually

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

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
Twenty-Five percent of all students will participate in study abroad, experiential or service learning, undergraduate research or internships each year.

Findings (2016-2017) - Target: Met

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

M 5: Student class participation

Insure student participation in classes related to sustainability.

Source of Evidence: Benchmarking of learning outcomes against peers

Target:
100 percent of students graduating from the program will participate in at least one sustainability class prior to graduation.
Findings (2016-2017) - Target: Met

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

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

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

Experiential Learning
Established in Cycle: 2016-2017

The department makes a lot of outside the class activities available to our students as a way of increasing their educational experience, however, we will continue to expand our offerings to insure most students have multiple opportunities to participate in these activities and we will continue to seek ways to make this a reality. Activities commonly provided in the department include undergraduate research, study abroad and experiential learning.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

test
test

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Experiential Learning

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student class participation | Outcome/Objective: Monitor Student Experiential Learning
Monitor faculty productivity

The department will continue to track grants, publications, and outreach activities of the faculty. We will continue to work to more accurately specify the active periods of grants and publications so that our data will most accurately reflect the reporting period that we are in. Finally, we will continue to push to increase productivity in grant writing, publication and outreach to maximize productivity of the faculty.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Faculty outreach activities | Outcome/Objective: Monitor faculty productivity

Track student enrollment, retention and graduate placement

Moving forward, the department will continue to track student numbers, retention and employment with the objective of continuing to increase student enrollment, retention and graduate placement. Discussions will be held to facility ways to continue to increase retention and student placement and to grow enrollment within programs offered by the department.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Student enrollment within the majors will be tracked | Outcome/Objective: Monitor retention and graduation rates

Track student numbers, retention and employment

Moving forward, the department will continue to track student numbers, retention and employment with the objective of continuing to increase student enrollment, retention
and graduate placement. Discussions will be held to facility ways to continue to increase retention and student placement and to grow enrollment within programs offered by the department.

Established in Cycle: 2016-2017  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Students entering the workforce after graduation will be tracked (to the extent possible) | Outcome/Objective: Monitor retention and graduation rates

Annual Report Section Responses

Executive Summary (1-2 pages)

I. EXECUTIVE SUMMARY

In the current year, the Department of Agriculture and Natural Resources has had a slight decrease in undergraduate students numbers at 153 undergraduates and we also observed a slight decrease in graduate students to 29 students. The department is still considering the development of a Ph.D. program in Fisheries and Wildlife Science, provided we can secure funding to add additional faculty to make the program possible; a second Ph.D. program is also being considered in Agriculture with specialization in genomics. One concern of adding the Ph.D. programs is an added strain on our existing facilities, as the department does not have enough research laboratories to meet the current demand for space. In many ways, this is the major reason we haven't pushed these programs forward.

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

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

Faculty vacancies continue to be a concern. A Plant Pathologist funded through the EPSCoR grant was hired, however the person decided to leave to pursue an opportunity as the Pathologist Program Leader at USDA. The ability of the department to respond quickly when a vacancy occurs is essential and establishing processes to do this should be addressed in the coming year. Additionally, the department has identified a need for a GIS
specialist to further enhance our undergraduate and graduate programs, and if funding could be secured, an Agriculture and Natural Resource Economist position would also be useful.

The college recently added a student lounge, research lab and teaching lab to the Annex. As we continue to grow, the need for more research labs will grow. Efforts need to be made to find innovative ways to maximize the use of available space located in departmental facilities. Some areas in the W. W. Baker building may offer options for retrofitting for laboratory use, however consideration needs to be given to specialized equipment needs and the necessity of holding teaching laboratories in some of these spaces as well. It should be noted that the WW Baker building is overdue for renovation. Recent efforts include painting the older section of W.W. Baker building, which will greatly improve the aesthetics of the building.

Unit(s) Profile

II. UNIT PROFILE

A. PERSONNEL(Faculty/Professional and/or Classified Staff)

List by rank or title and in alphabetical order all full or part-time employees, including adjuncts.
List by rank and alphabetical order

Professors: 9

Last Names:
Barczewski
Broderick
Fox
Marsh
McIntosh
Ozbay
Vulinec
Guo
Kalavcharla

Associate Professors: 2

Last Names
Elavarthi
Heckscher
Assistant Professors: 3

Last Names:
Matthews
Melmaiee
Smith

Professional Employees (non-tenure track): 1
Hastings-Powell

Ph.D. Curator 1
Hong-Wa

Post-Doctoral Employees: 4
Ayyapan
Cainong
Subramani
Todd

Research Scientist 1
Smith

Departmental Technicians: 2
Blank
Dworkin

List all personnel changes (new faculty, professional and/or classified staff, retirements, leaves, etc.)
The department has yet to fill the two faculty member positions that were lost last year. A Plant Pathologist and a Poultry Specialist. Funding will only allow the hiring of an Extension Poultry Specialist at the current time.

B. CENTERS(list specialized areas of instruction, research, or service)
The department houses two specific areas of specialized function: The Claude E. Phillips Herbarium and the USDA Seafood Safety Laboratory. The Herbarium has been utilized as a resource for certain graduate students in Agriculture: Plant Sciences, who are working with various segments of taxonomy and plant identification. It is a great
resource for our graduate and undergraduate students alike and the staff in the herbarium are actively involved in outreach activities. While the educational programs of the herbarium continue concern still exists that the curator position has not been filled.

The USDA Seafood Safety Lab houses, two full time scientists who conduct research on various aspects of shellfish safety. When a match exists, this laboratory has provided graduate students with the opportunity to conduct thesis research, resulting in win:win relationship with the lab. In the past, several undergraduate students have also been employed in the laboratory providing specialized training opportunities.

C. EDUCATIONAL PROGRAMS (section required only for academic departments)

1. Degree(s) and degree options available within Department

BS Degrees

Agriculture (Concentrations)

Agribusiness

Agriscience Education (Reinstated Concentration)

Equine Business Management

General Agriculture

Plant Science-(Options)

Horticulture

Agronomy

Animal and Poultry Science

Pre-Veterinary Medicine

Natural Resources (Concentrations)

Environmental Science

Wildlife Management

Fisheries Management

Minors

Environmental Science

MS Degrees

Agriculture (Concentrations)

Plant Science
Animal Science

Natural Resources

Enrollment by major and minor
Name of Major Fields: AGRI-BUSINESS

Freshman 2
Sophomores 2
Juniors 6
Seniors 6
Total 16

Name of Major Fields: GENERAL AGRICULTURE

Freshman 1
Sophomores 1
Juniors 2
Seniors 10
Total 14

Name of Major Fields: PLANT SCIENCE

Freshman 0
Sophomores 3
Juniors 3
Seniors 8
Total 14

Name of Major Fields: PRE-VETERINARY MEDICINE

Freshman 17
Sophomores 13
Juniors 11
Seniors 20
Total 61

Name of Major Fields: ANIMAL AND POULTRY SCIENCE
Freshman 0
Sophomores 0
Juniors 6
Seniors 8
Total 14
Name of Major Fields: EQUINE BUSINESS MANAGEMENT

Freshman 0
Sophomores 0
Juniors 0
Seniors 1
Total 1
Name of Major Fields: AGRISCIENCE EDUCATION

Freshman 0
Sophomores 1
Juniors 1
Seniors 1
Total 3
Name of Major Fields: ENVIRONMENTAL SCIENCE

Freshman 2
Sophomores 5
Juniors 1
Seniors 6
Total 14
Name of Major Fields: FISHERIES/ WILDLIFE MANAGEMENT

Freshman 2
Sophomores 4
Juniors 4
Seniors 6
Total 16

Graduate Program:
Natural Resources 22
Agriculture 7
Total 29

Discussion of trends, projections, etc.
Over the past year, we have experienced slight decreases in both undergraduate and graduate enrollment. Enrollment in the undergraduate program has been positively impacted over the past 10 years by our college recruiter who regularly visits area high schools and has developed a relationship with staff at local and regional high schools and regularly works to schedule school visits and student consultations. Graduate enrollment is directly related to the availability of grants. Our graduate program enrollment is a direct reflection on the dollars brought into the program by our faculty who provide the necessary tuition and stipend dollars required to fund the program. Minimal support is provided by the institution for graduate programs. Transitional periods from one academic year to the next will result in some slight fluctuation in graduate student numbers. Additionally, the graduate program continues to strive to improve the type of students accepted into the program and the department has held to admission standards to enhance student success for those admitted into the program. The department is still considering a Ph.D. program in Wildlife and Fisheries Sciences and a Ph.D. in Agriculture with a specialization in genomics. Part of the delay in moving forward is due to concern over having adequate funding to support graduate students in the long term required to complete a Ph.D.

Unit(s) Initiatives accomplished in this cycle

VI. UNIT INITIATIVES

List and describe any new programs and/or initiatives.

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

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

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

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

The department reactivated the concentration in Agri-Science Education. The effort to reactivate our BS program in Agri-Science Education occurred when the University of Delaware decided to eliminate their undergraduate program in education, creating a need for the program. Other programs are currently being reviewed for adjustments.

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.

Faculty within the Department of Agriculture and Natural Resources routinely attend the annual meetings of their professional associations. Specific meetings attended can be found in the appendices at the end of this document.

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.

Many of the faculty are routinely involved with outreach activities, some of these groups include:

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

Others can be found in the appendices found at the end of this document

Technology Integration
Include a discussion of continuing effort or need for technology. Academic Departments are to include efforts in incorporating technology use in classroom instruction.

The department continues to provide students with a computer laboratory which is opened each day from 8:30 a.m. until 4:30 p.m. during the week. The laboratory houses 12 computers and is available to students to do their work. On occasion, the lab is signed out for teaching purposes, but at all other times it is available for student use. A laser printer has been provided in the lab for student use. The department also has several pieces of specialized research equipment that is utilized in teaching and research. These include: Electron Microscope, Flow Cytometer, Gas Chromatograph with Mass Spectrophotometer, Ultrasound, Beckman Ceq 2000 Genetic Sequencer, Growth Room and Chambers, Thermocyclers, and a Research Greenhouse.

List any facility and/or infrastructure improvements
Recent renovations of the Agriculture Annex provided an additional teaching lab, research lab, student lounge and office space. However, the department has used up nearly all the research space as more faculty develop their programs. The Outreach and Research Center in Smyrna has also been a great asset to our program and continues to provide research plot land for our agronomic and environmental research efforts. All of our facilities and farms have dual purposes, to provide for the conduction of research and to enhance our teaching capabilities. We continually look for ways to make our facilities more elastic to the needs of our faculty.

Terminated Programs
No programs were terminated in the current year.

Enter any other comments that you feel are important to the continued improvement of the Unit.
The department is currently suffering from a lack of adequate research space. The departmental facilities committee will be working during the summer to assess all the currently available space (offices, laboratories and storage) with the intent of making a recommendation for better space utilization.

**Unit(s) Honors/Awards and Achievements**

**VII. HONORS/AWARDS/ACHIEVEMENT OF STUDENTS**
Report any special honors and/or awards for the year. Academic departments are to include key statistics, such as number of degrees awarded, average time-to-degree, graduation rate, retention rate (year-to-year and to graduation) as compared to university totals.

USDA Scholar

Delaware State Grange Scholarship

NOAA Scholarships

In 2017-2018, 32 undergraduates were awarded B.S. degrees. Twenty-six of these were in Agriculture and six were in Natural Resources.

Fourteen of the graduates entered DSU in the Fall of 2014 and graduated in four years. Five additional students took five years to complete their degrees, one took six years and one took eight years. One student completed their degree in three years. The additional 10 students who graduated this academic year transferred into the department with varying numbers of credits. The fate of students who transferred out of the department is not known.

The department also graduated eight Master of Science Students this year. Six were in Natural Resources and two were in Agriculture.

Major Achievements of Students (not included above) as compared to university totals. Please provide information as available. Institutional Research Office may be contacted for needed information.

i Honors Received by Majors

One student in this year's graduating class graduated Suma Cum Laude, Jeniece Small. Five graduated Magna Cum Laude: Summer Pollinger, Moala Bannavti, Tahj Boston, Zane Collison, Morgan Jones. Four additional students graduated Cum Laude Jiajun Wu, Anthony Byrd, Mariah Williams and Andrew Wyttenbach. Over 30 percent of our 2017-2018 graduates, graduated with honors.

ii Activities of Student Groups (including civic and social activities)

The department currently has four active student groups including a Wildlife Society, a Collegiate FFA chapter, a MANRRS group (minorities in Agriculture and Natural Resource and Related Sciences) and a Pre-Veterinary Science Club. All four groups are active and regularly participate in regional or national events within their associations. Specific activities have included food drives, road cleanups, and recycling programs. We are proud of our active student groups and their commitment to the institution and surrounding community.
iii Job Placement and/or Accomplishments of Seniors

B.S. Degrees 2017-2018

Cheyenne Adams* Unknown

Shamar Amison - Attending Medical School in Arizona -18

Stephanie Austin - working as Dewayne Fox's technician

Moala Bannavti Ph.D. program in Engineering -18

Tahj Boston - attending vet school NCSU

Lauren Brown Attending University of Maryland Grad School

Mia Brown* Unknown

Dysha Bryant - Home Depot '18

Anthony Byrd - working for a farmer in Milford, DE

Zane Collison - Transportation Division Beracah Homes, Greenwood, De ‘18

Nevershi Ellis Attending Grad School at Tuskegee University

Drew Fox* Unknown

Justin Grimminger* EMT also working at Ficnr Farms in Middletown ‘18

Loren Harmon* Working for USDA as a Meat Inspector ‘18

Tajay Jackson Unknown

Julian Jones - attending Tuskegee University for graduate school Fall 18'
Morgan Jones Attending Environmental Law School in Michigan '18

Zhaneyah Kelley* Unknown

Kayla Kemp - Working on home farm '18

Kristen Lewis Unknown

Debbielynn Mayo* - working in residential housing at a university in Minnesota

Summer Pollinger* Working on a horse Farm in New Castle County ‘18

Jeniece Small Working with Family Day Care.

Ashley Tabbian Working for DSU Aquatic Demonstration Facility ’18

Qiara Tomlinson Working in NYC

Charles Wallace Attending Graduate School MS at University of Florida

Brian Ward Unknown

Fedrica Williams Unknown

Kyejah Williams Employed by the State of Maryland

Mariah Williams Attending Tuskegee Veterinary School ’18

Jiajun Wu* Working on MS at George Washington University ’18

Andrew Wyttenbach Working for DSU Cooperative Extension ’18

Job Placement and/or Accomplishments of Graduate Degree Recipients

M.S. 2017-2018 Graduates include:
Anju Biswas Research Technician, DSU '18

Amy Comer Stock Assess Scie: NC Division of Marine Fisheries '18

Melanie Fuoco Working Part Time with Dr. Gulnihal Ozbay DSU '18

Symone Johnson Science Educator at Baltimore National Aquarium '18

Keith Leonard Working as an educator at the NJ State Aquarium '18

Dylan Lynch - Frontier Scientific at FMC Stine-Haskell '18

Melanie Mancuso-

Petrina McKenzie-Reynolds Ph.D. program at UMES'18

Follow-up of Graduates (All Degree Levels; 2012 and before)

Student What they are doing

1996

Gregory Glovick Employed by Royal Farms 09

Steven Pieshala Employed with Southern States Co-op. (Ag Supply Co.)

J. Jay Davis High School Vocational Teacher in Smyrna 13

Karin Grosz Employed at Sussex Conservation District deceased 09

Jomelle Bowen Teaching Middle School in Dover

Jennifer Collison Formerly employed at Kent Con. District, Homemaker

Wayne Jester Currently Between Jobs, Has worked for Landscape Co.
Mark Del Vecchio In the military 09

Derek Fisher Employed as Insurance Salesperson for Prudential 10

Brian Harris Employed in Private Sector

McClennon Holmes Employed in Private Sector MS from Penn State Univ.

Richard Shepard Employed with Caroline County Conservation District

William Jones Prime Hook National Wildlife Refuge, Outdoor Director 09

David Hudson Employed at U.S. Geological Survey

David Arndt Practicing Attorney in Dover, DE

Jay Greenwood Unknown

Howard Miller Unknown

Georgette Campbell Unknown

1997

Chad Pries Employed on family farm

James Skaggs Employed in family business

Lisa Williams Formerly employed on Senator Joseph Biden's staff

James Lewis Grad & Law School Employed @ Reed Smith LLP

Hurann Walton M.S., Tuskegee Univ. currently working in private sector

Tina Hoagland Employed with Perdue Farms
Jerry Ford Employed as Insurance Salesperson

Kara Fewlass Employed as a teacher

Jigar Patel Employed at DNREC

Carol Sullivan Unknown

Dorsey Wooters Unknown

Eric Oaks Unknown

Johnathan Driggins Unknown

Steven Cawby Unknown

1998

Jermaine Anderson MS at VA Tech - Employed with USDA APHIS 11

Tara Brown M.S. at Cheyney Employed at William Penn, School Dist.

Kerry Cohen Employed with Syngenta Ag Products in NC

Poinciana Miller Employed in the Banking Industry

Chinonye Onyewu Currently in Graduate School (Virginia Tech)

Alfred Tunnell Employed at DSU as Public Safety Director 11

Leroy Dohman Employed at Kraft Foods 09

Heather Warren Employed at Delaware Department of Agriculture 09

Sydney Young Employed with University of Delaware 09
Anthony Riggi Employed at Caroline County Conservation Office

Gyasi Quince MS degree Virginia Tech, Employed at Dallas Zoo 12

Stacy Raleigh Employed with USDA-ARS Wyndmoor, PA 12

1999

Norman Barclift MS at Virginia Tech, Employed at Syngenta in NC

Brendon Brock MS Employed with N.J. EPA as Environmental Specialist 09

Carlos Cotto Employed as a Research Assistant with Johnson Pharmaceutical Research Institute.

Jaclyn Davis Employed with General Motors

Sherri Dockery Deceased 09

Tisha Dunn Currently in Graduate School (Temple U.)

Derek Fountain Employed with Labor Ready Temporary Employment Co.

Laurie Lane Employed as Lawn Maintenance Mgr.in Southern DE 13

Thomas Lawrence Employed as a counselor at Ferris School in DE

Eboni Luck Currently in Graduate School (Mississippi State U)

Joshua McGinnis Working at Elk Neck State Park in MD as Naturalist 12

Alex Moore Employed with Syngenta Ag Products in NC 12

Kari Murabito Teaching at High Frontier in West Texas obtained MS from
Sul Ross State University 09

Amy Rembisz Homemaker

Jennifer Spencer Employed at Wilmington Trust Bank 09

Margaret Strauss Employed at a Veterinary Clinic as a technician

Brian Reynolds Delaware Department of Corrections 12

Edwin Jean Unknown

Derry Smith Unknown

Jamie Main Employed at Intervet (AkzoNobel)

Charles McGowan Fraud Operations at MBNA

2000

Rene Donastorg Employed at a Nursery (Horticultural Farm)

Laurie Janeka Employed with New Castle County Conservation District

Carrie Jester Employed with Farm Services Agency

John T. Moor Employed with Smyrna/Clayton Southern States Coop 12

Kathryn Washinski Homemaker

Darian Henry Employed with family business

David Henry Employed with family business

Naomi Hyde Teaching in Washington, D.C.
Dexter Kollie Employed by Kent County as inspector

Pete Malinky Employed with Capital Police Dept.

La'Toria Neely Employed at NRCS near Chicago, IL

Tiffany Roberson Ph.D. program at Alabama A&M University.

Renee Bonnell(Boggs) Working as a Veterinarian in Bear Delaware 12

Joseph McLaughlin deceased '15

Kyle Dunning M.S. Florida A & M U., Employed USDA Ag Statistics

Terence Henry Unknown

Brenden Morris Unknown

Kelly Saint Miller Homemaker

Diane Barnes Unknown

Glen Fields Unknown

Anitra Starks Unknown

Aaliyah Brown Unknown

2001

Sahr Abu Unknown 09

Tommy Adams Government contractor Fayettville, NC 12

Richard Beaman Employed at Delaware Dept. of Transportation 12
Jada Bing working on Ph.D. at NCSU 12

Yaa Brobbey Employed as a Program Specialist for the State of NJ

Ty Burns Employed at Winner Ford

Misp Gwanmesia Working on Pharmacology Degree at Johns Hopkins 09

Shannan Hall AFRRI (Armed Forces Radiobiology Research Institute) 13

Frank Malinky Quality Control Officer for Tetra Tech/Foster Wheeler CO

Richard Mason M.S. NC A&T. Employed at Merck Pharmaceuticals PA.

Rodney Morehart Employed Conservation District Conservationist in PA 09

Jared Papen Employed on Family Farm

Kasey Spriggs Employed with Virginia Parks Service

Beth Sussman Employed with Social Security Administration, Dover DE

Linda Unterkofler Employed as a Veterinary Technician in Dover

2002

Dana Campbell Unknown

Courtland Cobb Unknown

Katarina Gillespie Homemaker

Robert Johnson Employed with Enterprise Car Rental Company

Kacie Messick Unknown
Aisha Miller Applying for Graduate School

Matthew Mills Farm worker ’15

Ashley Peebles Employed at the Delaware Dept. of Ag Forestry Section 12

Trawana Porter Employed with Camden, New Jersey Food Bank 12

Alexandra Tispouras Teaching Smyrna School District 09

Shanna Tull Employed by USDA, FSIS

Philip Ulrich Farmer/Substitute Teacher

2003

Sherry Absolom Working at Home Depot Garden Center in DE

Jason Allen Working on MBA at DSU

Nafis Austin Employed as a teacher in Philadelphia

Marshall Bailey Unknown

Heather Case Working at Lowes in Dover, married 12

Deanna Conquest Working in the Retail Food Industry

Arielle Dixon MBA U of Chicago, Employed with Financial Firm in IL.

Marcia Fox-Bilbrough Environmental Scientist, DNREC 14

Lori Goins Self-Employed Caterer in Philadelphia

Jonathan Harmon Employed in Pharmaceutical Industry in Delaware.
Herbert Holmes Unknown

Kerin Hume Working at Kent Conservation District 14

Theodore Layton Unknown Owns Construction Business 12

Annette Steward Completed M.S. in Ag. Econ. 05/Completed M.S. in School Counseling 11 Guidance counselor in Harvey School District 12

Johnny Teasley Working on M.S. at Old Dominion University.

Broc Turner Unknown

2004

Sequanna Anderson Employed at USDA Civil Rights, Washington, D.C. 13

Rachel Aqui Employed in the Poultry Industry

Sterling August Employed at Dept. of Education in Washington, D.C. 09

Stacy Blake Unknown

Rebecca Carrow(Brown) Working for NRCS as Soil Conservationist in Maryland 10

Marquisa Edmond Working for USDA 12

Garry Glanden Employed with DNREC as Env. Control Tech 13

Lindsay Gooden Grad School for teaching degree/substitute teaching
Derek Haley Working at a Golf Course in DE

Jason Hall Employed with USDA/ARS in MD

James Hughes Employed as a teacher Smyrna Middle School 13

Tarraca Jackson Comp MS in Animal Science at NCA&T 06’ in Nursing School 12

Kara Kochis Teaching Vocational Ag in Delaware

Dakaque Lewis Employed at Kraft Dover 12

Yolanda Lyons Unknown

Krystal McDevitt Unknown

Charles McMillan Completed DVM at Tuskegee University 12

Alex Meredith Recruiter for Dept. of Ag and NR, DSU 12

James Powell Employed at Dept of NR and Env. Control

Amber Still Working on M.S. degree at DSU

Jeramie Strickland Completed MS ISU, Working USFW Service 10

Elizabeth Swain Completed Vet School at Tuskegee University

2005

Michael Brown Working for the Maryland Department of Agriculture 10

Brendon Brock MS Working in New Jersey as Environmental Scientist 09
Charles Cawley Employed with McConnell Agronomics 13

Katie Gedney Working for Pro-Lock and Safe Co. 13

Matthew Grabowski Working DNREC Division of Soil and Water, Drainage 09

Christy Gustafson Working as Nutrient Management Tech in Maryland 09

Wesley Knapp MS Regional Botanist, MD Natural Heritage Program 10

Trevor Knight Professional Bass Fisherman http://www.knightfishing.com/ 10

Jennifer Leach Unknown

Michelle Rains Unknown

Lindsey Rash Completed MS degree at DSU in Plant Science

Alicia Revis Pursuing MS degree at DSU in Natural Resources

Edward Robinson Employed on family farm in Kent County, Delaware

2006

Jessica Dennis Unknown

Wade Dunning Working, AET Ag Consulting, Smyrna DE ’15

Viniece Jennings Biological Scientist, USDA ARS FS, Georgia ’15

Melissa Nicholson In Pharmacy School 12

Patricia Nugent Working on MS in Biology, DSU
Krystal Stanley Environmental Scientist at DNREC 09

Jesse Thomas MS Coordinator Most Endangered Rivers. American Rivers NGO 10

Jordan Zimmerman Working for DNREC, Fish and Wildlife & MS at DSU 12

2007

Kengara Alfayo Unknown

Rebecca Bonnell Working as Vet Tech at Governors Ave Hospital 12

Kesha Braunskill MS Working with the Delaware Forest Service. 15

Patrick Erbland MS Ph.D. program University of Maine 10

Marcia Fox MS Working at DNREC as an Environmental Scientist 15

Matthew Jones Wildlife Technician, USFWS 12

Mary Lambert MS Animal Communicator, NJ DEP ’15

Brandon Martin In the U.S. Coast Guard 11

Jamie Messick Unknown

Barbara Murray MS Unknown

Kawana Mutti Social Media Analyst at American Express, Miami, FL ’15

Guannan Qui MS Working at the Institute of Plasma Physics, Chinese Academy of Sciences, Hefei, China 10
Donald Shillingford Unknown

Jacob Urian Completed MS at DSU, Nutrient Management Consultant,
Kent Conservation District '15

Charles Wilson III Unknown

Ernie Wyatt Teaching School in Maryland 09

Kevin Neves MS Completed Ph.D. at UME. Currently Facilities/Operations Manager at Acadia Harvest Incorporated in Maine 14

2008

Anikka Ahmed Working on MS degree at Kansas State University 09

Kelvin Barthelmeh Working Construction

Jason Challandes Working for Cooperative Extension at DSU in MS program at DSU 12

Shanna Chambliss MS Earth Science Teacher in VA 12

Christina Collins Working for Monsanto in PA11

Tia Daly Working at Pet Smart in Newark, DE 11

Jodi Eierman Teaching Ag at High School in Caroline County MD 13

Kenneth Hockenberry Working on MS in Human Resources Georgetown U
Working with USDA/FNS in Alexandria VA 09

Leslie Howe Working DNREC as Environmental Sci. Solid Waste 09

Kerin Hume MS Working as Conservationist at Kent Cons. Dist. 13

Jonathan McKenzie MS Finished Ph.D Teaching at Edison State College in FL 14

Jeffery Melson Unknown

Rachel Melvin Working with Maryland Ag Commission, and as vet tech 13

Nicholas Munyei MS Working at a Senior Care Center in Newark 10

Brian Palmer Working for Willards Inc, Greenwood DE 09

Tabitha Prettyman Working for Perdue Farms 13

Lawrence Seeman In U.S. National Guard. Working at Starboard Bar 11

Christie Starke Working at Sussex Cons. Dist 11

Stephanie Stotts MS On faculty at Wesley College ’15

Sable Williams Unknown

Kelly Wolcott MS Environmental Biologist, Fed. Energy Regulatory

Commission in Washington DC

2009

Abiade Adekunle MS Working for the State of Pennsylvania WIC program 10

Beatrice Barner Unknown
Ashley Butler Unknown

Colette Cairns MS Working for NOAA-NMFS in MD as Permitting Officer 11

Christen Dillard M.S. Animal Science Drexel 11/Modeling 12

Samantha-Jo Ebert Working as a Vet Tech and in Vet Tech School in VA 11

Hillary Ennis Working for U of Delaware 13

Johnna Faye MS Working as a Technician, USDA ARS 12

Adrienne George Ph.D. Candidate, Univ. of South Florida ’15

Lindsey Gibson MS Working for NRCS

Ar’Quette Grant Completed MS in Food Science at DSU 11

Evan Griffin MS Working for Nestle Inc.

Tiffany Hebb Completed MS- U of Arizona, in Ph.D. program Tuskegee in integrated biosciences 12

Janaire Hughes RN in Orlando Florida ’15

Johari Jordan MS Started Ph.D. at NC A&T, didn’t finish ’15

Latasha Leggett MS Working for ARS in Wyndmoor PA

Frank Marenghi MS Working for MD DNR Env. Spec. III with oysters 11

Michael Mullings Unknown

Samantha Noviscky Unknown
Keleigh Provost MS Working at Florida Research Institute ‘15

Guannan Qui MS Returned to China

Alicia Revis-Mangum MS Environmental Specialist, NC ‘15

Melissa Schutte Educational Lab Specialist at DTCC, Dover, DE

Philip Simpson Working for Oregon Fish & Wildlife as a biologist 11

Brittany Smith M.S. Animal Science Penn State 11/Employed EPA 12

Antonette Todd MS Technician DSU-CIBER Lab/Pursuing Ph.d. at UD 12

Jenna Warren Applying to Graduate School

Navado Wood Unknown

2010

Robert Borntreger Working for Delaware Dept. of Ag, (Environ. Sci)’15

Kamerra Brown Assistant Riding Director, Bridgewater College ‘17

Tiffany Brown-Mangum Unknown

Jason Collins Completed MS E. Michigan U. Team Leader for Sanders Environmental ‘15

Elizabeth Cook MS Graduated Vet School (Virginia Tech) practicing on Delmarva ‘17

Stephon Fitzpatrick Working at Navient ‘17
Jennifer Hampton-Green MS Program at Univ. of Southern Mississippi 12

Kayleigh Karnbach Working as aide at Bayhealth Medical Center ’17

Gene Kibler, Il Working at Amick Farms in MD 15

Nicole Kinnamon Working at Amick Farms in MD ’15

Yingxin Lin MS Coordinator, Fujian Administration of Foreign Experts Affairs, Fuzhou, China

Roger Masse MS Finished Ph.D.URI, Assit. prof at State University of New York’17

Kwame Matthews Completed Ph.D. and now on faculty at DSU ’17

Megan Pleasanton Working for Cooperative Extension, DSU 12

Jeremy Roberson Entered the Military 11

LeAndre Smith Working for US Forest Service as biologist in KY 11

Donald Taylor HACCP Coordinator, Tyson Foods ’17

Amanda Treher MS Working for NatureServe. ’17

Amanda Urian Working for United Farmers Cooperative in Nebraska 11

Naeem Willett MS Biologist at NOAA Fisheries Serivce ’17

Shannon Yerkie Office Administrator at Willard Agri-Service ’17

2011

Theodore Bobola Working on Family Farm in Dover
Brooke Breeding Senior Quality Control Specialist, National Corporate Research '17

Demetreus Brown Working at Iota Phi Theta Fraternity, Inc. '17

Rachel EmoryWeissenfluh Environmental Scientist, DSWA ‘15

Brittley Fisher Graduated from Tuskegee University, MS Veterinary Medicine ‘17

Rebecca Gonce Development Coordinator at Urban Roots Garden Classrooms ’17

Joseph Harris Working as Natural Resources Technician for MDNR 13

Amanda Hotz Owner, Operator at Amanda's Bar None ‘17

Terri Jefferson Works for Boeing ‘17

Tiffini Johnson Coordinator, CIBER '14

Jamie-Lee Lewis N4GTV Digital Filmmaker

Alicia Maynard Water Quality Scientist NC Dept. Environment and NR 12

Mollie Moore Accounting Assoc. Delaware Dept. of AG '14

Jennifer Pierson Working at SS Cooperative, Smyrna/Clayton '17

Breanne Preisen Interpretive Specialist, State of DE '14

Jessica Rash Working at DNREC 14

Smantha Satterfield Works at Prince George's County Fire/EMS Dept. ‘17

Ashley Shelton Completed M.S. in Ag at DSU currently homemaker '17

Lauren Thompson Ag Science Teacher at Caeser Rodney High School
Jacob Urian MS Working with Kent Conservation District as Cons. Planner ‘17

Jenna Warren MS Working for Perdue Farms as Flock Supervisor 13

Tyler Wyatt Working at Blair View Farms Tilapia Prod. Facility ‘17

Jessica Yocum Working at Fifer Orchards, in Grad School, Wilm Univ. DE 13

2012

Michael Alford Self-employed ‘17

Brandon Bruce University of Delaware, DNREC Division of Fish & Wildlife’17

Brittni Collins(Rideout) Working as a Resource Conservation Specialist, Dorchester Co. ‘17

Ernest Eierman Working at DNREC as Conservation Tech II Fish and Wildlife ‘17


Caroline Foltz Enterprise Development Coordinator, DE State Parks (DNREC) ‘17

Jena Guthrie (Saxon) Working as a sales Consultant for Pampered Chef ‘17

Gerald Harvey, III Senior Project Manager, Lidl US ‘17

Rebecca Lynch DNREC Fish and Wildlife 14

Kwame Matthews MS Asst. Professor, Dept of Ag and NR, DSU ‘17

Jasmine Porter Delaware Corrections ‘14

Amber Rainer Veterinary Assistant, Banfield Animal Hospital, Wilmington ’14
Matthew Stachecki Owner Mommom's Ice Cream Shoppe in Dover '17

William Tanner Working for DNREC as Env. Scientist III 13

William Tate Working on Family Farm 12

Nijeria Thompson Product Director at ACT Generation '17

Yaqoob Thurston MS Ph.D. program, South Dakota State University Plant Sci. '14

2013

Heather Baker Working at University of Delaware applying to grad school

Kevin Beaudoin Veterinary School UGA Fall 2014

Shelby Bonneville Asst. Equestrian Coach at DSU '17

Matthew Breece MS Working on Ph.D. at U of Delaware 14

Amber Caldwell Completed Veterinary School at NCSU '17

Amy Cannon* Customer Service Dispatcher@ Stericycle '17

Taysia Chatman* Unknown

Janet Cordero DSU Graduate Program in Agriculture MS

Benjamin Cunningham* Unknown

Paytawn Erskine Information Technology Business Analyst, Accenture ‘17

Katherine Flemming MS DNREC Fish and Wildlife Environmental Review Coordinator 14
Justin Ford* Working for Sussex County Conservation District '17

Timothy Galloway Machine Operator, Johnson Controls '17

Ileana Garcia-Mayes* Biologist for California Fish and Wildlife ‘15

Elizabeth Goering Working at East Coast Garden Center

Courtney Janiak MS Portrait and Lifestyle Photographer ‘17

Richard Kazda* Works at AIDA-America Corp ‘17

Alyssa Kennedy* Unknown

Skyy Lee Lead at Boscov's Dept. Store ‘17

Jasmine Nolan 2ndyear Vet Student at Tuskegee University ‘17

Rasheeda Onasanya Program Tech. USDA Farm Services Agency, Cecil Co. ‘17

Queen Sheba, Owusu-Hassan CEO Enrichment Properties, LLC ‘17

Brian Reckenbeil, MS Biological Scientist, Fish and Wildlife Research Inst. ‘17

Gregory Reger* Permanent Technician North Carolina Div. of Marine Fisheries ‘17

Dashera Richardson Sanitarian, City of Philadelphia, Dept. Public Health ‘17

Diana Savosh Veterinary Assistant, Vet Med Center of Long Island ‘17

Jarvis Scott Working on MS at Tuskegee University in Animal Sci ‘14

Pamela Stampul* Wildlife Biologist, US Army ‘17

Elizabeth Steward Completed MS Degree Colorado State University ‘15
George Steward* Completed MS Degree Colorado State University ‘15

Syrena Taylor Working for Del Dept. of Transportation ‘14

Teyona Thompson Vet Tech, Friendship Hospital for Animals ‘17

*denotes December graduate

2014

Kenneth Callier Artist/Creator, self-employed‘17

Keith Gauff* Working toward Nursing degree at DSU ‘15

Elisa Harrison Nursery Caregiver at ASPCA ‘17

Jere’ Hutson Earned Masters in Public Health at U of Pennsylvania ‘17

Breann Huyett* Works at Rick Hoffmans Garage ‘17

Heather Lefner Receptionist at Atlantic Tractor ‘17

Brittany Lister Attending Veterinary School, University of Georgia ‘17

Kelly Pelz-Butler Unknown

Vanessa Richards* Grad student in Food Science Program DSU Human Ecology’17

Caitlyn Short* Works at Johnathans Landing Golf Course ‘15

James Smith* Working for US Holstein Association in Vermont ‘17

Brittany (Benson) Sturgis Completed MS at DSU, Working as an Environmental
Scientist IV, Chesapeake Bay Watershed Coord. ‘17

Dez-Ann Sutherland MS In Ph.D. program at Virginia Tech'15

Ronald Tyndall Working in Meat Department at Redners5

Lauren Voss Veterinary Tech at Gaines School Animal Hospital '17

Clinton Williams* Attending Veterinary School, Tuskegee '15

Pengli, Xiao*MS Graduate Student, University of Hohenheim, Germany ‘17

2014-2015 Academic Year Graduates

Shelby Alston* Seeking employment

Rita Kusi-Appiah Hayford MS Technician in Genomics Lab at DSU ‘17

Joshua Barth* Env. Scientist City of Dover, working on MS Wesley College'17

Shaunay Burns* Seeking employment

Gabrielle Delima Attending Emory University Ph.D. Program ’17

Jordan Evelyn Salesman/account manager at TrueGreen ’17

Olivia Everett Agronomist at McConnell Agronomics, Inc. ‘17

Brianna Fedorkowicz Agronomist at Atlantic Tractor, LLC ‘17

Cailynn Fedorkowicz Sales Representative at Meherrin Ag and Chemical '17

Akida Ferguson Associate quality engineer at Edgewell Personal Care ‘17

Victoria Fitchett Enrolled in Graduate program at Tuskegee University '17

Travis Ford* Working for Sussex County Conservation Dist.
Alexis Foxx Animal lab Technician at SDIX LLC '17

Jenna Jones Research Associate at Plant Vax ’17

Matthew Halley* MS Ph.D. program at Drexel University ’18

Lajune Harris* Team Leader, Perdue Farms ’17

Marybeth Hutchins* Working as an Animal Control agent Kent County ’17

James Kilfoil* MS Ph.D. student, Florida International University ’15

Ashley Mills MS Homemaker ’15

Kacie Minner Attending Veterinary School, UGA ’17

Rachelle Purnell In graduate school at Virginia Tech ’17

Kristopher Roeske* MS Adjunct Chemistry Professor, Wesley College’17

Ian Silva Working for DNREC as part of a maintenance crew ’18

Kevin Smith* Seeking employment

Andrea Stoneman MS Seeking employment

Eric Woodland* Working Mid-Atlantic Farm Credit on Delmarva’17

Kali Voshell Working at HAAS Butcher Shop ’17

Cavan Watson Working for USDA

Jake Willoughby Working for Delaware National Guard ’17
*denotes December graduate

2015-2016

Katie Bielicki* Naturalist at Delaware Nature Society, ’17

Stephanie Bohn Associate II at Merck Animal Health ’17

Danny Cox Farming at Waterway Farms ’17

Bria Dixon Environmental Educator Intern, Delaware State Park’17

Chardonnay Elliott Unknown

Isaac Fisher Grad School at DSU in Plant Science

Ciera Gordon Unknown

Alexis Gratkowski Unknown

Heather Harmon Working for City of Dover ’17

Ashley Joseph* Unknown

Gabrielle Kelley Unknown

David King* Owner, Operator of King Mushrooms in Barclay, MD ’17

Andrew Kluge Working at WaWa

Amanda Lockerman Unknown

Thomasina Lyles Unknown

Dylan Lynch Grad School at DSU in Plant Science
Crystal Maines* Owner Operator of Storm's Faithful Ranch, Dover ‘17

Cami McJett Administrative Assistant, Alan Budman Law Office ‘17

Kasey Mitchell Grounds Worker, Steamboat Landing LLC ‘17

Chelsea Morton Research Assistant at Smithsonian Tropical Research Institute’17

Tyler O'Neal Sales Rep @ Winter Equipment Corp. Environ Service ‘17

Taneisha Patton* Unknown

Taryn (Davidson) Orsatt GIS Technician @ Kent Count Levy Court ‘17

Carlin Savage* Working CM Equine Services & Wicomico Youth and Civ.Ctr ‘17

Hannah Small MS student at Salisbury State University ’18

Emerald Waters Working at Food Lion ‘17

Ashley Wilson* Unknown

MS

Marissa Brady MS Homemaker

Adrianne Brown MS Working on Ph.D. at Tuskegee ‘17

Michael Cinelli MS Works at Ransome CAT ’17

Janet Cordero MS

Dionne Duphily MS Delaware Dept of Agriculture Forest Service ’17

Mariamar Gutierrez-Ramirez MS Ph.D. Student at UMASS Amherst ’17
Alan Kneidel MS Working for Manomet Bird Observatory ’17

Covel McDermot MS* Grad School Ph.D. program at U of Delaware’16

Matthew Stone MS Asst. Facilities Mgr. Aquaculture Facility UC Davis ’17

Andrea Stoneman MS Works @ AIS Observers, NOAA Living Marine RSC.’17

Jordan Zimmerman MS Working for DNREC Fisheries Division ’17

*December Graduate

2016-2017

BS

Zachery Boyles working construction

Lasheda Brooks Attending Graduate School at Auburn Univ (Food Science)

Adam Bruns Attending Graduate School at Clemson University

Dennis Campbell Unknown

Vincent Chandler Unknown

Dasianee Foster* Teacher at Douglass Alternative School

Ammanique Hill Promoter at Krush Road Promotions

Benjamin Jenkins Environmental Trainee at PA Dept. of Environ. Protect.

Kierra Johnson Attending Graduate School Tuskegee University
Tara-kay Jones Attending Graduate School in Texas

Amina Lindquist Unknown

Krystal Martindale Enlisted in the military

Brianna Mason Working at Hussinger Equine Sports Medicine and Rehab.

Kyle Maull Recently hired by Farm Credit, Washington, D.C.

Katherine Ommanney Graduate School in Scotland

Elizabeth Seaman Working for Perdue Farms

Lee Severson Working at Agrolab in Harrington, DE

Michael Smith* Unknown

Allison Strouse Working as Vet Tech at VCA Dover Animal Hospital

Sandra Suarez Attending Vet School at Tuskegee University

Tara Tursellino Unknown

Brionna Watkins Working for Perdue Farms

MS


Nivette Perez-Perez Works at Atlantic Marine Fisheries Commission Dover, DE

a. Number and Percentage of Honors Graduates
In the 2017-2018 academic year, 30% of our graduates graduated with honors.

b. Number and Percentage of Graduates Enrolled in full-time higher-level education within one year of graduation.

Two B.S. students and three M.S. students are continuing their education. 5 out of 38 or 13%.

c. Number and Percentage of Graduates employed in the major field within one year of graduation. Twenty three of 38 or 60% of the students are employed in their area of study within a year of graduation.

In the 2016 class, 58 percent are either pursuing advanced degrees or are employed in the field of their study or a closely related field.

d. Number and Percentage of Graduates in Delaware 5 years after graduation

Unknown

e. Employer satisfaction

While specific surveys are not being done, candid discussions with employers, about the success of our students in their positions and in various graduate and professional schools indicates satisfaction. The department needs to develop employer surveys and better quantification methods to gather data.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

I. Student Learning Goals and Objectives

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

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

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

Method of Assessment: All students, majoring in Agriculture are required to take the senior capstone course entitled Sustainable Agriculture. While students take a variety of plant and animal courses during their program, the Sustainable Agriculture course pulls many of the courses together and approaches agricultural production in a systematic way. Faculty members teaching the Sustainable Agriculture will assess the students ability to achieve the goals listed above throughout the course but more specifically through a capstone project designed to determine a students understanding of the above goals.

Assessment Instruments: A capstone project will be developed by the students to showcase their understanding of agricultural systems, plant and animal cycles and production systems. The project will require that students develop a sustainable diversified farming system, where they will elaborate on the production systems chosen, describe them in detail and prepare a whole farm plan for evaluation. In addition, students will present their plan to the entire class for open discussion and evaluation. Capstone instructors will then evaluate each of the three learning goals based on the student's project and presentation as either: excellent, very good, good, fair or poor.

Process of Collecting and Analyzing Data: Since the Senior Capstone course is offered only in the spring semester, a group of Agriculture faculty will meet at the end of the spring semester and before commencement each year to evaluate the collected data and to determine the effectiveness of the program to prepare students in the above mentioned areas. Recommendations will be made back to the department curriculum committee if it is found that weaknesses exist in the program. Recommendations can include changes to specific courses, the addition of courses to the curriculum or even the deletion of courses from the curriculum.

Report of Assessment Data, Analysis of data and Recommended Changes

Sustainable Agriculture was taught in Spring of 2018. Data were collected in the Spring of 2018 using the capstone rubric plus three goals specific to the departments mission. Students were assessed in the capstone rubric for Reading, Writing, Speaking, Listening, Information Literacy, Computer Literacy, Critical Thinking, Problem Solving and Quantitative Reasoning and were ranked as either reaching the target performance, acceptable performance or unacceptable performance in each category. If a category was not applicable that was also noted. A total of 32 students were enrolled in the course in 2018. The following information was collected:

In the area of the three specific goals listed above. Student performance in the class on a percentage basis was:

Excellent Very Good Good Fair Poor
Based on the data collected above, no changes are currently planned in the curriculum, however as additional data are collected each year, the program will be re-evaluated.

**B.S. Natural Resources**

1.) Students in Natural Resources will demonstrate an understanding of the natural cycles found in ecosystems and how humans impact those cycles.

2.) Students in Natural Resources will be able to analyze information to determine the sustainability of Natural systems.

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

**Method of Assessment:** All students majoring in Natural Resources are required to take the senior capstone course entitled Ecosystems. While students take a variety of Natural Resource courses during their program, the Ecosystems course pulls many of the courses together and approaches the Natural Resources area in a systematic way. Faculty members teaching Ecosystems will assess the student's ability to achieve the goals listed above throughout the course, but more specifically through a capstone project designed to determine a student's understanding of the above goals.

**Assessment Instruments:** A capstone project will be developed by the students to showcase their understanding of Natural Resource Systems. The project will require that students develop a sustainable Natural Resource system, where they will elaborate on the natural resources, how they are sustainably utilized and managed and describe the system in detail and prepare a plan for evaluation. In addition, students will present their plan to the entire class for open discussion and evaluation. Capstone instructors will then evaluate each of the three learning goals based on the student's project and presentation as either excellent, very good, good, fair or poor.

**Process of Collecting and Analyzing Data:** Since the Senior Capstone course is offered only in the spring semester, a group of Natural Resource faculty will meet at the end of the spring semester and before commencement each year to evaluate the collected data and to determine the effectiveness of the program to prepare students in the above mentioned areas. Recommendations will be made back to the department curriculum committee if it is found that weaknesses exist in the program. Recommendations can include changes to specific courses, the addition of courses to the curriculum or even the deletion of courses from the curriculum.

**Report of Assessment Data, Analysis of data and Recommended Changes.**

Ecosystems was taught in the spring of 2018. Data were collected using the capstone rubric. Students were assessed for Reading, Writing, Speaking, Listening, Information Literacy, Computer Literacy, Critical Thinking, Problem Solving and Quantitative Reasoning and will be ranked as either reaching the target performance, acceptable performance or unacceptable performance in each category. Similarly, students were also assessed for the three goals of the Natural Resource program listed above. If a
category was not applicable that will be noted. Once collected and analyzed, the curriculum will be changed if data suggest that a need for change exists.

In 2018 there were 8 students in the Ecosystems class. In the area of the three specific goals listed above. Student performance was in percentage was:

Excellent Very Good Good Fair Poor
G1 25 50 25 0 0
G2 0 37.5 62.5 0 0
G3 37.5 62.5 0 0 0

Based on the data collected above, the instructor will re-evaluate the course to determine how to improve student performance with regards to departmental assessment criteria.

M.S. Agriculture
1.) Graduate Students in Agriculture will be able to demonstrate the principles of experimental design and statistical analysis in their projects.
2.) Graduate Students in Agriculture will demonstrate sound organizational, writing and speaking skills in the preparation and presentation of their theses.
3.) Graduate students in Agriculture will be able to develop ideas and implement research projects to investigate and solve problems with plants or animals in providing solutions to the complexity of problems that are encountered in agricultural careers and professions.

Method of Assessment: All students in the MS degree program are required to write a thesis, present the thesis in an open seminar and defend the thesis to their committee. In addition, all M.S. students within the department are required to take a graduate level course in Experimental Design. Assessment of the Learning goals listed above will take place during the student's defense of their thesis and will be conducted by the thesis committee. Student's organizational, writing and speaking skills will be evaluated by the committee during the preparation and defense of the thesis and student demonstration of experimental design, statistical analysis and ability to develop and implement their research projects will also be assessed by the thesis committee at that time.

Assessment Instruments: Thesis committee members will be provided with an assessment form on which they can evaluate student performance in the above areas as excellent, very good, good, fair or poor.

Process of Collecting and Analyzing Data:

Data collection will be ongoing as students defend their theses. At the end of each academic year,(and before Commencement) a committee of graduate faculty, within the Agricultural area will evaluate the data and determine if any changes need to be made in the program's required courses, or if additional training may be needed in the area of writing, speaking, experimental design or statistical analysis.

Report of Assessment Data, Analysis of data and Recommended Changes
The above three categories listed above will be evaluated by the students thesis committee as either Excellent level of competency, at an Very Good level of competency, Good level of competency, Fair Level of Competency or at a Poor level of competency. These rubrics were recently put into place and data was collected on the 2017 graduates. Data will be analyzed and the program re-evaluated and changed if changes are indicated.

In 2018 there were 2 students who completed their Masters Thesis in Agriculture (Dylan Lynch and Anju Biswas). The following information was collected:

% Excellent % Very Good % Good %Fair % Poor
G1 0 100 0 0 0
G2 100 0 0 0 0
G3 100 0 0 0 0

M.S. Natural Resources

1.) Graduate Students in Natural Resources will be able to demonstrate the principles of experimental design and statistical analysis in their projects.

2.) Graduate Students in Natural Resources will demonstrate sound organizational, writing and speaking skills in the preparation and presentation of their theses.

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

Method of Assessment: All students in the MS degree program are required to write a thesis, present the thesis in an open seminar and defend the thesis to their committee. In addition, all M.S. students within the department are required to take a graduate level course in Experimental Design, Habitat Restoration and Conservation and Population Biology. Assessment of the Learning Goals’ listed above will take place during the students defense of their thesis and will be conducted by the thesis committee. Student's organizational, writing and speaking skills will be evaluated by the committee during the preparation and defense of the thesis and student demonstration of experimental design and population dynamics will also be assessed by the thesis committee at that time.

Assessment Instruments: Theses committee members will be provided with an assessment form on which they can evaluate student performance in the above areas as excellent, very good, good, fair or poor.

Process of Collecting and Analyzing Data:

Data collection will be ongoing as students defend their thesis’. At the end of each academic year,(and before Commencement) a committee of graduate faculty, within the Agricultural area will evaluate the data and determine if any changes need to be made in the program's required courses, or if additional training may be needed in the area of writing, speaking, experimental design, statistical analysis or population biology.

Report of Assessment Data, Analysis of data and Recommended Changes
The above three categories listed above were evaluated by the students thesis committee as either Excellent level of competency, at a Very Good level of competency, Good level of competency, Fair Level of Competency or at a Poor level of competency. These rubrics were put into place and were utilized on three students who defended their Natural Resource Thesis's and graduated in 2018. Data will be analyzed and the program re-evaluated and changed if changes are indicated. There were 6 Natural Resources students who finished in the 2017-2018 academic year. (Amy Comer, Melanie Fuoco, Symone Johnson, Keith Leonard, Melanie Mancuoso and Petrina McKenzie-Reynolds)

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<td>83.3</td>
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Goals without Outcome/Objective Relationships Specified

G 1: Undergraduate written and oral competency

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

G 2: Undergraduate analytical competency

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

G 3: Undergraduate critical thinking competency

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

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Communication, inquiry and critical thinking competency

1 UG Student Learning Goal: Competent Communicators

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

Relevant Associations:

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

Related Measures:

M 2: Successful completion of capstone course

Students in Capstone Course, Sustainable Agriculture will be able to successfully address issues of crop and animal cycles utilized in agricultural systems.
Source of Evidence: Capstone course assignments measuring mastery

**Target:**
Eighty percent of students will be assessed as satisfactory or better in their ability to describe ag systems.

**Findings (2016-2017) - Target: Met**
Target was met. According to instructor overall rating of student performance, one hundred percent of students were able to accurately describe both plant and animal systems utilized in agricultural production.

**M 3: Effective oral communication**

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

Source of Evidence: Capstone course assignments measuring mastery

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

**Findings (2016-2017) - Target: Met**
Oral communication was assessed in Soil Science in the Spring of 2017. Of the 24 students assessed all but one was evaluated to be satisfactory or above in their ability to communicate orally using the Across the curriculum Rubric. Soil Science is typically taken in the Sophomore or Junior year of the curriculum.

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

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

**Continued monitoring of student oral and written communication skills**

*Established in Cycle: 2016-2017*
We will continue to assess student oral and written communication to ensure that student success in communication continues.

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

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

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

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

**Related Measures:**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Target: Eighty-five percent of students in the sustainable agriculture class will be able to recognize practices that are sustainable.

**Findings (2016-2017) - Target: Met**
Target was met as 96.6 percent of students in the sustainable agriculture class were observed to be able to recognize sustainable practices.

**M 5: Critical thinking and problem solving skills**
Assessment of students in the capstone class: Ability to use critical thinking and problem solving skills necessary to assess sustainable practices. This is assessed through the critical thinking/problems solving element of the Senior Capstone Rubric.

Source of Evidence: Academic indirect indicator of learning - other

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

**Findings (2016-2017) - Target: Met**
Target met. One hundred percent of the students assessed in the capstone course were determined to have satisfactory or better problem solving skills and critical thinking skills.

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

*Established in Cycle: 2016-2017*

Data will continue to be collected to assess student knowledge of sustainable practices as we continue to meet departmental goal...

**SLO 3: Effective use of quantitative and qualitative information**

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

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

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

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

**Related Measures:**

**M 6: Assess knowledge of plant and animal systems**

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

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

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

**Findings (2016-2017) - Target: Not Met**

Target not met. Only 65.5 percent of the students enrolled in the sustainable agriculture class had a strong knowledge of how plants and animals provided food fiber and other products to man and other living organisms. 34.5 percent of the students in the class ranked only fair in their assessment of this goal.

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

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

Continue to assess student knowledge of plant and animal systems

*Established in Cycle: 2016-2017*

Data will continue to be collected to assess how we can meet any targets that were not met and to determine how to improve stude...

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

Source of Evidence: Academic indirect indicator of learning - other

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

**Findings (2016-2017) - Target: Met**
Target met. All 26 students (100 %) enrolled in Sustainable agriculture were assessed at the satisfactory level or above for the development of their information literacy skill sets.

**M 8: Assess computer competency skills**
Assessment of students computer competency skills as it relates to sustainable agriculture and their capstone experience.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Seventy-Five percent of students will have satisfactory or better skill sets as they relate to computer literacy as related to their capstone experience in sustainable agriculture.

**Findings (2016-2017) - Target: Met**
Target met. All 26 students enrolled in Sustainable agriculture were assessed at the satisfactory level or above for the development of their computer competency skill set.

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

**Continue to assess student knowledge of plant and animal systems**
*Established in Cycle: 2016-2017*
Data will continue to be collected to assess how we can meet any targets that were not met and to determine how to improve student knowledge of both plant and animal systems or production. Consideration will be given to further assess additional courses in the plant and animal sciences as we move forward. Since the target was not met with Measure 6, departmental discussions will be held to determine how we can better reach the set goal by enhancing student learning experiences in the area of how plants and animals enhance human life.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

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

**Established in Cycle:** 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Assess computer competency skills | Outcome/Objective: Effective use of quantitative and qualitative information
Measure: Assess knowledge of plant and animal systems | Outcome/Objective: Effective use of quantitative and qualitative information

Continued assessment of sustainable practices knowledge
Data will continue to be collected to assess student knowledge of sustainable practices as we continue to meet departmental goals.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Critical thinking and problem solving skills | Outcome/Objective: Effective inquiry, critical thinking and independent learning skills

Continued monitoring of student oral and written communication skills
We will continue to assess student oral and written communication to ensure that student success in communication continues.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Effective oral communication | Outcome/Objective: Communication, inquiry and critical thinking competency
Goals without Outcome/Objective Relationships Specified

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

G 3: Graduate student research competency
Graduate students in Agriculture will be able to develop ideas and implement research projects to investigate and solve problems with plants or animals in providing solutions to the complexity of problems that are encountered in agricultural careers and professions.

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

G 1: Graduate student statistical competency
Graduate students in Agriculture will be able to demonstrate the principles of experimental design and statistical analysis in their projects.

SLO 1: Effective inquiry and critical thinking skills
Effective inquirers, critical thinkers and problem solvers able to use appropriate and qualitative information.

Relevant Associations:

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

Related Measures:

M 1: no data collected
No data collected as there were no graduates in the 2016-2017 academic year in agriculture.

Source of Evidence: Performance (recital, exhibit, science project)
Target:
No data collected as there were no graduates in the 2016-2017 academic year in agriculture.

Findings (2016-2017) - Target: Not Reported This Cycle

No data collected as there were no graduates in the 2016-2017 academic year in agriculture.

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

Collect data next academic year.
Established in Cycle: 2016-2017

Collect data next academic year.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Writing and speaking competency
Writing and speaking competency

Relevant Associations:

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

Related Measures:

M 2: No data collected

No data collected as there were no graduates in the 2016-2017 academic year in agriculture

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

SLO 3: Research competency
Graduate student research competency

Relevant Associations:

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

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Collect data next academic year.**
Collect data next academic year.

*Established in Cycle:* 2016-2017  
*Implementation Status:* Planned  
*Priority:* High

**Relationships (Measure | Outcome/Objective):**
*Measure:* no data collected | *Outcome/Objective:* Effective inquiry and critical thinking skills
Mission / Purpose

Delaware State University Applied Mathematics Research Center (AMRC) was initially funded by the Department of Defense (DoD) in 2003. AMRC is designed to create a research environment where multidisciplinary groups work together to solve applied mathematics problems in military and other areas. The research center consists of faculty of Mathematics, Computer Science, Electrical Engineering, and Biotechnology, research associates, visiting professors and an administrative assistant.

The vision of AMRC is to be one of the top applied mathematics research center in doing DoD research in the area of Ground Penetrating Radar Imaging, Video Surveillance and 3D Models involving students, particularly under-represented minority students.

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

G 1: Establish permanent research base at DSU.
To establish a permanent research base at Delaware State University which produces new knowledge and quality, publishable, peer-reviewed research relevant to Department of Defense (DoD) research goals.

O/O 1: Publications and grants

More grants received since AMRC was funded in 2003 with $4,000,000 funding from Department of Defense. Current grants include a $1.3 million grant from CDMRP DoD on Breast Cancer research; and a $2.8 million grant funded by Department of Defense under PIRT Center for Advanced Algorithms (CAA) which will end on August 31, 2017. We have an excellent record of publications. We plan to send more grant applications.

Related Measures:

M 1: Apply for more grants to support AMRC
Applied for several grants. We obtained a few grants after the initial DoD funding in 2003 including a $2.8 million funded grant from DoD in 2011 which will end on August 31, 2017.

Source of Evidence: Administrative measure - other

M 2: Recruit more minority students
Recruit more minority students for the program. Apply for more grants.

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

**Target:**
More papers to be published.

**G 2: Enhance minority involvement in research.**
To enhance participation and substantial involvement of minority graduate and undergraduate students, and faculty in the areas of Science and Mathematics research.

**O/O 2: Number of minority students**
Number of minority students increased. Faculty research capability has been enhanced.

**Related Measures:**

**M 2: Recruit more minority students**
Recruit more minority students for the program. Apply for more grants.

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

**Target:**
More minority students to be recruited.
**Goals without Outcome/Objective Relationships Specified**

**G 1:** To provide students with a balanced graduate level curriculum

To provide students with a graduate level curriculum of theory and practice in chemistry.

**G 2:** To provide students with a solid foundation in the theory of chemistry

To provide students with the foundation to develop successfully in their disciplines, perform in the workplace, professional programs, or in doctoral programs.

**G 3:** To provide research opportunities

To provide opportunities for advanced studies in applied chemistry in response to global needs in academia, industry, and government agencies.

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 1:** Students will have a comprehensive understanding of chemistry

Students will have a comprehensive understanding of chemistry and its relation to physics, mathematics, and the natural sciences

**Related Measures:**

**M 4:** GPA/Grades

A GPA of 3.0 with no more than 2 C’s while matriculating through the graduate program.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**

Retention of all graduate students that meet this minimum requirement and to improve the quality of incoming students.

**Findings (2016-2017) - Target: Met**

All students met this academic criteria
Findings (2010-2011) - Target: Met

The objective was met since all students matriculated in the M.S. program and three new students were entered into the program.

M 5: Analytical & Critical Thinking
Students will exhibit proficiency in analytical reasoning and critical thinking.

Source of Evidence: Senior thesis or culminating major project

M 6: Exit Survey
Upon completion of program requirements students will participate in an exit survey/interview to assess student satisfaction.

Source of Evidence: Exit interviews with grads/program completers

Target:
All graduates students will exhibit comprehensive understanding of chemistry as exhibited by successful thesis completion

Findings (2016-2017) - Target: Met
All graduate students exhibited proficiency in knowledge and application of chemistry

O/O 3: Students will complete a thesis or comprehensive literature research
Students will complete a thesis utilizing comprehensive literature research.

Related Measures:

M 7: Oral Defense of Thesis
Oral defense of an appropriate thesis in a public presentation by the evaluation of faculty.

Source of Evidence: Presentation, either individual or group

M 8: Thesis Review/Presentation
Thesis: conduct research based thesis and oral presentation acceptable to graduate advisor.

Source of Evidence: Presentation, either individual or group

O/O 4: Students will maintain ongoing interactions with their research advisor
Students and research advisors will maintain successful mentor-mentee relationships

O/O 5: Students will develop and conduct original research
To develop and conduct original research that contributes to the theoretical and scholarly understanding in the scientific community
Mission / Purpose

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

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

G 1: Graduates will be prepared for their professional carrier with required skills and knowledge

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

SLO 1: Students will learn the advance contents of their field of study

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

Relevant Associations:

DSU Learning Goal Associations:

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

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

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

Related Measures:

M 1: Midterms, Quizzes, Final Exams

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

Connected Documents
- List of Outcome based Assessment-MS Applied Optics FALL 2017
- Outcomes based Assessment MS Applied Optics FALL 2017
- List of Outcome based Assessment-MS App Optics Spring 2018
- Outcomes based Assessment of classes MS APPLIED OPTICS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2015: The class average from the courses offered in spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. PHYS 667 - Mathematical Methods IV, . PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  
1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:  
1. PHYS 601 - Non Linear Optics, 2 . PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**  
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  
1. PHYS 565 Math Methods III  
2. PHYS 600 Modern Optics  
3. PHYS 605 Principles of Lasers & Optical Devices  
4. PHYS 671 Advanced Electromagnetic Theory  

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**  
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  
1. PHYS 601 Non Linear Optics  
2. PHYS 667 Math Methods IV  
3. PHYS 672 Advanced Electromagnetic Theory II  
4. PHYS 803 Modern Laser Spectroscopic Methods  

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes MS Applied Optics FALL 2017
- Student Survey of Outcomes MS Applied Physics Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Isr &Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3.
PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 667 - Mathematical Methods IV, . PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013**: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

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Findings (2012-2013) - Target: Met

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1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Advanced Electromagnetic Theory

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details

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**Connected Documents**
- AVERAGE OF STUDENT RESPONSE OF CLASSES FOR PROGRAM OUTCOMES-MS Applied Optics Fall 2011
- Student Survey of Outcomes based Assessment of classes MS Applied Optics SPRING 2012

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**SLO 2: Students will engage in one or more research projects**

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

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**Relevant Associations:**

**DSU Learning Goal Associations:**
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
- 5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
- 7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

**M 1: Midterms, Quizzes, Final Exams**

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- List of Outcome based Assessment - MS Applied Optics FALL 2017
- Outcomes based Assessment MS Applied Optics FALL 2017
- List of Outcome based Assessment - MS App Optics Spring 2018
- Outcomes based Assessment of classes MS APPLIED OPTICS SPRING 2018

**Target:**

The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675 - Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
Findings (2016-2017) - Target: Not Reported This Cycle
not reported in this cycle

Findings (2015-2016) - Target: Met

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
**Findings (2012-2013) - Target: Met**

**Fall 2013**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Advanced Electromagnetic Theory

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes MS Applied Optics FALL 2017
- Student Survey of Outcomes MS Applied Physics Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018 ) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics , 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2011-2012) - Target: Met**
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The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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1. PHYS 601 Non Linear Optics Math Methods III
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3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

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

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

Relevant Associations:

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

8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- List of Outcome based Assessment-MS Applied Optics FALL 2017
- Outcomes based Assessment MS Applied Optics FALL 2017
- List of Outcome based Assessment-MS App Optics Spring 2018
- Outcomes based Assessment of classes MS APPLIED OPTICS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675 - Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics , 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

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M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes MS Applied Optics FALL 2017
- Student Survey of Outcomes MS Applied Physics Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


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1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
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1. PHYS 601 Non Linear Optics Math Methods III
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3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**SLO 4:** Students will be able to organize and conduct original investigations

Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- List of Outcome based Assessment - MS Applied Optics FALL 2017
- Outcomes based Assessment MS Applied Optics FALL 2017
- List of Outcome based Assessment - MS App Optics Spring 2018
- Outcomes based Assessment of classes MS APPLIED OPTICS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675 - Quantum Mechanics I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.
Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III 2. PHYS 600 Modern Optics 3. PHYS 605 Principles of Lasers & Optical Devices 4. PHYS 671 Advanced Electromagnetic Theory

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 Non Linear Optics 2. PHYS 667 Math Methods IV 3. PHYS 672 Advanced Electromagnetic Theory II 4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranging from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes MS Applied Optics FALL 2017
- Student Survey of Outcomes MS Applied Physics Spring 2018
Target:
The student response of survey relating to the student learning outcomes
should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the
subject matters from the course offered in Fall 2017 semester (one
which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have
been used for this purpose:

1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 -
   Principles of lasers & Optical Devices, 4. PHYS 675 - Quantum
   Mechanics I

The class average of this student learning outcome was found to be 4 in
a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the
subject matters from the course offered in Spring 2018 semester (one
which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have
been used for this purpose.

1. PHYS 601 - Non Linear Optics, 2. PHYS 665 - Statistical Mechanics,
   3. PHYS 667 - Math Methods IV, 4. PHYS 676 - Quantum Mechanics II,

The class average of this student learning outcome was found to be 5 in
a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the
subject matters from the courses offered in Fall 2016 semester (one
which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have
been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS
   671 Advanced Electromagnetic Theory I. The class average of this
   student learning outcome was found to be 4 in a scale of 5. Please look
   at the attached documents for details.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods I & II, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 565 Math Methods III 2. PHYS 600 Modern Optics 3. PHYS 605 Principles of Lasers & Optical Devices 4. PHYS 671 Advanced electromagnetic Theory The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 601 Non Linear Optics 2. PHYS 667Math Methods IV 3. PHYS 672 Advanced Electromagnetic Theory II 4. PHYS 803 Modern Laser Spectroscopic Methods
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics Math Methods III
2. PHYS 667 Mathematical Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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

**SLO 5:** Students will be capable of effectively communicating the results of their studies
Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports, poster presentations, and PowerPoint-like presentations to communicate orally with peers as colleagues in the scientific community using appropriate language skills and professional vocabulary.

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators
2. 6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**Related Measures:**

**M 1: Midterms, Quizzes, Final Exams**

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

Source of Evidence: Writing exam to assure certain proficiency level.

**Connected Documents**

- List of Outcome based Assessment-MS Applied Optics FALL 2017
- Outcomes based Assessment MS Applied Optics FALL 2017
- List of Outcome based Assessment-MS App Optics Spring 2018
- Outcomes based Assessment of classes MS APPLIED OPTICS SPRING 2018

**Target:**

The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of Lasers & Optical Devices, 4. PHYS 675 - Quantum Mechanics I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of lsr &Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**
Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Advanced Electromagnetic Theory

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes MS Applied Optics FALL 2017
- Student Survey of Outcomes MS Applied Physics Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Isr & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3.
PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spectroscopic Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Not Reported This Cycle**
Not reported in this cycle

**Findings (2013-2014) - Target: Met**

**Spring 2014**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics
2. PHYS 667 - Mathematical Methods IV
3. PHYS 676 - Quantum Mechanics II

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 565 Math Methods III
2. PHYS 600 - Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Advanced Electromagnetic Theory

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics
2. PHYS 667 - Mathematical Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics
2. PHYS 667 - Mathematical Methods IV
3. PHYS 676 Quantum Mechanics II

4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5.
Please look at the attached documents for details

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

Students will be able to use their knowledge to analyze and reflect on technical problems and issues that span more than a single discipline, including problems that have broad social and economic impact.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

Related Measures:

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- List of Outcome based Assessment-MS Applied Optics FALL 2017
- Outcomes based Assessment MS Applied Optics FALL 2017
- List of Outcome based Assessment-MS App Optics Spring 2018
- Outcomes based Assessment of classes MS APPLIED OPTICS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675 - Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 565 - Math Methods III, 2. PHYS 600 - Modern Optics, 3. PHYS 671 - Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics, 2. PHYS 665 - Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 - Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 - Non Linear Optics, 2. PHYS 665 - Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 - Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spectroscopy Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spectroscopy Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2015: The class average from the courses offered in spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 667 - Mathematical Methods IV, 2. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013**: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. PHYS 601 - Non Linear Optics
2. PHYS 667 - Mathematical Methods IV
3. PHYS 676 Quantum Mechanics II

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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**Findings (2012-2013) - Target: Met**

The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Advanced Electromagnetic Theory

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

---

**Spring 2013**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

---

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes MS Applied Optics FALL 2017
- Student Survey of Outcomes MS Applied Physics Spring 2018
Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 667 - Mathematical Methods IV, 2. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

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Findings (2012-2013) - Target: Met

Fall 2012: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 565 Math Methods III 2. PHYS 600 Modern Optics 3. PHYS 605 Principles of Lasers & Optical Devices 4. PHYS 671 Advanced electromagnetic Theory The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Direct Measurement of SLOs**

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view. 3. For each of the courses which belongs to a particular program, the teaching faculty will turn the course report. 4. The cover page of a sample course report is attached here. It will contain the sample tests, syllabus, quizzes, labs etc among others. 5. The course report will provide the measure of the student learning outcomes which a course would belong to. The SLOs will be prepared from the average of the student student's performance in the entire test criterion (for instance tests, finals, quizzes and/or homework, labs if any instructor wants to add it as part of assessment). This average is linked to the course learning outcomes and hence
to the SLOs. 6. Course report for each of the courses offered for a particular degree program will be turned in by the faculty within one week of semester ending. 7. The average all the SLOs are then determined from each individual courses. This average number will serve as the indicator of student performance in a degree program. Sample syllabus, course report cover page and assessment of SLOs for a course is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Responsible Person/Group:** 1. Teaching Faculty 2. Assessment Committee

**Student feedback form will be used as indirect measurement**

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3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course.

4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest.

5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment.

6. Sample feedback form is attached here

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  

**Additional Resources Requested:** 1. Teaching faculty members 2. Assessment committee
Mission / Purpose

The purpose of the Art Department is to provide high quality artistic preparation and cultural enrichment for our majors, elementary education majors, and other university students who elect to enroll in courses as a part of satisfying their humanities requirements. The Department is an important arts resource for the University and community.

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

G 1: Support and Strengthen the Department of Art
Support and Strengthen the Department of Art, as well as the activities and services provided by Delaware State University

O/O 1: Develop a community of scholars
Develop a community of scholars with talent and expertise that will garner regional and national recognition

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

Related Measures:

M 1: Percentage of students participating in scholarly activities

Percentage of students participating in scholarly activities (ie. admission to M.F.A. programs, admittance into Honors Art Exhibition).

Source of Evidence: Activity volume

Target:
80% of students submit and get acceptance into Honors Exhibition.
50% of graduating studio art majors gain acceptance into M.F.A programs.

Findings (2008-2009) - Target: Partially Met test
G 2: Provide high quality instruction
Provide high quality instruction which meets the needs of all majors within the Department of Art, and the General Education Requirements for all non-majors

O/O 2: Address urgent need for facilities
Address urgent need for facilities for each department to meet the demand for all classes

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
  2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

Related Measures:

M 4: Faculty end-of-semester reviews
Faculty end-of-semester reviews
Source of Evidence: Capstone course assignments measuring mastery

Target:
Faculty will collectively review student progress after sophomore year, based on art work created, level of accomplishment, and journal review.

M 5: Faculty assessment of test results from blackboard, adjustment of on-line tests
Faculty assessment of test results from blackboard, adjustment of on-line tests
Source of Evidence: Administrative measure - other

Target:
individual and collective review of on-line assessments and adjustment of questions and or answers based on student success rate on each answer.

Findings (2009-2010) - Target: Partially Met
adjustment of questions in some common tests, and re-wording of some answers in m-choice questions to align with success rate target for Intro to Art students in General Education Program.

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

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

Intro to Art assessment review
Established in Cycle: 2009-2010
review common assessments results for all Intro to Art Class Sections to ensure success rate is consistent for all sections.
M 6: Review existing facilities, research best practices and updated equipment and facilities
Review existing facilities, research best practices and updated equipment and facilities

Source of Evidence: Administrative measure - other

Target:
search for available funding sources to update equipment needed for each studio area. ongoing evaluation of current equipment status, and needed equipment for future. Review student outgoing questionnaire(s) for reliable feedback as it relates to preparation of current job skills and experience while at DSU.

G 3: Create a model of scholarly faculty research
Create a model of scholarly research for all full time faculty.

O/O 3: Obtain qualified faculty
Obtain qualified content specific faculty (Ph.D., Ed.D, D.M.A, M.F.A.)

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
3 Create a model of scholarly research for all full time faculty.
Delaware State University
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
1.5 Recruit and retain outstanding and engaged faculty

Related Measures:

M 7: Faculty art production and shows, publications, peer reviewed publications, presentations at conferences.
Faculty art production and shows, publications, peer reviewed publications, presentations at conferences.

Source of Evidence: Presentation, either individual or group

M 8: Initiate national searches to fill vacancies within department and to fill much needed voids
Initiate national searches to fill vacancies within department and to fill much needed voids

Source of Evidence: Administrative measure - other

O/O 4: Promote a culture of faculty research
Promote a culture of research in the social sciences and exhibition of works in the humanities
Relevant Associations:

Strategic Plan Associations:

College of Arts, Humanities, & Social Sciences

3 Create a model of scholarly research for all full time faculty.

G 4: Implement effective assessment criteria

Implement effective assessment criteria in each of the content areas within the Art Department.

O/O 5: Examine existing programs

Examine existing programs to make them more efficient and effective

Relevant Associations:

Programs will be reviewed this spring, 2017. arts management no longer offered, teach out in place until 2019 (all existing students scheduled to graduate by that date)

Strategic Plan Associations:

College of Arts, Humanities, & Social Sciences

4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

Related Measures:

M 9: Assessment of department issues and curriculum

Assessment of department issues and curriculum. Now that two programs have been deactivated, we are in process of evaluating ones that are left. All curriculum will be reviewed for changes and enhancements to correlate with presidents vision for internship opportunities in all programs.

Source of Evidence: Administrative measure - other

M 10: Establish assessment tools for all areas

Establish assessment tools for all areas

Source of Evidence: Administrative measure - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Intro to Art assessment review

Review common assessments results for all Intro to Art Class Sections to ensure success rate is consistent for all sections.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
  Measure: Faculty assessment of test results from blackboard, adjustment of online tests | Outcome/Objective: Address urgent need for facilities

Implementation Description: have faculty go into blackboard and download question results for each assessment, and review as gen. ed team for Intro to Art
Responsible Person/Group: Gen Ed. liason for intro to Art
Budget Amount Requested: $0.00 (no request)

review programs still offered after deactivation from PPI
reviewing the remainder programs since PPI deactivation. develop and implement internship opportunities for all students in department, to align with president Williams vision for internships.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Implementation Description: review existing program(s), and add class that will give all students opportunity to go out in field of choice.
Responsible Person/Group: existing faculty and gallery staff
Goals without Outcome/Objective Relationships Specified

G 1: content proficiency
   Students will be proficient in the content area.

G 2: technologically literate in content area
   Students will be technologically literate in the content area

G 4: effective communicators
   Students will effectively communicate their knowledge of the discipline.

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

G 3: analysis of art
   Students will demonstrate analytical and critical thinking abilities in the content area.

SLO 1: integrate course content within DBAE

   1.3 Students will be able to integrate course content with the four components of Disciplined Based Art Education (art history, studio methods, aesthetic discourse and art criticism).

Relevant Associations:

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

Related Measures:

M 1: rubric assessment of methods portfolio guide
   Visual Arts
   Rubric of Assessment for Methods Portfolio Scoring Guide
<table>
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PEU/NCATE:1,5
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11.6
involved in collaborations in multiple contexts. shows in order to be involved and collaborate with the community leaders. Recognize the existence of art in multiple contexts.

Reflection and Professional Development

PEU/NCATE:1,5
DOE: 12.1, 12.2, 13.1, 13.3, 14.5
Participates in seminars, and university activities, active in professional organizations, and presentations, identifies current trends in art education, and maintains a professional resume. Continually researches current trends in art education and collects relevant resources, and maintains a professional resume.

Total Points: __________ + __________ + __________ + __________ = ________/ 50

Unacceptable (69- 0%): 30-0

Acceptable (79-70%): 35-31

Target (100 - 80%): 50-36

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

SLO 2:consistency of Mastery of technique

1.4 The student will engage in a creative activity that shows consistency in mastery of technique, imagery and/or presentation.

**Related Measures:**

M 1:rubric assessment of methods portfolio guide
### Visual Arts

#### Rubric of Assessment for Methods Portfolio Scoring Guide

**Source of Evidence: Evaluations**

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The role of Visual Art in Community and Schools

PEU/NCATE:1,5
DOE: 1.7, 11.1 11.6

Displays little or no understanding of the value of visual art in multiple contexts.

Clearly identifies the connection between visual art and the community and is involved in collaborations in multiple contexts.

Always willing to work with colleagues and professionals, and attend art shows in order to be involved and collaborate with the community leaders. Recognize the existence of art in multiple contexts.

Participates in seminars, and university activities, active in professional organizations, and presentations. Continually researches current trends in art education and collects relevant resources, and maintains a professional resume.

Reflection and Professional Development

PEU/NCATE:1,5
DOE: 12.1, 12.2, 13.1, 13.3, 14.5

Participates in university activities, active in professional organizations, and maintains a professional resume.

Participates in seminars, and university activities, active in professional organizations, and presentations, identifies current trends in art education, and maintains a professional resume.

Total Points: __________ + __________ + __________ + __________ = _______/ 50

Unacceptable (69-0%): 30-0

Acceptable (79-70%): 35-31

Target (100 - 80%): 50-36

SLO 3: develop technical skills

2.1 Students will develop effective technical skills to meet state requirements for content and Teacher Education Programs.

Related Measures:
M 1: rubric assessment of methods portfolio guide

Visual Arts

Rubric of Assessment for Methods Portfolio Scoring Guide

Source of Evidence: Evaluations

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PEU/NCATE: 1, 5
DOE: 12.1, 12.2, 13.1, 13.3, 14.5

Reflection and Professional Development

Participates in university activities, active in professional organizations, and maintains a professional resume.

Participates in seminars, and university activities, active in professional organizations, and presentations, identifies current trends in art education, and maintains a professional resume.

Participates in seminars, and university activities, active in professional organizations, and presentations. Continually researches current trends in art education and collects relevant resources, and maintains a professional resume.

Total Points: __________ + __________ + __________ + __________ = ________/ 50

Unacceptable (69%-0%): 30-0

Acceptable (79-70%): 35-31

Target (100-80%): 50-36

SLO 4: history of computer assisted imagery
2.4 Students will become knowledgeable of the history of computer-assisted imagery and utilize the Internet in assisting in the creation of imagery and research.

**Related Measures:**

**M 1: rubric assessment of methods portfolio guide**

**Visual Arts**

**Rubric of Assessment for Methods Portfolio Scoring Guide**

Source of Evidence: Evaluations

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Total Points: \[\text{Score for Instruction, and Assessment} + \text{Score for The role of Visual Art in Community and Schools} + \text{Score for Reflection and Professional Development} = \] __________ / 50

Unacceptable (69% - 0%): 30-0
Acceptable (79-70%): 35-31
Target (100 - 80%): 50-36

**SLO 5: research contributions of art on society**
3.3 Students will be able to develop independent thinking and problem-solving techniques while researching the contributions that the arts have had on society.

**Related Measures:**

**M 1: rubric assessment of methods portfolio guide**

**Visual Arts**

**Rubric of Assessment for Methods Portfolio Scoring Guide**

Source of Evidence: Evaluations

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Unacceptable (0-6 Pts)</th>
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**Achievements of the Visual Arts and Artists Across Cultures**

**PEU/NCATE:** 1, 23, 8

**DOE:** 1.5, 1.5.

Demonstrates minimal knowledge of a variety of artists and/ or artistic movements across cultures and history

Demonstrates adequate knowledge of a variety of artists and/ or artistic movements across cultures and history

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Unacceptable (69-0%): 30-0
Acceptable (79-70%): 35-31
Target (100 - 80%): 50-36

**SLO 6: reflective papers**

4.2 Students will be able to write reflective papers about their own art work and the work of their peers.

**Related Measures:**

**M 1: rubric assessment of methods portfolio guide**

**Visual Arts**

**Rubric of Assessment for Methods Portfolio Scoring Guide**

Source of Evidence: Evaluations

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Target (100 - 80%): 50-36

**SLO 7: competent practitioners of Art Instruction**
13 standards to meet with NCAte
**Mission / Purpose**

Mission: Delaware State University’s Arts Center/Gallery (ACG) brings to the University community and the community-at-large a variety of cultural and educational exhibits and events that promote excellence in the arts and humanities. The ACG and accompanying programs (VSA Delaware, Scholastics Art and Writing Awards and Congressional Art Awards) play an important role in arts education processes in schools and community settings throughout the state of Delaware. The mission of the ACG is to schedule educational experiences that bring new ideas and art forms to various audiences; broaden the interpretation of our multicultural heritage; and promote access to the arts for all audiences.

ACG Vision: Delaware State University’s Arts Center/Gallery (ACG) and accompanying programs (VSA Delaware and the Scholastics Art and Writing Awards) will be recognized as an integral educational resource for the University community, K-12 schools, special audiences and the arts communities throughout the state.

The ACG mission statement is directly related to the DSU mission statement that dictates the university's mission to "emphasize both the liberal and professional aspects of higher education" and to "serve a diverse student population with a broad range of programs in instruction, service and research."

The ACG vision is directly related to the DSU vision statement that dictates the University's plans to develop arts based University programs as well as cultivate relationships in the arts throughout the state.

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

**G 1:** Increase participation in ACG events.
Increase administration, faculty, student and community-at-large (including special audiences) participation in ACG events and related programs.

**O/O 1:** Promote and market ACG to University.
Appropriately promote and market current ACG events and related programs through all University based resources.

**Relevant Associations:**

**Strategic Plan Associations:**

College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 1: Monitor attendance and participation.

The ACG will monitor attendance and involvement at ACG events, as well as for related programs including VSA arts of Delaware and the Scholastic Art Awards programs.

Source of Evidence: Activity volume

Target:
The ACG will demonstrate a 20% increase in attendance/participation at ACG events by the University community. The Department of Art will not be included in this measurement.

Findings (2015-2016) - Target: Met
The ACG continues to have strong related programs (VSADE, Scholastics and NAP) that do provide broad based programming and serve diverse populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. However, attendance and participation at ACG events by the DSU community needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase slightly during the reporting year. DSU community attendance (other than students) did not increase.

Findings (2014-2015) - Target: Met
The ACG continues to have strong related programs (VSADE, Scholastics and NAP) that do provide broad based programming and serve diverse populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. However, attendance and participation at ACG events by the DSU community needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase slightly during the reporting year. DSU community attendance (other than students) did not increase.

Findings (2013-2014) - Target: Partially Met
The ACG has strong related programs (VSADE and Scholastics) that continue to provide broad based programming and serve special populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. Currently attendance and participation at ACG events still needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase slightly during the reporting year. DSU community attendance (other than students) did not increase.

Findings (2009-2010) - Target: Partially Met
The ACG has strong related programs (VSADE and Scholastics) that do
provide broad based programming and serve special populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. Currently attendance and participation at ACG events needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase during the reporting year. DSU community attendance (other than students) did not increase.

M 2: Survey ACG participants

Survey ACG participants to determine best marketing venues and related resources. Survey ACG participants to determine possible barriers to increased participation.

Source of Evidence: Service Quality

**Target:**
The ACG will survey current event participants to determine marketing venues, related resources and possible barriers to increased participation. Analysis of survey's will lead to development of strategic plan.

Continued feedback from ACG participants will provide information on the best marketing venues to implement within the University system as well as within the community-at-large.

**Findings (2015-2016) - Target: Partially Met**
Continued feedback from ACG participants will detail barriers to increased participation and provide a framework for improving the ACG's participation. There is still much need for a plan for greater access for individuals with disabilities. The community-at-large has documented that poor parking conditions and limited accessibility are barriers to attending ACG events.

**Findings (2014-2015) - Target: Partially Met**
Reassessment of marketing tools and different venues will need to be continually explored during FY 2016. Continued feedback from ACG participants will detail barriers to increased participation and provide a framework for improving the ACG's participation. There is still much need for a plan for greater access for individuals with disabilities. The community-at-large has documented that poor parking conditions and limited accessibility are barriers to attending ACG events.

**Findings (2013-2014) - Target: Partially Met**
It has been determined that DSU E-News is marginally successful as a marketing tool for ACG events and exhibits. Posters and direct mailings are also only marginally successful marketing tools for the DSU community. However, these print materials have been effective with reaching the community-at-large. The ACG is exploring email list-serves and Social Media. The ACG now has a social media presence.

Reassessment of marketing tools and different venues will need to be
continually explored during FY 2015. Continued feedback from ACG participants will detail barriers to increased participation and provide a framework for improving the ACG’s participation. There is still much need for a plan for greater access for individuals with disabilities. The community-at-large has documented that poor parking conditions and limited accessibility are barriers to attending ACG events.

**Findings (2009-2010) - Target: Not Met**

It was determined that DSU E-News is marginally successful as a marketing tool for ACG events and exhibits. Posters and direct mailings are also marginally successful marketing tools for the DSU community. However, these print materials have been effective with reaching the community-at-large. Current marketing tools are not as effective as necessary and are not reaching specific populations. Reassessment of marketing tools and different venues will need to be explored during FY2011.

Continued feedback from ACG participants will detail barriers to increased participation and provide a framework for improving the ACG’s participation. There is still much need for a plan for greater access for individuals with disabilities. The community-at-large has documented that poor parking conditions and limited accessibility are barriers to attending ACG events.

**O/O 2: Promote and market ACG events to community.**

Appropriately promote and market ACG events and related programs to surrounding communities, arts organizations and other educational facilities.

**Relevant Associations:**

**Strategic Plan Associations:**

**College of Arts, Humanities, & Social Sciences**

1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

**Related Measures:**

**M 1: Monitor attendance and participation.**

The ACG will monitor attendance and involvement at ACG events, as well as for related programs including VSA arts of Delaware and the Scholastic Art Awards programs.
Source of Evidence: Activity volume

**Target:**
The ACG will demonstrate a 15% increase in attendance/participation at ACG events by the community-at-large.

**Findings (2015-2016) - Target: Partially Met**
The ACG continues to have strong related programs (VSADE, Scholastics and NAP) that do provide broad based programming and serve diverse populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. However, attendance and participation at ACG events by the DSU community needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase slightly during the reporting year. DSU community attendance (other then students) did not increase.

**Findings (2014-2015) - Target: Partially Met**
The ACG continues to have strong related programs (VSADE, Scholastics and NAP) that do provide broad based programming and serve diverse populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. However, attendance and participation at ACG events by the DSU community needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase slightly during the reporting year. DSU community attendance (other then students) did not increase.

**Findings (2013-2014) - Target: Partially Met**
The ACG has strong related programs (VSADE and Scholastics) that continue to provide broad based programming and serve special populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. Attendance and participation at ACG events needs continued attention. Student attendance (Department of Art AND other Departments) at ACG events and interactions with exhibit materials did increase during the reporting year. DSU community attendance (other then students) did not increase. Community-at-large attendance at ACG events marginally increased.

**Findings (2009-2010) - Target: Partially Met**
The ACG has strong related programs (VSADE and Scholastics) that do provide broad based programming and serve special populations. These outreach services have active participation and have lead to increased community-at-large involvement with the ACG. Currently attendance and participation at ACG events needs continued attention. Student attendance at ACG events and interactions with exhibit materials did increase during the reporting year. DSU community attendance (other then students) did not increase. Community-at-large attendance at ACG events marginally increased.

**M 2:Survey ACG participants**
Survey ACG participants to determine best marketing venues and related
resources. Survey ACG participants to determine possible barriers to increased participation.

Source of Evidence: Service Quality

**Target:**
The ACG will survey current event participants to determine marketing venues, related resources and possible barriers to increased participation. Analysis of survey's will lead to development of strategic plan.

**Findings (2015-2016) - Target: Partially Met**
The ACG will prioritize a process for evaluation of event participants to determine marketing venues, related resources and possible barriers to increased participation. Information will be used to further develop ACG outreach.

**Findings (2014-2015) - Target: Not Met**
The ACG will prioritize a process for evaluation of event participants to determine marketing venues, related resources and possible barriers to increased participation. Information will be used to further develop ACG outreach.

**Findings (2013-2014) - Target: Not Met**
The ACG will survey current event participants to determine marketing venues, related resources and possible barriers to increased participation. Analysis of survey's will lead to development of strategic plan.

**G 2: Develop ACG events to support needs.**
Support, strengthen and evaluate ACG events and related programs to reflect diversified programming that meets the needs of the University community and underserved communities.

**O/O 3: Develop ACG related programs.**
Continue development of ACG related programs that serve special populations and underserved communities.

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Arts, Humanities, & Social Sciences
  1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
  4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

**Related Measures:**

**M 2: Survey ACG participants**
Survey ACG participants to determine best marketing venues and related resources. Survey ACG participants to determine possible barriers to increased participation.
Source of Evidence: Service Quality

**Target:**
The ACG will survey ACG participants to assess ACG related programs.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Not reported in this cycle.

**O/O 4: Build advisory committee.**
Develop plan for the development of an ACG Advisory Committee.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 3: Needs Assessment.**
Conduct needs assessment survey with various audiences to determine ACG and potential audience needs.

Source of Evidence: Evaluations

**Target:**
The ACG will re-establish an Advisory Committee

**Findings (2015-2016) - Target: Not Reported This Cycle**
During the 2015-2016 reporting year the ACG did establish an Advisory Committee. This committee is tasked with evaluating future ACG programming and planning exhibit schedule in coordination with the ACG Director.

**Findings (2014-2015) - Target: Partially Met**
The process for establishing an Advisory Committee was started.

**G 3: Enhance ACG administrative capacity.**
Enhance the administrative and management effectiveness and performance of ACG personnel.

**O/O 5: Build ACG staff capacity.**
Increase the productivity of ACG administration through increased staff capacity and resources.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences

4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

**Related Measures:**

**M 3: Needs Assessment.**
Conduct needs assessment survey with various audiences to determine ACG and potential audience needs.

Source of Evidence: Evaluations

**Target:**
The ACG will continue to investigate building staff capacity.

**Findings (2015-2016) - Target:** [Not Reported This Cycle](#)
Not reported this cycle.

**G 4: Improve ACG facility.**
Improve the appearance, accessibility and functionality of the ACG.

**O/O 6: Maintain ACG environment.**
Secure resources for regular maintenance of the ACG environment and equipment.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

**Related Measures:**

**M 3: Needs Assessment.**
Conduct needs assessment survey with various audiences to determine ACG and potential audience needs.

Source of Evidence: Evaluations

**Target:**
The ACG will assess the ACG environment and determine a prioritized list of necessary repairs and improvements.

**Findings (2015-2016) - Target:** [Not Reported This Cycle](#)
Not reported this cycle.

**O/O 7: Improve cultural access.**
Continue to prioritize cultural access by providing a fully accessible pathway, entrance and programming for the ACG. Develop long-range cultural access plan and initiatives for the ACG as well as DSU events.

**Relevant Associations:**
Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

Related Measures:

M 2: Survey ACG participants
Survey ACG participants to determine best marketing venues and related resources. Survey ACG participants to determine possible barriers to increased participation.

Source of Evidence: Service Quality

Target:
The ACG will survey participants to assess barriers to cultural accessibility for all visitors.

Findings (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle.

O/O 8: Increase technology capacity.
Develop a plan for improving ACG technology and equipment to meet immediate, as well as long-term needs.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
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Related Measures:

M 2: Survey ACG participants
Survey ACG participants to determine best marketing venues and related resources. Survey ACG participants to determine possible barriers to increased participation.

Source of Evidence: Service Quality

Target:
The ACG will survey event participants to determine technology needs.
Findings (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle.

G 5: Develop ACG relationships.
Develop the ACG as an interactive resource for the Department of Art, College of Arts, Humanities and Social Sciences, DSU Community and the Community-at-large.

O/O 9: Increase internship opportunities.
Continue to increase student participation in Arts Management Internship opportunities, both gallery and community.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 3: Needs Assessment.
Conduct needs assessment survey with various audiences to determine ACG and potential audience needs.

Source of Evidence: Evaluations

Target:
The ACG will access current internship opportunities and determine future programmatic goals.

Findings (2015-2016) - Target: Not Reported This Cycle
Not reported this cycle.

O/O 10: Market arts management program & related programs.
Appropriately assist Department of Art with the marketing of the Arts Management program and other related programs to current and potential University students.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:
M 2: Survey ACG participants

Survey ACG participants to determine best marketing venues and related resources. Survey ACG participants to determine possible barriers to increased participation.

Source of Evidence: Service Quality

**Target:**
The ACG will survey event participants to assess related Department of Art program needs.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Not Reported this cycle.

O/O 11: Continue relationship building.
Develop a plan for the continued and future development of the ACG and related programs as a learning environment for Arts Management students, Department of Art and other College of Arts, Humanities and Social Science departments.

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Arts, Humanities, & Social Sciences
  1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
  3. Create a model of scholarly research for all full time faculty.
  8. Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

M 3: Needs Assessment.
Conduct needs assessment survey with various audiences to determine ACG and potential audience needs.

Source of Evidence: Evaluations

**Target:**
The ACG will develop a community partnership plan.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Not reported this cycle.

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

The Arts Center/Gallery (ACG) provides a necessary educational resource for the University community and the community-at-large. Through exhibits, performances and related program (VSA Delaware, Scholastics Art Awards, National Art Program and the Congressional Art Awards) activities and accomplishments, the ACG has proven its role
as a cultural resource for University programs, cultivating relationships with other arts and education organizations and providing programming to underserved populations.

Significant ACG accomplishments for the reporting year are as follows:
Presentation of At the Altar: From the Fruit of My Love and Labor, an art exhibition featuring installation artwork by mixed-media artist Amber Robles-Gordon. The related event, an evening with the artist, was held on October 12, 2017.

Significant outreach to K-12 education communities through ACG related program, VSA Delaware (VSADE). The VSADE Artist-in-Residency program provided arts education instruction to children with disabilities in all three counties, four school districts, twenty-one sites and forty-seven classrooms. The VSADE Performing Arts Program targeted transitional age students and provided school to work transition skill development.

Extensive exhibition schedule throughout the state of VSADE exhibits Celebration of Creativity 2017 (artwork created by individuals with disabilities). VSADE Celebration of Creativity 2017 & 2018 performances and receptions were attended by VSADE participants (individuals with disabilities), the education community, as well as the community-at-large.

Participation of over thirty schools, eighty-four art educators and 709 students in the annual Delaware Regional Scholastic Art & Writing Awards. Over 450 individuals attended the Scholastic annual exhibition and awards presentation. At the National Scholastics competition the Delaware Region submissions received one American Vision awards, six Gold Medal Awards and eight Silver Medal awards.

Coordination of the Delaware Congressional Art Awards program for the office of Congresswoman Lisa Blunt Rochester. The ACG convened a jury for the selection of artwork to represent Delaware’s Congressional District in the House of Representatives. Congresswoman Rochester presented the award (via video) at the ACG’s annual Scholastics event.

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

Unit(s) Profile
Personnel:

1. Jennifer Gunther: Arts Center/Gallery Director, VSA Delaware Executive Director, Scholastics Arts Regional Program Director, Congressional Art Awards Coordinator, Adjunct Faculty Department of Art.

Related Programs/Centers:

1. VSA Delaware
2. Regional Scholastics Arts Program
3. National Art Program
4. Congressional Art Awards

Unit(s) Initiatives accomplished in this cycle
The Arts Center/Gallery (ACG) provided a new series of exhibits during the reporting year. The ACG schedule includes annual exhibits and programs, as well as temporary traveling exhibits and visiting artists. The following is a detailed list of the ACG exhibits during the reporting year.
1. Department of Art Spring Senior Capstone Exhibit: April 24 - May 5, 2017, Reception April 27, 2017. This exhibit represents the culminating works of spring graduation candidates (four students) from the Department of Art. The students worked for the period of one semester preparing artwork and designing the exhibition.

2. VSA Delaware Celebration of Creativity 2017: May 15 - June 16, 2017, Community Reception May 24 and 31, 2017. This exhibition is the visual artwork produced by the various VSADE residency projects occurring throughout the state.


4. Department of Art Fall Senior Capstone Exhibit: November 28 - December 12, 2076, Reception December 7, 2017. This exhibit represented the culminating works of winter graduation candidates (two students) from the Department of Art. This students worked for the period of one semester preparing artwork and designing the exhibition.

5. Scholastic Art Awards: January 16 - February 10, 2018, Reception February 10, 2018. See below for more program information on the ACG Scholastics Program.

6. National Arts Program: February 26 - March 19, 2018, Award Ceremony March 18, 2018. This exhibit was held in partnership with the Delaware Division of the Arts and the Office of the Governor. The juried exhibit presented artwork by state of Delaware employees.

7. Department of Art Student Honors Exhibit: March 27 - April 20, 2017, Reception April 20, 2017. This is an annual exhibit that reflects the accomplishments of current Department of Art students. The exhibit is held in conjunction with Honors Day.

8. Department of Art Spring Senior Capstone Exhibits: April 23 - May 4, 2018, Reception April 26, 2018. This exhibit represents the culminating works of spring graduation candidates (nine students) from the Department of Art. The students worked for the period of one semester preparing artwork and designing the exhibition.

9. VSA Delaware Celebration of Creativity 2018: May 16 - June 15, 2018, Community Reception May 23, 2018. This exhibition is the visual artwork produced by the various VSADE residency projects occurring throughout the state.

The ACG also hosted the following events in the Gallery during the reporting year.
1. Various University program events.
2. Various University committee meetings.
3. Art Educators of Delaware meetings.
4. VSA Delaware Board of Directors meetings.
5. VSA Delaware Artist Training seminars.
6. State of Delaware Arts Council
7. Delaware Division of the Arts

Related ACG Programs
VSA Delaware (VSADE): VSADE is a non-profit arts education organization "sheltered" by the ACG. As an affiliated organization, VSADE is part of a network of over forty-three states and seventy-six international countries. VSA National is affiliated with the Kennedy Center for the Performing Arts so as to better share resources and network opportunities. The VSADE office is located in the ACG and provides programming throughout the state of
Delaware.

VSADE is dedicated to providing educational opportunities through the arts for children and adults with disabilities. The organization believes in the Vision of an inclusive community, Strength in shared resources and the Artistic expression that unites us all. To support these goals VSADE provides: artist-in-residency projects; art training support awards, arts-based educational resource development; veteran's administration arts projects; disability awareness and advocacy.

VSADE programs provide a variety of services that facilitate the development of successful and accessible creative projects that support the integration of various education curriculums, life-long learning experiences, the development of self-worth and creativity, as well as involved and committed community interactions. VSADE recognizes the need for children and adults with disabilities to be provided with opportunities to participate and achieve in the areas of performing and visual arts. The organization's Artist-in-Residence (AIR) program provides unique opportunities for children and adults with disabilities, in school and community settings and inclusion sites, to benefit in a multitude of ways from working with and receiving arts education training from professional artists and educators. A school AIR project might provide visual arts, music or theater experiences. Residency services provide arts instruction to students with disabilities that otherwise would not receive arts education experiences. In addition, to ensure quality programming, VSADE provides training for all program facilitators/artists in a variety of areas ranging from adaptability to arts standards to accessibility law.

To further facilitate VSADE’s mission, the organization works diligently to provide an understanding of the importance of accessibility to the arts for all individuals. The annual Celebration of Creativity (COC) exhibit shares the value of the artistic process and communicates the importance of all students and adults having access to the arts. As well, VSADE’s cultural access advocacy program shares the need and importance for making the arts accessible to all individuals, audiences and communities. Cultural Access is the process that ensures both physical and programmatic access to the arts for everyone. VSADE is recognized by the Delaware Division of the Arts and other state arts organizations as a resource for cultural access processes and initiatives.

Please see the Community Outreach section of this report for a complete list of VSADE AIR project sites and VSADE exhibit sites.

**Scholastic Arts & Writing Awards:** Scholastics is a longstanding ACG program and DSU is the regional sponsor for this statewide competition. Each year approximately two thousand 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 exhibit. 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 Art Educators of Delaware for the reception and regional scholarship awards. The annual reception and award ceremony was attended by over 460 individuals that represented students (7-12 grade), student families, K-12 educators, K-12 school administrators and community members from throughout the state.

The Delaware Congressional Art Awards are 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 Awards program for Congressman Carney’s office.

**Professional Development Efforts and/or Activities Organized by the Unit**
There were no professional development activities organized by the ACG during this period.
due to insufficient funds.

**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

**VSADE Community and School Based Artist Residency Projects**

School Based Artist Residencies (SAR)

Alfred Waters Middle School, ILC, Middletown, DE: Visual Arts: 2 classrooms, 8 weeks (October 2017-March 2018)


Charlton School Transitional Education Program - PAG, Dover, DE: Performing Arts: 2 classrooms, 1 school site, 24 weeks (January-May 2018)

Dover Air Force Base Middle School, DAP, Dover, DE: Visual Arts, 2 classrooms, 8 weeks (January-March 2018)

Dover High School - Capital Early Intervention Preschool, Dover, DE: Visual Arts: 1 classroom, 8 weeks (March-May 2018)

East Dover Elementary - Capital Early Intervention Preschool, Dover, DE: Visual Arts: 2 classrooms, 8 weeks (March-May 2018)

Fairview Elementary - Capital Early Intervention Preschool, Dover, DE: Performing Arts: 2 classrooms, 8 weeks (March-May 2018)

Fifer Middle School, DAP,Dover, DE, Visual Arts, 1 classroom, 8 weeks (January-March 2018)

Hartley Elementary - Capital Early Intervention Preschool, Hartley, DE: Performing Arts: 1 classroom, 8 weeks (March-May 2018)

KCCS Transitional Education Program - PAG, Dover, DE: Performing Arts: 1 classroom, 24 weeks (January-May 2018)

Kent County Community School - DAP Preschool Program, Dover DE: Visual Arts: 6 classrooms, 8 weeks (November 2017-January 2018)

Kent County Community School - Main Site,Dover DE: Visual Arts: 6 classrooms, 16 weeks (November 2017-May 2018)

Kent County Community School - Summer Program, Dover, DE: Visual Arts, 6 weeks (June-July 2018)

Kent County ILC - Elementary, Dover, DE: Visual Arts: 5 classrooms, 8 weeks (March-May 2018)

Postelwaite Middle School, DAP,Camden, DE: Visual Arts, 1 classrooms, 16 weeks (January-March 2018)

Southern Elementary ILC, New Castle, DE: Visual Arts: 2 classroom, 8 weeks (January-March 2018)

Residency Projects - Community

Stockley Center, Georgetown, DE: Visual Arts: 5 hours, 24 weeks (January-June 2018)

**VSADE Exhibit Sites**

Celebration of Creativity 2017: VSADE's Annual Art Exhibition and Performance

Arts Center/Gallery, Delaware State University, Dover, DE: May - June 2017
Delaware Children's Museum, September 2017 - April 2018, Wilmington, DE
Wilmington Art Loop, Art on the Town, Wilmington, DE: October 2017
Redding New Castle County Building Gallery, Wilmington, DE: October 2017
Biggs Museum of American Art, Dover, DE: November 2017 - January 2018
Technology Integration
There is a critical need for increasing the technological capacity of the ACG. The ACG had antiquated equipment that is no longer serviceable or repairable.

The current computers in the ACG are not University system compatible and therefore provides only limited access to the University Banner system and no access to University based information systems. This presents a serious technology deficit for ACG staff and hinders the completion of specific responsibilities. Apple computer technology is necessary for specific applications and is still unsupported by the University.

The ACG needs a projection system and other "presentation" technology for multi-media installations and exhibits. The ACG needs a projection system that provides both video and audio components. The current environment presents a serious technology deficit for ACG and hinders the completion of specific responsibilities and interactions with the community-at-large. The ACG needs the ability to appropriately presentation digital media in support of the Department of Art’s Digital Media program. An interactive system would allow for the seamless integration of digital information into ACG projects and presentations, and create a more accessible environment and an aesthetically appropriate exhibit area.

Facility and/or Infrastructure Improvements
The gallery is "showing its age" and is in need of various improvements/renovations. Immediate areas of concern are:

1. The carpet in the ACG was not replaced during the 2008 renovations as the library carpet design was determined inappropriate for a gallery environment. Floo
2. The floor molding is inconsistent and peeling.
3. Bench seating in the gallery is over twenty-five years old and in poor condition.
4. Dated and obsolete equipment.

The ACG is not able to plan for any infrastructure improvements due to insufficient budget resources. The removal of outdated equipment and other obsolete installed items will continue to be a priority in FY 2019. As previously mentioned, the ACG’s technology needs immediate improvement in order for the ACG to act as a DSU and community-at-large resource.

Additional Comments
The ACG and related programs have proven their roles as valuable assets to the University. Assets that must be maintained and developed, or risk an irreparable “hole” in the cultural environment of this University. Therefore, continued efforts to build ACG capacity is crucial to the ACG role in supporting the vision of the University to develop the arts as an integral part of University programs. In order for the ACG to improve and broaden programming, the
following is recommended:

1. Increase the ACG budget. At the beginning of FY 2015 the ACG budget was cut by 60% and then an additional 20% for FY 2016. The current ACG budget is insufficient for maintaining current programming, improving exhibit opportunities, repairing the ACG physical environment, and adding necessary technology upgrades. Limited resources has dramatically affected the ACG's strategic planning and future growth. This issue is critical.
2. Increase the current ACG staff capacity to include a paid intern position and/or the assignment of a graduate assistant. The ACG is essentially managed by one part-time employee.
3. Improve access to the ACG with better visitor parking, delivery/exhibit off-load options and accommodations for special audiences. There currently is significant need for better accommodations for individuals with disabilities attending ACG and other University events.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

1. Increase resources. At the beginning of FY 2015 the ACG budget was cut by 60%. The FY 2016 budget dealt with another 20% cut. Currently the ACG does not have sufficient funds to continue to facilitate an exhibit schedule that is appropriate for a University Arts Center. During FY 2018 the ACG's exhibit schedule and events continued to be compromised due to limited funding.

"KPI #1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.
N/A

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.
N/A

For graduate program annual reports TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.
N/A

For graduate program annual reports TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)
N/A

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged
in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

N/A

For graduate program annual reports, TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

N/A
Mission / Purpose

The Mission of the Assessment Office is to oversee a holistic assessment process at the institution. This Office works collaboratively with units to ensure that they have efficient and sustainable assessment plans. This includes verifying that units are collecting data that are used to improve programs/services and enhance student learning. This office works closely with the Information Technology and Institutional Research units to facilitate data collection and reporting. Furthermore, this Office contributes to the assessment of strategic initiatives and supports efforts to attain and maintain various accreditations. The Assessment Office serves as the primary source for assessment resources, workshops, training, and recent directives from accrediting bodies. Lastly, this Office assists units with the analysis and reporting of assessment data for the purpose of demonstrating that the institutional mission of “integrating the highest standards… in its … programs and preparing students to become capable and productive leaders” is being carried out and that units are supporting the initiatives laid out in the University’s Strategic Plan.

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

G 1: Educate Faculty/staff about Assessment Processes
Educate Faculty/staff about Assessment Processes.

O/O 1: Educate Faculty and Staff about acceptable assessment processes via Workshop(s)
Educate Faculty and Staff about acceptable assessment processes by holding at least one assessment related program each semester.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
6.2 Achieve excellence in administrative operational effectiveness and efficiency.
6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making

Related Measures:

M 1: Number of workshops, attendance, and evaluation results.
Number of workshops hosted, attendance at workshops, and/or evaluation results.

Source of Evidence: Activity volume
**Target:**
At least one (1) assessment related program will be held each semester (Title III activity objective).

**Findings (2013-2014) - Target: Met**

Seven workshops/trainings were held this budget year:

1. ADCS Introductory training for new Chairs and Assessment Coordinators was held on Oct. 10, 2013. Five chairs/representatives attended this small group two-hour session. Emailed presentation slides to the two chairs who were unable to attend and also answered their questions via phone/email. For this workshop, a flow chart of ADCS tasks for chairs was also created and shared with new Chairs.

2. Assessment Fellow Presentations workshop was held on April 8, 2014 for the five fellows to present their projects and data analysis to peers. There were 34 faculty, staff and administrators who participated in this workshop.

3. Data Day event was conducted by this Office on May 14, 2014 to support faculty/staff in reviewing student learning assessment data and developing suitable action plans for the next academic year. Dr. Jodi Levine Laufgraben was recruited to serve as keynote presented for the morning session. This event was well received by 103 faculty, staff, and administrators. A video tape of the keynote presentation was also made for faculty/staff to view. In the afternoon session, Office staff supported faculty/staff in reviewing student learning assessment data and developing suitable action plans for the next academic year.

4. WEAVEonline demonstration and discussion was held for Finance & Administration units in July 2014.

5. This Office collaborated with the Center for Teaching and Learning to present information about ADCS at the New Faculty Orientation on August 21, 2014. An introduction to ADCS and how the data are used for general education and program assessment process were presented and discussed with new faculty.

6. WEAVEonline Beginner User workshop was held on September 26, 2014 during the morning to demonstrate and provide hands-on practice with:
   - navigating WEAVEonline software
   - entering/modifying unit mission, goals, objectives
   - reviewing measures, achievement targets, and findings
   - distinguishing strategic goals/objectives from learning goals/objectives in WEAVEonline
   - recognizing differences between objectives, measures, and targets
   - running various WEAVE reports
   There were 15 faculty/staff members in attendance.

7. WEAVEonline Feedback Forum was held on September 26, 2014 during the afternoon. Feedback on assessment reports (submitted in WEAVE) was provided to unit administrators. Questions about the feedback were addressed. There were 4 staff members in attendance. Workshop slides, copies of completed WEAVE feedback forms and printed comments on Detailed Assessment reports were mailed to those who were unable to attend this session.

**Findings (2012-2013) - Target: Met**

· WEAVE Drop-In training sessions were held on April 22-26, 2013.
Individualized assistance was provided to ten (10) users in completing their unit Assessment Summary report and the 2013 Annual Report.

· The first Data Day event was held on May 15, 2013 to support faculty/staff in reviewing student learning assessment data and developing suitable action plans for the next academic year. Eighty-eight (88) faculty/staff members attended this event.

· WEAVE Beginner User Training was held on July 19, 2013. Twelve (12) faculty/staff members attended the training. Workshop evaluation results were collected electronically via Survey Monkey. Results indicated that 55% of the participants found the overall format of the workshop to be effective. However, 20-33% of participants stated their perceived confidence level for completing several tasks in WEAVE was "not confident."

· Assessment Fellow Presentation workshop was held on September 26, 2013. There were 23 faculty/staff members in attendance. Workshop evaluation results indicate most participants found this workshop useful (70%). They found the discussion of portfolio assessments, the tangible examples provided by faculty members, and the debate/question-answer section to be particularly useful (qualitative survey results).

· This Office also continued collaboration with the Center for Teaching and Learning to present information about ADCS to New Faculty Orientation was held in August 21, 2013. An introduction to ADCS and how the data are used for general education and program assessment process were presented and discussed with new faculty.

• **Findings (2011-2012) - Target: Met**
  Two WEAVEonline workshops were held during the fall semester. A total of 30 participants attended these sessions (19 participants at Academic Affairs training and 11 participants at Student Affairs training).

• During the fall, two Institutional Effectiveness Committee (IEC) meetings were also held: 13 faculty/staff members attended in November 2011 and 12 members attended in December 2011.

• Assessment Office staff also provided information and resources about the Unit's services, WEAVEonline, ADCS, and the general education program to approximately 35 participants at the New Faculty Orientation hosted by CTL (Center for Teaching and Learning). A demonstration of WEAVEonline and ADCS was also provided.

• **Findings (2010-2011) - Target: Met**
  1. A total of 3 group trainings for WEAVEonline were held. Group training sessions included introduction to the cyclic assessment process of setting goals, objectives, measures, and action plans that are related to unit and college mission. Users were also introduced to the process of linking objectives to the University strategic plan and linking student learning goals to the University learning goals.
• Training was held for Student Affairs units on 7-26-10
• Training was held for English Department on 10-21-10
• WEAVEonline training was held for Admissions Office, Social Work, Music, Education and Public Allied Health Sciences on 2-14-11

2. Other workshops hosted/conducted = 5:

• Student Learning Outcomes Workshop was held for Chairs and designated faculty on 8-18-10
• Assessment of Student Learning at the Program Level Workshop was conducted by national speaker, Peggi Maki, on 9-24-10
• Using A-t-C (Across-the-Curriculum) Rubrics Workshop was held on 11-23-10
• Using Data to Measure Objectives/Outcomes and to Inform the Planning Process Workshop 1-5-11
• Creating Action Plans based on Data Workshop was held on 5-12-11

3. Committee meetings related to assessment = 3:

• Committee meeting for the newly reconstituted Institutional Effectiveness Committee (IEC) was held on 3-15-11
• Committee meeting for IEC members to review and identify key findings of institutional data sets (NSSE/FSSE, Wabash, ADCS Capstone results) was held on 5-11-11
• Assisted and co-chaired self-study committee meetings

**Findings (2009-2010) - Target: Met**
1. A total of 11 group trainings or demonstrations for WEAVEonline were held. Group training sessions included introduction to the cyclic assessment process of setting goals, objectives, measures, and action plans that are related to unit and college mission. Users were also introduced to the process of linking objectives to the University strategic plan and linking student learning goals to the University learning goals.

• Small group orientation for WEAVEonline on 11 - 17 - 09
• small group orientation for WEAVEonline on 11 - 19 - 09
• Dean's Council demonstration of WEAVEonline on 12 - 3 - 09
• College of education WEAVEonline training on 12 - 16 - 09
• College of education WEAVEonline training on 3 - 8 - 10
• strategic planning committee demonstration of WEAVEonline on 1 - 19 - 10
• Hands-On group training held on 2 - 9 - 10
• hands-on group training held on 2 - 12 - 10
• hands-on group training using practice training entities in WEAVEonline held on 3 - 3 - 10
• annual report training for chairs (two sessions) held on 5 - 17 - 10

2. Other workshops hosted/conducted = 4:

• Faculty Discussion Sessions during afternoon session of the Faculty Staff Opening Institute on 08-25-09
• Program Review Workshop was held for faculty/chairs of programs that were reviewed in during academic year and internal program reviewers - on 9-17-09
• ADCS (Assessment Data Collection System) orientation and demonstration for chairs and faculty was held on 4-22-10
• ADCS (Assessment Data Collection System) orientation and demonstration for chairs and faculty was held on 4-23-10

3. Committee meetings related to assessment = 7:

• Committee meeting for Institutional Assessment and Assessment of Student Learning Subcommittee was held on 9-29-09
• Committee meeting for Institutional Assessment and Assessment of Student Learning Subcommittee was held on 3-23-10
• Committee meeting for Institutional Assessment and Assessment of Student Learning Subcommittee was held on 4-14-10
• Special rubric development session for the general education committee was held on 12 - 15 - 09. This half-day session was utilized to draft across-the-curriculum (A-t-C) rubrics that were used to collect assessment data in spring 2010.
• Assisted/co-led with Self Study Committee meetings on:
  o 12-18-09
  o 4-15-10
  o 4-20-10

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

Enhance/expand WEAVEonline Trainings
Established in Cycle: 2010-2011

Review of some assessment processes in WEAVE indicates that some users have difficulty with WEAVE terminology, understanding d...

O/O 2:Update Assessment Office website

Update Assessment Office website to include current trends, resources and best practices in efforts to educate faculty and staff.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
6.7 Build brand awareness and strengthen customer engagement through targeted integrated marketing initiatives.
**Related Measures:**

**M 2: Record of Website enhancements**
The number of links added to websites, number of additional pages added, and the google tracking report for site visits. Report on the number of time website is updated.

Source of Evidence: Activity volume

**Target:**
At least one (1) website enhancement per academic year will be completed (ie. links, new pages, workshop list, etc.)

**Findings (2014-2015) - Target: Not Met**
Website enhancements were not made during this cycle.

**Findings (2013-2014) - Target: Not Reported This Cycle**
This measure was not evaluated this cycle due to other priorities.

**Findings (2012-2013) - Target: Not Met**
No major website enhancements/updates were completed this year.

**Findings (2011-2012) - Target: Met**
In an effort to continue educating users, WEAVEonline manual and the Assessment Office website were updated during this year.

**Findings (2010-2011) - Target: Met**
Website was updated on 9/21/11. It includes links to ADCS software login page and WEAVEonline login page. There are also list of resource links for faculty/chairs.

**Findings (2009-2010) - Target: Not Met**
Work on website enhancements were started but was not completed. There was not enough time to continue working on website and to submit to webmaster.

**O/O 3: Support enrichment activities/conferences for faculty/staff**
Support enrichment activities/conferences for faculty/staff.

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University

1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making
6.6 Create a culture of accountability, high performance and service excellence.
Related Measures:

M 3: Number of faculty/staff professional development opportunities
Report of the number of faculty/staff who attended/completed professional development opportunities related to Assessment.

Source of Evidence: Activity volume

Target:
At least one (1) faculty or staff member will be supported with funds to attend an assessment related workshop, training or conference throughout the year.

Findings (2013-2014) - Target: Met
This target was met because 8 faculty/staff participated or presented at an assessment related workshop. See below for details.

1. After observing a successful Data Day event, Dr. Jodi Levine Laufgraben invited a team from DSU to participate in Temple University’s first Summer Assessment Social. Five faculty/staff members attended this event. One Assessment Office member was selected to make a presentation as part of a panel discussion. She also presented a poster outlining the use of ADCS for General Education outcomes assessment at DSU. A faculty member from the History, Political Science and Philosophy Department participated as a panelist in another discussion. The other members included Assistant Vice President of Academic Affairs/Institutional Effectiveness, Center for Teaching and Learning Director, and a Department of Sociology and Criminal Justice faculty member. This was a useful event to collaborate and network with colleagues from other institutions. The event also served to develop a good relationship with Temple University’s institutional effectiveness team.

2. Our Office staff and other key members on the DSU self-study team were invited to make a presentation to the administration, faculty and staff of the University of District of Columbia (UDC). The team included: Assistant Vice President of Academic Affairs/Institutional Effectiveness, the Center for Teaching and Learning Director, and a History faculty member. In August 2014 this DSU team shared practical strategies and tools used for a successful self-study preparation and evaluation team visit. The team answered many questions and the audience was confident that they would benefit from the DSU teams' experiences. Travel expenses were paid by UDC.

Findings (2012-2013) - Target: Met
Two faculty members were supported with $500 stipends each to work on a student learning assessment project. The fellows worked individually and collaboratively to review each other’s data analysis. They presented their findings at the first Assessment Fellow presentations held in September 2012.

Funding was provided for the Assistant Director to attend the March 1, 2013 Association for American Colleges and Universities (AAC&U) General Education Assessment Conference. The AD prepared for and presented a poster session. Information about DSU’s general education assessment plan, past assessment
methods, the improved assessment system (ADCS), how assessment results have been utilized, and how other colleges can implement a similar homegrown application to collect/analyze/report assessment data was presented. The session was well attended and many positive comments were received from participants who visited the poster session.

- One faculty member and a staff member were also supported with travel funds to attend and present a session at the ACC&U Student Success conference in April. Last year, the AD developed a proposal for this Student Success conference. Two additional faculty and staff member were also involved in finalizing the proposal to AAC&U. This proposal was successfully accepted as a concurrent session. Although the AD could not attend this conference in April, she and the AVP (Assistant Vice President) worked with a faculty member and staff member from other units to develop/review conference materials. The AD virtually participated in the session via video/audio technology. Several conference participants requested more information about our system and tips on how they can implement a similar system.

Findings (2011-2012) - Target: Partially Met
Faculty members were selected to participate in AAC&U's (American Association of Colleges and Universities) 2012 Institute on Integrative Learning and the Departments in July 2012. Partial registration fees of $3,700.00 were provided by this unit for five faculty/staff members. Remaining registration fees were covered by Academic Enrichment Office. Other travel expenses were covered by Center for Teaching and Learning.

Findings (2010-2011) - Target: Met
Travel funds were provided for workshops/trainings = 7:

- Dr. Phyllis Edamatsu, attended Association for Institutional Research (AIR) Annual Forum on 5-29 through 6-1-2010
- The Assistant VP for Academic Affairs and Institutional Effectiveness attended AGLS (Association for General and Liberal Studies) Meeting on 10-6 through 10-11-10
- Assistant Director of Assessment attended Middle States Workshop on Meeting Middle States Expectations for Student Learning Assessment on 9-16 and 9-17-10
- The Assistant Director of Assessment attended Middle States Annual Conference on 12-8 through 12-9-11
- The Assistant Director of Assessment attended Middle States Pre-Conference Becoming an Assessment Facilitator on 12-8-11
- The Assistant VP for Academic Affairs and Institutional Effectiveness attended AAC & U Annual Meeting on 1-26 through 1-29-11
- The Assistant Director of Assessment attended Middle States Conference on Understanding and Using Student Learning Assessment Results on 4-6-11

Findings (2009-2010) - Target: Met
Travel Funds were provided for the following workshops/trainings = 9:

- Technical Analyst Staff member of Assessment Office completed Survey Analysis Using SPSS hand-on training provided by SPSS, Inc on 8-18 and 8-19-2009
- Technical Analyst also attended attended Middle States two-day workshop, Integrating Higher Education Planning and Assessment Workshop, on 9-22 and 9-23-2009.
• Technical Analyst attended Middle States two-day workshop, Integrating Higher Education Planning and Assessment Workshop, on 9-22 and 9-23-2009.
• Director of Assessment attended the 2009 Assessment Institute (IUPUI - Indiana University Purdue University) on 10-24 to 10-27-09
• Dr. Carol Geisecke, faculty member from Human Ecology Department, attended Middle States Workshop, Meeting Middle States Expectations for Student Learning Assessment on 9-24 and 9-25-09
• Dr. Phyllis Edamatsu, staff member from Institutional Research, attended Integrating Higher Education Planning and Assessment: Real strategies for real institutions on 8-13 & 8-14-09
• Dr. Charlie Wilson, chair of faculty senate, attended Integrating Higher Education Planning and Assessment: Real strategies for real institutions on 8-13 & 8-14-09
• Dr. Leandra Casson, faculty member from History, Political Science and Philosophy Department, attended AAC&U General Education Assessment Conference on 2-17 through 2-20-2010.
• Dr. Myrna Nurse, faculty member from English & Foreign Languages Department, attended AAC&U General Education Assessment Conference on 2-17 through 2-20-2010.

O/O 11: Faculty/Staff will recognize differences between objectives, measures, findings and targets.

Faculty/staff will recognize differences between objectives, measures, findings and targets.

Relevant Associations:
Faculty learning outcome

Strategic Plan Associations:
Delaware State University
6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making

Related Measures:

M 13: WEAVEonline Post-training Quiz
A nine-item multiple choice quiz administered to all participants who complete the WEAVEonline Beginner Training workshop. Question numbers 3, 4, 7, 8, and 9 ask participants to choose the correct definition or example of an objective, measure, and target.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
At least 75% of correct responses will be selected by faculty/staff who complete the quiz.

Findings (2016-2017) - Target: Not Met
During the July 25, 2017 Student Affairs training, a Kahoot quiz was administered at end of the training. There were 26 people in attendance, but 16 participated in the live Kahoot quiz with 67% correct responses selected.

See attached details for how each participant did on each question. Six
participants had more than 75% correct answers, while eight participants had between 50-73% correct responses and only two participants had below 50% correct response rate. Question #1 and #8 had the most incorrect response (81%, 75% respectively). During discussion, it was uncovered that Q#8 was ambiguous because it could sound like a target also, so many people selected this response.

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

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

**Review quiz questions and modify if many people answered some questions incorrectly or if questions are ambiguous**

*Established in Cycle: 2016-2017*

Review all quiz questions, especially Q8 and revise wording from “Increase WRC membership sales by 5% throughout the 2016-2017..."

**G 2: Ensure that assessment processes exist for all units**

Ensure that assessment processes exist for departments, programs and other units.

**O/O 5: Review the assessment process with at least three units**

Evaluate the strategic and/or learning goals/objectives. Assist departments in developing syllabi for at least 5 courses which include objectives designed to support learning goals. Verify that the measures are valid. Help with the collection and organization of the data. Organize assessment data with at least three departments and record how the data results are being used to improve programs and teaching methods. Examine documentation which outlines utilization of the data.

**Relevant Associations:**

**Strategic Plan Associations:**

*Delaware State University*

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
6.2 Achieve excellence in administrative operational effectiveness and efficiency.
6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making
6.6 Create a culture of accountability, high performance and service excellence.

**Related Measures:**

**M 4: WEAVEonline usage for assessment**

Review of the assessment processes and data submitted by units in WEAVE and useful feedback provided for improvements. Ensure that department/programs are entering assessment data in the WEAVEonline data management system.
Measured by # of units entering assessment data in WEAVE and the number of units evaluated.

Source of Evidence: Activity volume

**Target:**
At least three (3) units' WEAVEonline data will be reviewed each year and feedback/recommendations will be provided to them.

**Findings (2013-2014) - Target: Met**
Assessment process feedback form was completed for the following units. Head of the units were invited to attend the WEAVE feedback forum held on September 26, 2014. Only 4 staff members attended. Other were provided hard copies of their feedback.

1. Applied Chemistry program
2. Chemistry BS program
3. Chemistry Department
4. Institutional Research
5. Mentoring and Advising
6. Studio Art
7. Art Department
8. Testing Office
9. Agriculture & Natural Resources Department
10. School of Graduate Studies and Research

**Findings (2012-2013) - Target: Met**
· Closing Loop section of the 2012-2013 Annual Report indicated that 13 units submitted details on how assessment data were used to plan/implement action plans designed to improve their unit's impact.

· Review of the action plans report indicates that units are implementing strategies based on data. These include, but are not limited to:

- Evaluation of student test results to uncover challenging areas
- Improvements of course examinations to include critical thinking, problem solving, and real-world applications
- Use of pedagogical methods to enhance student learning in group settings
- Incorporation of practical experiences for students
- Tutoring
- Rubric development or revisions
- Survey administrations
- Improvement of advising
- Participation in outreach efforts
- Enhancement of library resources
- Modification of assessment methodology and targets
- Improvement of unit processes, manuals, procedures
- Recruitment and hiring of qualified faculty/staff
- Professional development and supporting resources for faculty/staff
• Committee assignments
• Student recruitment and marketing of programs/services
• Technology implementation, website enhancements and facility enhancements

Furthermore, there were 17 poster sessions presented by faculty/staff at the May 2013 Data Day event. These posters highlighted an outcome that was addressed, related measure(s), analysis of the data with emphasis on key findings, action plans developed based on the results, subsequent impact of the action plan, and any lessons learned from this process.

Findings (2011-2012) - Target: Met

Formally reviewed WEAVE assessment report for three units (Public and Allied Health Sciences Department including any program level subunits, Nursing Department and BS program, Human Ecology Department and programs). Written feedback for improvements were provided to these units.

Presented WEAVEonline assessment process rubric to IEC committee members for feedback on revisions. Based on comments from members, the rubric was updated to serve as an assessment process feedback form to units. The committee members were charged with reviewing three units in WEAVEonline and documenting their evaluation on the WEAVEonline feedback form. Some of the committee members reviewed 16 units (i.e. Accounting Program, Art Department, Aviation Program, CTL unit, Chemistry Department, Chemistry Programs, Computer and Information Technology Programs, English Program, English Education Program, History, Political Science & Philosophy Department, Mathematics Education Program, Math with Computer Science Program, Music Program, and Psychology Department).

The Assistant Director (AD) ran WEAVE report of all academic and program units (21 departments and 80+ programs) to review completed items. The AD completed a similar report for Student Affairs units. This information was used to print sample WEAVE Detailed Assessment Reports (DARs) for the Self-Study Document Room.

Findings (2010-2011) - Target: Met

This Office has started to review each department's assessment process in WEAVE. Reviews of 7 departments and all programs housed under the depts. (English, Sociology/Criminal Justice, Mass Communications, Center for Teaching and Learning, Psychology, and History) have been completed. Written feedback for improvements were provided to all units.

WEAVE Assessment Process Feedback form was drafted by using Texas A&M University and Moorehead State University templates. The DSU form was shared with Insititutional Effectiveness Committee (IEC) members. Recommendations from committee members were used to revise the form. Committee members were also asked to utilize the form to review 3 units (one administrative unit and 2 program units) and submit completed forms to Assessment Office. 14 units were review by some of the committee members. Several committee members have not completed
their review and some members have not selected units to review. This will be followed up at the next IEC meeting.

**Findings (2009-2010) - Target: Partially Met**

Informal feedback was provided to units that requested a review of their weave entries (i.e. Sociology and Criminal Justice Department, Law Studies minor program, College of health and public policy, etc.). A formalized review and feedback process was not organized this year.

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

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

**Continue review of units academic units and begin review of administrative units (non-teaching units)**
*Established in Cycle: 2010-2011*

Utilize the revised "WEAVE assessment process feedback form" to review additional units (academic and non-teaching units). Con...

**O/O 9: Facilitate/oversee General Education assessments**

Facilitate/oversee General Education assessments.

**Relevant Associations:**

**Strategic Plan Associations:**
*Delaware State University*

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

**Related Measures:**

**M 6: Number of course assessments completed for departments/programs**
Assistance provided to academic departments in designing/documenting assessments; at least 5 courses with measurable objectives, assessments, rubrics, and data collection processes (Title III activity objective).

Source of Evidence: Service Quality

**Target:**
Work with departments/programs to gather assessment data for at least 5 courses per academic year.
**Findings (2013-2014) - Target: Met**

Target was exceeded because more than 82% of the 277 designated course sections had instructors who completed the Across-the-Curriculum (A-t-C) outcomes assessments in the Assessment Data Collection System (ADCS). These instructors utilized the Senior Capstone, Writing, Oral Communication, Global Learning, African-American Experience, Quantitative Reasoning, University Seminar Portfolio, and University Seminar Critical Essay rubrics.

**Findings (2011-2012) - Target: Met**

With the continued use of ADCS (Assessment Data Collection System), **341 course sections** submitted assessment data for **9 rubrics** (A-t-C - Across-the-Curriculum rubrics and the Senior Capstone). Three (3) new A-t-C rubrics (African-American Experience, Global Learning, and Wellness) were finalized at the institutional level and data collection started in ADCS. Departments are also developing and utilizing additional rubrics (i.e. Accounting, Business Administration, Art, Biological Sciences, Public and Allied Health Sciences, Social Work).

Data collection has also been implemented for University Seminar I and II (General Education Core courses) in ADCS. This consists of portfolio and critical essay rubrics.

**Findings (2010-2011) - Target: Met**

The number of courses that were assessed for Academic Year 2010-11 are 242.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessed</th>
<th>Not Assessed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Capstone Experience</td>
<td>40</td>
<td>35</td>
<td>75</td>
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<tr>
<td>Writing in the Major Course(s)</td>
<td>33</td>
<td>19</td>
<td>52</td>
</tr>
<tr>
<td>Oral Communication (Presentation) Course(s)</td>
<td>43</td>
<td>17</td>
<td>60</td>
</tr>
<tr>
<td>Information Literacy Course(s)</td>
<td>45</td>
<td>29</td>
<td>74</td>
</tr>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>56</td>
<td>16</td>
<td>72</td>
</tr>
<tr>
<td>Total</td>
<td>242</td>
<td>128</td>
<td>370</td>
</tr>
</tbody>
</table>

**Findings (2009-2010) - Target: Met**

There were 84 course sections assessed out of 129 total sections.  
Spring 2010 General Education A-t-C
(Across-the-Curriculum) Assessments
By Counts

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Assessed</th>
<th>Not Assessed</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Capstone Experience</td>
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<td>11</td>
<td>38</td>
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<tr>
<td>Information Literacy Course(s)</td>
<td>22</td>
<td>10</td>
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<td>Oral Communication (Presentation) Course(s)</td>
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<tr>
<td>Writing in the Major Course(s)</td>
<td>16</td>
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<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>45</td>
<td>129</td>
</tr>
</tbody>
</table>

**Connected Document**
- ADCS report of course sections assessed vs not assessed - SP 10 results

**G 3: Facilitate periodic assessment evaluations**
Facilitate periodic assessment evaluations for strategic initiatives and accreditation requirements.

**O/O 4: Facilitate Program Reviews**
Facilitate Program Reviews with each program/unit being reviewed every 5 years

**Relevant Associations:**

**Strategic Plan Associations:**
- Delaware State University
  1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
  1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
  2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
  6.2 Achieve excellence in administrative operational effectiveness and efficiency.
  6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making
  6.6 Create a culture of accountability, high performance and service excellence.

**Related Measures:**

**M 5: Percentage of Program Reviews completed**
Report of the number and percentage of program reviews completed successfully per semester and/or academic year.
Source of Evidence: Activity volume

**Target:**
Ensure that at least 50% of the scheduled program reviews are completed each academic year.

**Findings (2016-2017) - Target: Not Reported This Cycle**
No program reviews were conducted this cycle. The process of conducting and utilizing program review reports is still being reviewed by the Program Review Subcommittee of the Institutional Effectiveness Committee (IEC) and Interim VP for Academic Affairs.

**Findings (2015-2016) - Target: Not Reported This Cycle**
No program reviews were conducted this cycle. The process of conducting and utilizing program review reports is being reviewed by the Program Review Subcommittee of the Institutional Effectiveness Committee (IEC) and Interim VP for Academic Affairs.

**Findings (2013-2014) - Target: Met**
The target was met because 100% of the six programs scheduled for review were conducted and one additional program review for International Affairs was also conducted. Program reviews were conducted for seven (7) units: Mass Communications, Music, Academic Enrichment, Academic Services for Student Athletes, International Affairs, Honors and Mathematical Sciences programs.

**Findings (2011-2012) - Target: Met**
Assessment Office coordinated internal and external reviewer teams for the following program reviews: Health Promotion, Movement Sciences, Food & Nutritional Sciences, Textile & Apparel Studies, Agriculture, Natural Resources, Sport Management, Sport Administration, Computer Sciences and Information Technology.

This resulted in approximately 89% of scheduled programs being reviewed. The internal review for the Nursing program was not done this year (Verify).

**Findings (2010-2011) - Target: Not Met**
Three of the scheduled eight program reviews (37.5%) were completed this year. The Art program review scheduled for 2009-10 was also completed in this cycle. Below is a list of program reviews completed:

- Physics and Pre-Engineering - Fall 2010
- Art - Fall 2010
- Psychology - Fall 2010
- Aviation - Spring 2011

Notes: General Education program review is postponed until a new General Education
Program Director is appointed. College of Business, Nursing and Social Work program reviews will be postponed until Fall 2011.

**Findings (2009-2010) - Target: Met**

Five of the six program reviews (83%) scheduled for Spring 2009 were completed. See attached document.

**Connected Document**

- Program Reviews (Status) - Spring 2010

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

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

**Create a Program Review Checklist**

*Established in Cycle: 2010-2011*

In order to better prepare units that are undergoing program review, it may be beneficial to provide a checklist of items and ...

**Request units to complete a Feedback report in response to Program Review report findings/recommendations (External & Internal)**

*Established in Cycle: 2010-2011*

At the time that we email program review reports to unit heads, we will request units to submit a 3-5 page report that address...

**O/O 6:Support self-study efforts**

Support self-study efforts undertaken to improve programs and obtain/maintain accreditations by the MSCHE and other bodies.

**Relevant Associations:**

**Strategic Plan Associations:**

*Delaware State University*

6.6 Create a culture of accountability, high performance and service excellence.

**Related Measures:**

**M 7:Number of units that were assisted with accreditation/evaluation efforts**

Record of the number of programs/units that sought accreditation assistance from the Assessment Office and the percentage that were assisted.
Source of Evidence: Activity volume

**Target:**
100% of all units who request help for accreditation reporting will be provided with assistance (i.e. assist the Department of Education with NCATE accreditation self-study feedback, recommendations, data, etc.)

**Findings (2013-2014) - Target: Met**
Assistance with preparing and reviewing accreditation reports was provided to 100% of the following units (7 out of 7 units) who requested guidance:

1. Sport Management (BS and MS) with COSMA
2. Didactic Program in Dietetics in Human Ecology with ACEND
3. Hospitality and Tourism Management (HTM) Program in the Department of Business with ACPHA
4. Nursing with ACEN
5. Accounting with AACSB
6. Management with AACS
7. Social Work (CSWE)

**Findings (2012-2013) - Target: Met**
Assistance with preparing and reviewing accreditation reports was provided to 100% of the following units (10 out of 10 units) who requested guidance:

1. Social Work
2. Sport Management
3. Nursing
4. Education
5. Council for Professional Education (CPE)
6. Human Ecology - Didactic Program in Dietetics
7. Hospitality and Tourism Management
8. College of Business
9. Distance Education and Learning Technologies,
10. Sport Administration Master Program - MSCHE Substantive Change Request

**Findings (2011-2012) - Target: Met**
This Office played a valuable role in the institutional self-study process by serving on the research group, reviewing and providing feedback on the self-study drafts, assisting with the document room materials, participating in the visit interviews, assisting with logistics, assisting campus constituents with assessment process reports and providing other vital reports and review.

Additionally, this Office continued to provide support to 9 programs/units maintaining or seeking new accreditation (100% of units that requested
assistance were supported with feedback and guidance from the Assistant Vice President). The programs were: Social Work (CSWE), Nursing (NLNAC), Didactic Program in Dietetics (ACEND), Middle-level Education program (AMLE), Accounting, Management, Hospitality & Tourism Management programs (AACSB), Sport Management and Sport Administration (COSMA).

**Findings (2010-2011) - Target: Met**
Three units requested and received assistance.

**Findings (2009-2010) - Target: Met**
Two units requested and received assistance.

**G 4: Facilitate, conduct, and/or analyze University-wide assessments**
Facilitate, conduct, and/or analyze University-wide assessments.

**O/O 7: Collaborate with units to track graduates**
Collaborate with Alumni Affairs, Career Services, Academic Enrichment, Title III Office, academic departments, and programs to maintain data related to graduates including efforts in further education and career achievements.

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University

2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

**Related Measures:**

**M 8: Alumni Survey Progress**
Report of any progress made to the alumni survey: meetings with other units to improve/finalize survey progress in uploading survey to Snap software progress in posting survey to web location survey response rate completion of survey data analysis reporting of survey results to academic unit

Source of Evidence: Administrative measure - other

**Target:**
Increase participant response rate on the alumni survey by at least 5% each academic year. Establish a baseline rate after implementation of an online alumni survey form.

**Findings (2013-2014) - Target: Not Met**
Participated in the Alumni-on-Campus group meeting to get an idea on
alumni who work on campus. This group could serve as a pilot group for testing if the survey question and length are suitable.

**Findings (2012-2013) - Target: Partially Met**
This Office coordinated Institutional Effectiveness Committee meetings to discuss the Alumni Survey draft and recommend revisions. In March, Survey monkey was used to draft a version of the Alumni Survey for the vice presidents to review and approve. Their feedback has not been received as of this time.

In addition, a feedback survey about current program data gathering processes to collect senior or graduate data was also administered. The Chairperson feedback survey was administered in March 2013. Twenty-five (25) chairpersons or coordinators completed this survey. It was found that 48% of the chairs/coordinators indicated they had a method of collecting senior/graduate follow up data. Several respondents also indicated the need for a centralized alumni survey.

**Findings (2011-2012) - Target: Not Met**
This unit was not able to make significant progress in acquiring assessment data from alumni and employees. This is something that will need to be addressed in the next few cycles. Fortunately, the purchase of Survey Monkey technology may assist in alumni data and employee data collection. The next step will be gathering data from the employers of our alumni.

**Findings (2010-2011) - Target: Not Reported This Cycle**
Assessment Office was not involved with the administration of the Alumni Survey in 2010-11.

**M 9: Progress of the Graduate Follow-up Survey**

Source of Evidence: Administrative measure - other

**Target:**
Work with Career Services and academic departments to facilitate increased student participation (increase participation rate by at least 10% from each department) on the graduate follow-up survey.

**Findings (2016-2017) - Target: Met**
Staff in this office collaborated with Career Services to administer the Graduate Placement Survey (GPS). This self-reported survey was administered to acquire more information about students' post graduate activities (i.e. employment status, graduate school enrollment, etc.). Staff promoted survey to increase responses via eNews and Survey Monkey
emails. Response rate was 74%.

**Findings (2013-2014) - Target: Not Met**

No progress was made on this objective.

**Findings (2011-2012) - Target: Not Met**
Progress was not made this academic year.

**Findings (2010-2011) - Target: Not Met**
Progress was not made in 2010-11 cycle.

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

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

**Meeting with Career Services**  
*Established in Cycle: 2010-2011*  
Request meeting with Career Services staff for a mutually convenient date during the summer months. Plan for meeting by reviewin...

**O/O 8:Coordinate the development and implementation of employee surveys**

Coordinate the development and implementation of employee surveys.

**Relevant Associations:**

**Strategic Plan Associations:**  
*Delaware State University*  
6.2 Achieve excellence in administrative operational effectiveness and efficiency.  
6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making

**Related Measures:**

**M 10:Progress of the Employee Survey**  
Report of the progress made in developing and implementing an employee survey at DSU.

Source of Evidence: Administrative measure - other

**Target:**  
Work with Human Resources unit to develop or purchase an employee survey to gain input from faculty and staff about the University climate, procedures, and areas for improvement.
Findings (2016-2017) - Target: Not Met
No progress was made. The AVP for Academic Affairs/Institutional Effectiveness stepped down from this position and the office continued to be understaffed.

Findings (2013-2014) - Target: Not Met
No progress was made. The AVP for Academic Affairs/Institutional Effectiveness has not been able to secure a meeting with the head of Human Resources.

Findings (2011-2012) - Target: Not Met
No progress was made this academic year due to preparation for self-study visit.

Findings (2010-2011) - Target: Not Met
Follow up for meetings held with Human Resources have not been completed.

Findings (2009-2010) - Target: Not Met
Meetings to discuss an employee survey implementation were held with Human Resources staff. However, further progress was not made.

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

Follow-up Meetings with Human Resources
Established in Cycle: 2010-2011
Request follow-up meeting with HR staff regarding implementation of an employee survey. Prepare agenda for meeting and record ...

Hire Technical Analyst
Established in Cycle: 2010-2011
The number of demands for documenting, reviewing, and reporting institutional effectiveness are increasing for our Office. Cur...

O/O 10: Oversee University participation in national assessments
Oversee University participation in national assessments

Relevant Associations:

Strategic Plan Associations:
Delaware State University
6.2 Achieve excellence in administrative operational effectiveness and efficiency.
6.6 Create a culture of accountability, high performance and service excellence.
Related Measures:

M 11: Number of nationally recognized assessments completed
The number of nationally recognized assessments completed each year.

Source of Evidence: Activity volume

Target:
Participate in at least one national institutional assessment instrument or analyze/report key findings from at least one completed institutional assessment instrument.

Findings (2015-2016) - Target: Met
Faculty Survey of Student Engagement (FSSE) was administered to faculty members who were teaching during spring 2016 term. Survey response rate was very low at 29% compared to 61% response rate from the 2009 FSSE administration. The average response rate from 119 participating institutions was 46%.

Findings (2013-2014) - Target: Met
One national institutional assessment instrument was administered and findings from at least three institutional survey results were analyzed.

1. Facilitated NSSE spring 2014 administration to first year students and seniors.
2. Uploaded Advisement Committee's survey for Faculty Advising Survey. This survey was administered to learn more about the practices being used on campus to advise students who have been identified as struggling academically and identified through the Early Alert system or otherwise. Analysis of the survey was compiled and emailed to the Committee chair who shared the results and discussed them during committee meeting.
3. Workshop results were tabulated from the April 8th Assessment fellow workshop and May 14th Data Day event. The Assessment fellow workshop evaluations were emailed to the five fellows, their administrators, and the Provost.

Findings (2012-2013) - Target: Met
Undergraduate Academic Advisement Survey was administered in October 2012. Response rate was 18% of undergraduate students.

- Advisement Survey results were compiled, analyzed and key findings were shared with Advisement Committee members in March 2013. Results were also shared with faculty/staff during the Data Day poster session in May 2013.
- Advisement Survey results for Biological Sciences students were also sorted and sent to their Chair per his request.
- University Seminar portfolio and Critical Essay assessment results were compiled, analyzed and key findings were presented to University seminar instructors in September 2013.

Findings (2011-2012) - Target: Partially Met
The National Survey of Student Engagement (NSSE) instrument was not administered in 2012.
However, institutional NSSE data from 2008 and 2011 were further analyzed. Some of these findings were shared with Student Affairs Vice President. Relevant NSSE findings were included in the self-study document and the Document Room library.

Continued analysis of institutional-level data in ADCS.

1. **Findings (2010-2011) - Target: Met**

NSSE institutional assessment instrument was administered in Spring 2011. The web plus instrumentation was selected.

2. Wabash National Study of Inquiry final phase of the longitudinal instrument was administered in Spring 2011. Individualized letters reminding student participants about the Wabash longitudinal study were sent to student home addresses, campus addresses, and email addresses.

**Findings (2009-2010) - Target: Not Reported This Cycle**
NSSE instrument was not administered in 2009-2010 academic year, but it will be administered in 2010-2011 cycle.

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

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

**NSSE data analysis**
*Established in Cycle: 2010-2011*
Analyze 2005-2011 NSSE data. Review webinars on for guidelines on how to report NSSE data. Complete a map of the NSSE findings...

**M 12: Number of students completing national assessments**
The number of students agreeing to participate in national assessments (CLA, NSSE, FSSE, Wabash, etc).

*Source of Evidence: Activity volume*

**Target:**
Increase the number of students (by 10% of total participants) agreeing to participate in the NSSE national assessment from base-line 2008 administration.

**Findings (2016-2017) - Target: Met**
The Director facilitated Spring 2017 NSSE administration to first-year students and seniors. The response rates were 35% and 43% respectively. This is an increase of 16% for first-year students and 21% increase for senior year students from the 2008 administration (19%
response rate and 22% response rate respectively). Assistance from Information Technology for posting the unique NSSE survey links into the individual student banner web login accounts was an important factor in helping us to achieve greater than 30% response rate this year. Due to lack of funding in the Institutional Advancement, ideal incentives such an iPad were not available. However, Business and Finance Division and Distance Education AVP assisted us in acquiring three $100 gift cards for raffle incentives.

**Findings (2013-2014) - Target: Partially Met**
Staff facilitated the NSSE spring 2014 surveys administration. Publicized survey administration details to students, faculty, and staff via eNews and other announcements. Also collaborated with Institutional Advancement for survey incentives. Continued working with NSSE team to ensure accurate data files were uploaded. NSSE 2014 survey response rates were 24% for first year students and 32% for seniors, in comparison to 19% for first year students and 22% for seniors during spring 2008 administration. There was a 10% increase for seniors, but only a 5% increase for first year students. Therefore, the target was partially achieved.

**Findings (2011-2012) - Target: Not Reported This Cycle**
National Survey of Student Engagement (NSSE) instrument was not administered in 2012.

- **Findings (2010-2011) - Target: Met**
NSSE - Efforts to increase student participation rates included raffle for iPad giveaways, eNews notices to students and staff/faculty, posters, Facebook and Twitter social marketing. As of June 6, 2011, NSSE participation rate for Spring 2011 was 26.85% (includes completes and partials; participation rates for completes alone was 21.58%). In 2008, the participation rate was 16.86%. The **2011 participation rate shows approximately a 10% increase from the 2008 participation rate**.

- **Wabash National Study of Inquiry - Assessment Office staff members and Student Assistant made numerous phone calls to students' home phones and cell phones to increase participation rates. This Office also sent emails to advisors of students in the study sample. Raffle for two iPad giveaways were also advertised. Wabash final phase participation rate in Spring 2011 was approximately 23% (57 students out of 247 sample pool = 53 completes and 4 partials).**

**Findings (2009-2010) - Target: Not Reported This Cycle**
NSSE instrument was not administered in 2009 - 2010 academic year, but it will be administered in 2010 - 2011 cycle.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**ADCS survey of how programs are using data**
Develop a survey to send to Chairs and/or Assessment Facilitators inquiring how units are utilizing ADCS data. Ask questions to find out what improvements faculty would like to see in student learning for the outcomes that have been assessed, what improvements have implemented and when the result of these improvements will be evaluated again. This survey can also include functionality questions about the software.
and what type of suggestions do they have for improving the software system.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Number of course assessments completed for departments/programs |  
**Outcome/Objective:** Review the assessment process with at least three units

**Projected Completion Date:** 11/27/2012  
**Responsible Person/Group:** Bina Daniel  
**Additional Resources Requested:** Survey Monkey software  
**Budget Amount Requested:** $500.00 (recurring)

**Continue review of units academic units and begin review of administrative units (non-teaching units)**

Utilize the revised "WEAVE assessment process feedback form" to review additional units (academic and non-teaching units). Consider holding small group meetings with users to share the result of our review and provide feedback. It may be more time-efficient than conducting individual meetings with each user.

After meeting with users to discuss feedback/recommendations, follow up with users (within 3 month time frame) to see what progress has been made to improve their reports. At meetings, discuss the feedback forms that have been completed by IEC committee members to review that unit.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** WEAVEonline usage for assessment | **Outcome/Objective:** Review the assessment process with at least three units

**Projected Completion Date:** 04/30/2013  
**Responsible Person/Group:** Bina Daniel & Genevieve Tighe

**Create a Program Review Checklist**

In order to better prepare units that are undergoing program review, it may be beneficial to provide a checklist of items and generic deadlines (ie. 2 weeks before scheduled Program review date) that need to be completed by unit that being reviewed; tasks that need to be completed by Assessment Office; data support that needs to be provided
from Institutional Research, if applicable; and internal reviewer/external reviewer duties. For example

<table>
<thead>
<tr>
<th>Tasks to be completed by Unit that is being reviewed</th>
<th>Tasks to be completed by Assessment Office</th>
<th>Tasks to be completed by IR, if applicable</th>
<th>Internal Reviewer/External Reviewer duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide names of 3 potential reviewers to AVPAA/IE (Assistant VP for Academic Affairs/Institutional Effectiveness) at least 4 months before program review semester.</td>
<td>1. Contacts potential reviewers by phone or email and informs Unit head when a suitable reviewer is selected (at least 1 week after Reviewer has confirmed).</td>
<td>TBD</td>
<td>TBD</td>
</tr>
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<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Percentage of Program Reviews completed | **Outcome/Objective:** Facilitate Program Reviews

**Projected Completion Date:** 08/30/2012  
**Responsible Person/Group:** Bina Daniel

**Connected Document**  
- *WEAVE online orientation manual*

**Enhance/expand WEAVEonline Trainings**

Review of some assessment processes in WEAVE indicates that some users have difficulty with WEAVE terminology, understanding difference between objectives, measures, targets and findings. It may be helpful to provide trainings based on user needs and users' level of proficiency.

For example, offer various levels of training:  
1. New User WEAVEonline Training Part I - provide introduction to WEAVEonline, intro to assessment process and documenting assessment; information on entering mission, objectives, running reports and using the document management system. At this initial training, provide a Word template for users to enter Mission, goals, objectives, measures, etc... Ask them to email the completed document for our office to review prior to Part II training.  
2. New User WEAVEonline Training Part II - provide hands-on training for entering measures, achievement targets, findings, and action plans; provide practice on running
reports and uploading/associating documents using the document management system.

3. Intermediate User WEAVE training - incorporate more interactive exercises for reviewing objectives, student learning outcomes, measures, achievement targets, findings and revising, as needed. Provide hands-on practice for entering data in 2 cycles.

4. Advanced User WEAVE training - provide guidance on how to report ADCS (Assessment Data Collection System) data into findings section and enter plans for improvement in action planning section; reporting progress for action plans; using WEAVE for program review preparations/reporting; running various reports; train the trainer segment (how users can review assessment process for other units and assist other users in improving WEAVEonline reports).

5. Annual Report Training - continue to offer this training to chairs, directors, and deans in Academic Affairs.

6. Pilot Group training - Small group training (3-4 units only) for curriculum mapping feature in WEAVE.

7. Small group trainings for academic units and administrative units (non-teaching units)
   - Continue to provide users more individualized training upon request, in small group environment (2-5 users)

Another area that needs enhancement are the Demonstration entities in WEAVE. Revise the Demonstration Academic and Demonstration Administrative entities in WEAVE with more detailed examples of the various sections of WEAVE (perhaps, include definitions of mission, goal, objective, etc.). Also, create a demonstration entity - Academic Department.

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**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of workshops, attendance, and evaluation results.  
- **Outcome/Objective:** Educate Faculty and Staff about acceptable assessment processes via Workshop(s)

**Projected Completion Date:** 07/30/2013  
**Responsible Person/Group:** Bina Daniel & Genevieve Tighe  
**Additional Resources Requested:** Facilities (i.e. Testing Office Computer lab Mondays/Fridays; BOA Computer Lab); Workshop materials; Workshop refreshments  
**Budget Amount Requested:** $2,000.00 (recurring)

**Follow-up Meetings with Human Resources**

Request follow-up meeting with HR staff regarding implementation of an employee survey. Prepare agenda for meeting and record minutes. Assign duties during meeting and follow up with attendees to gather information about progress they have made on their tasks.
Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Progress of the Employee Survey | Outcome/Objective: Coordinate the development and implementation of employee surveys

Projected Completion Date: 08/31/2013
Responsible Person/Group: Genevieve Tighe
Additional Resources Requested: Budget is requested to purchase survey instrument; Technical assistance will be needed to promote instrument, collect/organize data, analyze data.
Budget Amount Requested: $5,000.00 (recurring)

Hire Technical Analyst

The number of demands for documenting, reviewing, and reporting institutional effectiveness are increasing for our Office. Currently, the Assistant Director is the WEAVEonline Administrator and the ADCS (Assessment Data Collection System) Administrator. This, in itself is a full-time work load with 130+ users, 21 academic department units, 90+ program units, 20+ administrative units (and growing). Substantial progress has been made to the Academic Affairs units. Progress is being made to Student Affairs units. The same diligence will be needed for units in Institutional Advancement and Business & Finance. ADCS is also expanding with faculty members requesting functionalities to upload and collect program level data using their own rubrics. Faculty enthusiasm to document and review assessment efficiently is a noteworthy accomplishment.

The Assistant VPAA/IE (Assistant Vice President for Academic Affairs/Institutional Effectiveness) serves the role of Middle States Liaison and reviews several drafts of documents being sent to accreditors.

Both members of this Office need support staff for:
- technical assistance, budget monitoring, purchase requisition needs, supplies inventory, facilities arrangements/follow up, workshop preparations, travel reimbursements
- national assessment instrument administrations
- drafting minutes for meetings
- utilizing Excel and SPSS for merging/analyzing and reporting data
- assisting with Title III and university annual reports
- assisting with arrangements for self-study meetings and document room preparations
- assisting with program review contracts and arrangements
- organizing/compiling Program Review reports in binders and storing electronically on share drive; creating PR report binders for Provost Office.
- supervising/assigning duties to student workers, title III reporting needs, and other administrative duties.
- providing general troubleshooting assistance for WEAVE, ADCS (i.e login, password reset, and other basic navigation)
- assisting with maintenance of Outlook Public folder (Provost Office) - pull documents as needed, create sub folders, organize posts, grant user privileges, provide general
troubleshooting assistance to users
• assisting with webpages for General Education and Assessment Office
• provide technical support for General Education Committee

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Progress of the Employee Survey | Outcome/Objective: Coordinate the development and implementation of employee surveys

Projected Completion Date: 01/15/2013
Responsible Person/Group: Genevieve Tighe & Bina Daniel
Additional Resources Requested: Budget and support from Provost Office
Budget Amount Requested: $60,000.00 (recurring)

Meeting with Career Services
Request meeting with Career Services staff for a mutually convenient date during the summer months. Plan for meeting by reviewing the Graduate Follow up form online.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Progress of the Graduate Follow-up Survey | Outcome/Objective: Collaborate with units to track graduates

Projected Completion Date: 08/30/2012
Responsible Person/Group: Bina Daniel & Genevieve Tighe

NSSE data analysis
Analyze 2005 - 2011 NSSE data. Review webinars on for guidelines on how to report NSSE data. Complete a map of the NSSE findings to DSU core values, DSU Student Learning Goals, etc.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of nationally recognized assessments completed | Outcome/Objective: Oversee University participation in national assessments
Request units to complete a Feedback report in response to Program Review report findings/recommendations (External & Internal)

At the time that we email program review reports to unit heads, we will request units to submit a 3-5 page report that addresses the Program review findings (from external and internal reviewers). The report may include items that were not clearly understood by the reviewers, recommendations from reviewers that are in progress/planned/completed and other comments. Deadline for submitting the "PR Feedback Report" will be given to users.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Percentage of Program Reviews completed | Outcome/Objective: Facilitate Program Reviews

Projected Completion Date: 06/26/2014
Responsible Person/Group: Genevieve Tighe & Bina Daniel

Review quiz questions and modify if many people answered some questions incorrectly or if questions are ambiguous

Review all quiz questions, especially Q8 and revise wording from "Increase WRC membership sales by 5% throughout the 2016-2017 fiscal year" to sound more like an objective only. Re-administer quiz at next training and re-assess.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: WEAVEonline Post-training Quiz | Outcome/Objective: Faculty/Staff will recognize differences between objectives, measures, findings and targets.

Projected Completion Date: 05/15/2018
Responsible Person/Group: Bina Daniel Brittany Platzke

Annual Report Section Responses
Executive Summary (1-2 pages)

The Assessment Office (AO) has completed many initiatives related to its mission, goals, objectives, and action plans during the first 6 months of this grant period. This unit's purpose is to coordinate, monitor and enhance institutional effectiveness initiatives at DSU. The Office serves faculty, staff, and administrators in their role of collecting, documenting, or reviewing assessment data.

The progress achieved for each of the main activity goals is outlined below:
1. Verifying that units are collecting data to measure their outcomes/objectives that are used to improve programs/services or enhance student learning:
   a. This was achieved through individual and group meetings with various faculty/staff in Academic Affairs and Student Services units.
   b. Review of the WEAVEonline data entry status report revealed that 70% of units have strategic and/or student learning assessment plans uploaded in WEAVE. This is slightly lower than the desired target of 75%.
   c. Staff in this Office also worked closely with nine (9) Assessment Fellows in order to provide assistance in updating findings for their unit assessment summary reports.
   d. Staff completed WEAVE assessment process feedback form for five units (5) to evaluate assessment processes and verify that the data are being used to develop action plans.
2. Collaborating with Information Technology and other units to facilitate data collection and reporting:
   a. Staff met with IT representatives to discuss options for enhancing current Assessment Data Collection System (ADCS). Due to other IT projects, enhancements could not be fully developed this year.
   b. Staff led initiatives to successfully research and recommend a new Assessment Management System to replace the existing WEAVE system and ADCS.
   c. Assessment Office also met with IT representatives to acquire their buy-in and discuss their role in the implementation of a new assessment system on campus.
   d. Staff worked with IT Programmer/Analyst to test out a modification in the ADCS and add two Breadth area rubrics to the system. Due to some technical glitches with the addition of a new dropdown, there was a shortened data collection time period. This resulted in the low data submission rate for fall 2017 of 55%, which is far below the desired rate of 80%. Fortunately, 82% data submission rate was achieved spring 2018 (preliminary). Therefore, the total percentage for both semesters was calculated to be 72% and this is still below the desired target. With the implementation of a new assessment management system, there is opportunity to improve this rate in Fall 2018-Spring 2019.
3. Contributing to the assessment of strategic initiatives and supporting efforts to maintain various accreditations by reviewing reports going to external agencies and evaluating the adequacy of data utilization:
   a. Staff provided assistance in reviewing accreditation reports for Nursing, Education and Social Work departments.
   b. Annual reports for Nursing Department and Education department were reviewed to provide feedback. Social Work’s assessment summary report and syllabi were reviewed to recommend changes.
   c. Staff participated in Education department’s Data Days to provided assistance in graphically representing data and linking data with self-study narrative sections.
4. Serving as the primary source for assessment resources, workshops, training, and recent directives from accrediting bodies:
   a. Two workshops were held for faculty/staff during this reporting period.
   b. Kahoot! workshop on utilizing this free gaming and student response tool was conducted on October 19, 2018. There were 31 attendees who participated. Workshop evaluation results, administered through Kahoot!, show that nearly all respondents
found the workshop to be useful.
c. Another workshop related to assessment summary reports was held for College of Arts, Humanities, and Social Sciences faculty/staff on January 31, 2018. There were 8 faculty/staff in attendance.
d. Staff prepared presentation slides for Institutional Effectiveness Committee (IEC) meeting on February 13 (14 attendees participated). During this meeting, WEAVEonline's four-year accreditation countdown timeline was presented and sample draft for DSU's 2021-22 site visit was shared. Director utilized Olympic sports analogies for the four year countdown in preparation for accreditation site visit. Staff also shared links of MSCHE revised standards and guided videos with IEC members to orient them to the new standards and requirements.
e. Staff participated in Baltimore, MD MSCHE Town hall about updates to the Annual Institutional to learn more about updated standards, new timeline for accreditation cycle and new annual report requirements.

5. Assisting units with the analysis and reporting of assessment data for the purpose of demonstrating that the University's Mission of "integrating the highest standards of excellence in its ... programs and preparing students to become capable and productive leaders" is being carried out and that units are supporting the institutional strategic plan:
   a. Held three meetings with Art Dept. assessment coordinator to provide feedback on student learning outcomes plan and wording for it. Worked with her to review Art Education syllabi in order to select applicable measures. Assisted her with setting targets and how to document findings for each cycle.
   b. Met with Mass Communications coordinator/assessment fellow to discuss requirements for assessment summary reports and utilizing WEAVEonline.
   c. Met with Fleet Services assistant director to provide guidance on completing the units assessment summary report. Reviewed assessment summary report for the spiritual life unit and provided feedback.
   d. Collaborated with Career Service and Institutional Research, Planning, & Analytics (IRPA) to administer and compile data for three administrations of the First Destination Survey. Staff worked diligently to learn the new Handshake portal for uploading survey questions, compiling population files, sending email invitations, monitoring response rates, and downloading survey results. Since this survey required students to create a Handshake account rather than just clicking a link, the response rate was a little lower than last year's administration. December 2017 response rate was 62% compared to the 75% response rate achieved in December 2016.
   e. Assessment Office staff also administered and analyzed results for the Chairs Data Utilization Survey and the Assessment Management System survey. These results were shared with the AVP for IE.

Sufficient progress has been made on meeting our unit's goals, expected outcomes, and performance measures thus far. Objectives and measures are on track for completion during the first year of the grant. This activity will continue to serve faculty, staff and administrators in order to support institutional effectiveness initiatives and accreditation requirements to ultimately improve student learning.

Unit(s) Profile
Director of Assessment - Bina Daniel
Assessment Data Specialist - Brittany Maday

The part-time position for Data Specialist was upgraded to a full-time position due to the availability of additional Title III funds and the new staff member was hired in September 2017.

Unit(s) Honors/Awards and Achievements
1. Assessment Office was awarded Title III grant funding for another 5 year cycle with an almost 50% increase in funding. This allowed the unit to hire a full-time staff member to assist the Director of Assessment with institutional effectiveness initiatives.

2. National Institute on Learning Outcomes Assessment (NILOA) HBCU representative invited the Director and DSU leadership team to a dinner for HBCUs who serve as exemplars of good assessment practices. The Director and Vice Provost participated in this dinner in September of 2017 which was held in Arlington, VA, to network and share information about DSU's best assessment practices as well as our challenges. This proved to be an incredible opportunity to share, learn and grow with our fellow HBCUs.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

"KPI #1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

For graduate program annual reports: TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

For graduate program annual reports: TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)
For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

N/A
Mission / Purpose

The mission of Auxiliary Services to ensure that the University's commitment to its vision and core values are imbedded in the contractual relationships it establishes and maintains with vendors in such a way that the University's constituents (students, faculty, staff and the community at large) receive quality goods and services at an affordable cost.

The Office of Auxiliary Services and Dining makes every effort to insure that the following vendors including the University Bookstore, Printing Center, Post Office, Convenience Store, campus Dining, Beverage/Snack Vending, concessions and Campus Transportation, provides quality customer-centered service to the University community at large in an environmentally conscious and an affordable cost. Functioning together with these service units, we will ensure operational integrity relative to network development, risk management, resource management and utilization of best practices.

To support the mission provide quick, friendly and responsive service in a safe and clean environment. Practice environmental awareness to create this value of service for all of our customers

Goals without Outcome/Objective Relationships Specified

G 1: In effort to be customer centered, conduct pre and post evaluations of special events.;
Product Selection - survey all university customers to review their needs
Equipment - purchase equipment that will create added service whether this is for food, beverages or other added services
Technology - on going to upgrade software
Communication - through Enews, committees, door to door marketing, fliers, surveys, one on one meetings with customers

G 2: Conduct annual climate surveys
surveys are conducted daily, monthly, bi-annually and annually.

G 3: Participate in meetings with students, faculty and staff
meetings conducted through SGA Town Hall program, Dining Committee, Student Center committee to develop and improve current/new services
Faculty meetings to review graduation, commencement and other services
Staff meetings concerning alumni weekend, homecoming, Welcome Days, Orientation and other programs
Meetings with contract tenants, concession contractor, Pepsi and snack vending contractor

G 4: Constantly seek to keep costs at a fair minimum charge
Work with all contract programs and review costs to meet CPI report. to meet and improve product selection by staying abreast of best practices Identify industry benchmarks, advances in technology and equipment enhancements

G 5: work with other department to create partnerships

Create discussions between vendors, customers and others to ensure positive outcomes.

G 6: Create and mentor student leadership to enhance educational experience

This program is created through evaluations, job descriptions, students managing other students and university customers.

G 7: Enhance Go-Green program

Create an awareness through thermal reusable hot and cold beverage cups. Work with vendors to utilize their Green programs that are established within these contracted vendors.

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Create an awareness of services available

These objectives are created through social media forums

**Related Measures:**

**M 1: Increase 3 - 4% for participation**

On campus and commuter students

Source of Evidence: Benchmarking

**M 2: Create opening and closing schedules that will benefit the customers**

Schedule of services in the auxiliary departments that will assist positive program; such as: student shuttle bus service, student center, bookstore, post office/printing and dining programs.

Source of Evidence: Efficiency

**M 3: Create menus for events**

Create and assist departments to develop menus for special events such as graduation, homecoming, convocation, H/R Awards, Parent's Day, President's Scholarship, Ball, Welcome Week and other events.

Source of Evidence: Service Quality

O/O 2: Recruit diverse students to work in service areas and develop their leadership

Through evaluations, training and one on one discussions

O/O 3: Identify various technology that can assist with new services

Through new software programs and social media contacts
O/O 4: Daily review operations and repairs for auxiliary departments
work orders developed for equipment and other items that need to be updated because of customer usage

**Related Measures:**

M 4: Daily review services to enhance customer satisfaction
Review Pepsi/snack vending machines, concession program to enhance customer awareness

Source of Evidence: Service Quality

O/O 5: Conduct pre and post surveys
create surveys for all auxiliary services that will give information concerning possible new services as well as review the services that are existing

O/O 6: Work with university green committee on new programs
monthly meetings to discuss and implement new ideas from vendors and students

**Relevant Associations:**
these meetings will enhance the awareness on what we can do as a community concerning the importance of Go-Green

O/O 7: Create new services kirkwood
assist with the opening of kirkwood with copier, dining, bookstore and other services as needed
Mission / Purpose

Our mission is for the DSU Aviation Program to establish the highest quality of aviation-education and related training, in order to develop highly successful aviation professionals with a global perspective. We will do this through a student-centered learning environment, emphasizing academic excellence through innovation and integrity in teaching, professional development, applied and instructional research and outreach.

Program Tenets

The Aviation Program will imbue the following tenets in the students and staff:

Dedication - to education, to professionalism, to the DSU community & to each other.
Safety - first and always, in and around aircraft, and all that we do.
Unity - of purpose, a team effort, mentoring each other - if you need a mentor find one, if you see someone else who needs a mentor, be one.
Attitude - think positively, work hard, and always strive to be better.
Professionalism - do the right thing the right way - set the example for others and be punctual in all aspects of flying.

Critical Success Factors

Safe aircraft operations.
Support DSU and COB missions, visions, goals & objectives.
Student achievement of their degree in four years.
Student/client satisfaction.
Financial stability and independence for the Aviation Program.
100% employment of graduates in an aerospace career; within 12 months of graduation.

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

G 1: Develop initiatives and processes to enhance student success
Develop initiatives and processes to enhance student learning, professional development, success and retention.

SLO 15: Students will demonstrate written communications skills in aviation
Students will be able to demonstrate written communications skills in aircraft systems, personnel evaluations, and aviation management.

Relevant Associations:

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

Related Measures:

M 1: The number and percentage of students who successfully complete the applicable FAA written exams.
The number and percentage of students in each certification course who successfully complete the course and the applicable FAA written exam.

Source of Evidence: Certification or licensure exam, national or state

Target:
Maintain a 70% pass rate (first time).

Findings (2017-2018) - Target: Met
The following are our FAA written exam pass rate percentages:

- Private Pilot pass rate was: 100%
- Instrument Rating pass rate was: 100%
- Commercial Pilot pass rate was: 100%
- CFI rating pass rate was: 100%
- CFII rating pass rate was: 100%

Findings (2016-2017) - Target: Met
The following are our pass rate percentages:

- Private Pilot Check Ride Pass Rate: 86%
- Instrument Rating Check-ride Pass Rate: 73%
- Commercial Pilot Check-ride Pass Rate: 100%
- Multi-engine Check-ride Pass Rate: 100%
- CFI/CFII/MIE Check-ride Pass Rate: 95%

Findings (2015-2016) - Target: Met
Achieved at 71% pass rate.

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

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

Improve oral & practical exam first time pass rate
Established in Cycle: 2010-2011
Ensure students take the corresponding classroom course during a semester that minimizes the time separation between successful
SLO 16: Students will apply oral communications skills in the aviation field

Students will apply oral communications skills in the aviation field (i.e. aviation systems, with Air Traffic Controllers, during flight instruction, etc.).

Relevant Associations:

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

Related Measures:

M 2: The number and percentage of students who successfully complete the applicable FAA oral and practical exams.
The number and percentage of students in each flight lab who successfully complete the applicable FAA oral and practical exams.

Source of Evidence: Certification or licensure exam, national or state

Target:
The target is to maintain an 70% pass rate.

Findings (2017-2018) - Target: Met
The Aviation Program exceeded the target goal during the 2017-2018 academic year.

The following are our pass rate percentages:

- Private Pilot Check Ride Pass Rate: 86%
- Instrument Rating Check-ride Pass Rate: 73%
- Commercial Pilot Check-ride Pass Rate: 100%
- Multi-engine Check-ride Pass Rate: 100%
- CFI/CFII/MIE Check-ride Pass Rate: 95%

Findings (2016-2017) - Target: Met
Private Pilot Check Ride Pass Rate: 86%

Instrument Rating Check-ride Pass Rate: 73%

Commercial Pilot Check-ride Pass Rate: 100%

Multi-engine Check-ride Pass Rate: 100%

CFI/CFII/MEI Check-ride Pass Rate: 95%

Findings (2015-2016) - Target: Met
We achieved a 71% pass rate.
Related Action Plans (by Established cycle, then alpha):

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

**Improve oral & practical exam first time pass rate**  
*Established in Cycle: 2010-2011*  
Ensure students take the corresponding classroom course during a semester that minimizes the time separation between successful ...

**SLO 17: Students will demonstrate professional aviation skills and standards**  
Students will be able to demonstrate professional aviation skills and standards, in the aviation industry.

This will Include: Soft skills (etiquette, and dress for success), interviewing techniques & opportunities, networking, etc.

**Relevant Associations:**

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

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

**G 1: Develop initiatives and processes to enhance student success**  
Develop initiatives and processes to enhance student learning, professional development, success and retention.

**O/O 4: Solicit funding and provide scholarships and grants to deserving students.**  
Solicit funding and provide scholarships and grants to deserving students.

**Relevant Associations:**

**Strategic Plan Associations:**
1. College of Business  
   1. Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.

**G 2: Improve and strengthen outreach efforts.**  
Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, alumni, members of the Delaware aviation community, and the general population.
O/O 1: Obtain feedback from employers and alumni.

Obtain feedback from employers and alumni.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

O/O 3: Provide support for student participation in professional activities and organizations.

Provide support for student participation in professional activities and organizations.

**Relevant Associations:**

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

**Strategic Plan Associations:**
College of Business
1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

O/O 5: Develop an Aviation Program Advisory Council.

Develop an Aviation Program Advisory Council.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
3. Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.

O/O 6: Establish an alumni database.

Establish an alumni database.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
3. Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.
Related Measures:

M 6: Establish an alumni database, including e-mail addresses and other contact information. Also use other communication media.
Establish an alumni database, including e-mail addresses and other contact information. Use other communication media to keep in touch with AP alumni.

Source of Evidence: Administrative measure - other

Target:
Collect and organize contact information for DSU Aviation alumni.

Findings (2017-2018) - Target: Met

We continue to use the DSU Alumni Facebook page as the primary method of reaching out to our alumni. We have also added an Instagram account for students to post pictures and other happenings (student-led).

Findings (2016-2017) - Target: Not Reported This Cycle
Collect and Establish a DSU Aviation Program Alumni data-base; accessible by the Director of Aviation Programs.

Findings (2015-2016) - Target: Met
Actively use Face Book social media to highlight activities and achievements in the Aviation Program.

Findings (2011-2012) - Target: Partially Met
Connected to Airway Science Alumni Facebook page and individual alumni Facebook pages. Actively solicited email information for those alumni. Actively solicited assistance from those alumni in reaching other alumni.

Findings (2010-2011) - Target: Partially Met
Consolidated e-mail list generated.

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

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

Establish alumni database
Established in Cycle: 2010-2011
Acquire additional contact information for alumni in the e-mail list. Collect names and complete contact information from alumni...

O/O 7: Continue to invite senior aviation professionals to speak in the Visiting Aviation Professional Forums.

Continue to invite senior aviation professionals to speak in the Visiting Aviation Professional Forums.

Relevant Associations:
Strategic Plan Associations:
College of Business
3 Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.

O/O 8: Maintain affiliations with professional organizations.

Maintain affiliations with professional organizations such as the Organization of Black Aerospace Professionals (OBAP), the Tuskegee Airmen, the Delaware Aviation Advisory Council (DAAC), and the University Aviation Association (UAA).

Relevant Associations:

Strategic Plan Associations:
College of Business
3 Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.

Related Measures:

M 7: Maintain affiliations with a variety of aviation professional organizations.
Maintain affiliations with professional organizations such as the Organization of Black Aerospace Professionals (OBAP), the Tuskegee Airmen, the Delaware Aviation Advisory Council (DAAC), and the University Aviation Association (UAA).

Source of Evidence: Administrative measure - other

Target:
Maintain affiliations with the Delaware Aviation Advisory Council (DAAC), the John H. Porter Chapter of the Tuskegee Airmen Inc., The Ninety-Nines, the University Aviation Association (UAA), and the Organization of Black Aerospace Professionals (OBAP).

Findings (2017-2018) - Target: Met
Relationships continue to exist, and are strong. No change.

Findings (2016-2017) - Target: Met
Relationships and affiliations continue to exist; No change.

Findings (2015-2016) - Target: Met
Maintained affiliations with aviation professional organizations.

Findings (2011-2012) - Target: Met
Director maintained voting membership in the Delaware Aviation Advisory Council. Director maintained duties as Vice President of the John H Porter, 1st State Chapter of the Tuskegee Airmen, Inc. Director maintained membership in the Order of Daedalians. The University maintained its membership in the University Aviation Association. The
University maintained its membership in the Organization of Aerospace Professionals (OBAP); DSU Aviation hosted the annual OBAP Aviation Career Education Camp; DSU Aviation hosted the annual OBAP Solo Flight Academy. Assistant Director participated in Aircraft Owner & Pilot Association meeting. Assistant Director volunteered to be the faculty advisor to the Alpha Eta Rho aviation fraternity.

**Findings (2010-2011) - Target: Met**
Director maintained voting membership in the Delaware Aviation Advisory Council. Director assumed duties as Vice President of the John H Porter, 1st State Chapter of the Tuskegee Airmen, Inc. Director maintained membership in the Order of Daedalians. The University maintained its membership in the University Aviation Association. The University maintained its membership in the Organization of Aerospace Professionals (OBAP); DSU Aviation hosted the annual OBAP Aviation Career Education Camp; DSU Aviation hosted the annual OBAP Solo Flight Academy.

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

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

**Establish alumni database**
*Established in Cycle: 2010-2011*
Acquire additional contact information for alumni in the e-mail list. Collect names and complete contact information from alumni...

**Increase student internship participation**
*Established in Cycle: 2010-2011*

We have not met this objective as a direct result of decreased new enrollment for the 2008-2009. That year, we had 8 new stud...

**O/O 10: Increase the number of students in Aviation Program.**
Increase the number of students in the Aviation Program.

**Relevant Associations:**

**Strategic Plan Associations:**
*College of Business*
6 Increase external support for COB by nurturing collaborative research projects with public and private organizations.

**Related Measures:**

**M 8: Increase the number of students in the Aviation Program.**
Increase the number of students in the Aviation Program by 10%.

Source of Evidence: Activity volume
Target:
Each academic year, the number of Freshman (or beginning) students joining the program, increases by 10%. This includes counting new students who join the program in either the Fall and Spring semesters; of a given academic year.

Findings (2017-2018) - Target: Met
We continue to get healthier as a Department, we have an increased number of CFIs than ever before, and we are expecting 41 new/transfer students in the Fall 2018 semester.

Findings (2016-2017) - Target: Partially Met
For the 2017-2018 academic year, the Fall 2017 semester had 28 new students. We expect 10 additional new students to enroll in the Spring of 2018.

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

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

Increase student internship participation
Established in Cycle: 2010-2011

We have not met this objective as a direct result of decreased new enrollment for the 2008-2009. That year, we had 8 new stud...

M 12: Visit local/surrounding High Schools at least once during the academic year
Visit local/surrounding High Schools at least once during the academic year. Ideally during their Career Fair days, IOT facilitate discussions about aviation as a career.

Source of Evidence: Activity volume

Target:
Visit the Polytech High School Aviation Program at least once each year.

Findings (2017-2018) - Target: Met
Participated as a member of the Polytech High School JROTC Advisory Board; about how to get more interest from students in Aviation.

Findings (2016-2017) - Target: Met
Conducted recruiting visit to the Aviation Career Education Summit, in Leesburg, VA. This was the first time we had participated in setting up a booth, and bringing an airplane as a static display.

We have established FREE "Discovery Flights" for high school and middle school aged students.

We are in the process of establishing articulation agreements between Flowers High Schools (in MD), and Polytech HS to expose their AFJROTC students to aviation as a career.
We send students out to airshows (Dover AFB "Thunder over Dover" Airshow, and the NAS Oceana Airshow), along with the Piper Arrow as a static display.

**Findings (2015-2016) - Target: Not Reported This Cycle**
This was not accomplished this academic year.

**Findings (2011-2012) - Target: Met**
Visited the Polytech High School Aviation Program in the fall of 2011 and the spring of 2012.

**Findings (2010-2011) - Target: Met**
Visited the Polytech High School Aviation Program in the fall of 2010.

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

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

**Establish alumni database**
*Established in Cycle:* 2010-2011
Acquire additional contact information for alumni in the e-mail list. Collect names and complete contact information from alumni...

**Incorporate their Career Fair into our calendar, for participation**
*Established in Cycle:* 2015-2016
Incorporate their Career Fair into our calendar, for participation

M 13: Continue to participate in conferences and other activities that offer recruiting opportunities.
Continue to participate in OBAP conferences, other conferences and activities that offer recruiting or future career/job opportunities.

Source of Evidence: Activity volume

**Target:**
Participate in the OBAP annual convention and in the Business/Industry/Education Alliance program.

**Findings (2017-2018) - Target: Met**
Participated in the OBAP Convention (10 students / 4 airplanes), we flew are own airplanes to Orlando, FL for the convention.

Took 10 students to the American Airlines training facility in DFW, TX for a visit; complements of Piedmont Airlines & American Airlines.

Took 10 students to the UAA Policy Seminar in Washington, D.C.

**Findings (2016-2017) - Target: Met**
The Director took 10 students to the 2017 OBAP Convention in Orlando, FL. We flew there in four of our own aircraft.

One student (Austin Jer Don) was honored by the Delaware Aviation Hall
of Fame; along with one of our alumni (Hans Reigle).

The Director is taking 8 students to the UAA Policy Seminar, in Washington D.C. (Jan 2018).

**Findings (2015-2016) - Target: Met**
Participated in The 99’s local chapter meetings, with the females in our aviation program.

Participated in the 2016 OBAP Convention, held in Chicago, IL. We took 7 students to this event.

**Findings (2011-2012) - Target: Met**
Participated in the OBAP annual convention and in the Business/Industry/Education Alliance program.

**Findings (2010-2011) - Target: Met**
Participated in the OBAP annual convention and in the Business/Industry/Education Alliance program.

O/O 13: **Identify a core group of organizations to establish long-term recruitment partnerships.**

Identify a core group of organizations to establish long-term recruitment partnerships.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
9 Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.

O/O 14: **Partner with the Admissions Office to participate in recruitment activities (school visits, career fairs, on campus visits, etc.)**

Partner with the Admissions Office to participate in recruitment activities (school visits, career fairs, on campus visits, etc.).

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
9 Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.

**Related Measures:**

M 14: **Participate in Admissions Office recruiting activities.**
Participate in Admissions Office recruiting activities, such as student visits to DSU, career fairs, school visits, open houses, and student and parent orientation activities. Meet with prospective students and parents and coordinate campus tours with the Admissions Office.
Source of Evidence: Activity volume

**Target:**
Participate in all available Admissions Office recruiting activities.

**Findings (2017-2018) - Target: Met**
We continue to participate in recruiting events with the DSU Admissions office, offer FREE Discovery Flights, and the Director interviews each new student who comes into the Aviation Program.

We have students who have volunteered to speak at their High Schools in a recruiting capacity.

Hosted the AFJROTC campus tour (and Discovery Flights) for the Charles Flowers High School.

**Findings (2016-2017) - Target: Met**
We continue to participate in recruiting activities, open houses, fairs (on and off campus), airshows, and planned alumni gatherings.

The Director meets with every incoming student to the Aviation Program.

**Findings (2015-2016) - Target: Met**
Participated in recruiting fair for HS students in Millsboro, DE.

Participated in the DSU Spring Open House.

Represented the CoB at this event.

**Findings (2011-2012) - Target: Met**
Participated in the fall and spring open houses. Participated in all parent tours during new student orientation. Participated in most Hornet Days events.

**Findings (2010-2011) - Target: Met**
Participated in the fall and spring open houses. Participated in all parent tours during new student orientation. Participated in the DSU career fair.

G 3: Ensure use of technology resources in all aspects of student learning.
Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

O/O 9: Incorporate web-based assignments in appropriate courses.
Incorporate web-based assignments in appropriate courses.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
Strategic Plan Associations:
College of Business
5 : Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

G 4: Increase external support for AP by nurturing collaborative research projects with public and private organizations.
Increase external support for the Aviation Program by establishing and nurturing relationships, with public and private organizations and individuals.

O/O 2: Encourage student participation in and increase the number of internship programs.

Encourage student participation in and increase the number of available aviation-related internship opportunities.

Relevant Associations:

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

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

Related Measures:

M 3: Feedback from internship employers regarding student preparation and performance.
Feedback from internship employers regarding student preparation and performance.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Feedback from internship employers regarding student preparation and performance will be used to assess maintenance and improvements to existing relationships (between employers and the DSU COB); and soft-skills.

The primary goal is for all students to receive an internship opportunity; within their degree field of study...each summer. The criteria for a student to be given an internship from COB is:

1) GPA <3.00
2) Sophomore or Junior academic standing
3) Updated resume on file with COB Academic Advising

**Findings (2017-2018) - Target: Not Reported This Cycle**

Students in the Aviation Program are in a unique position that there are more internship opportunities than students willing to take them. Students seem to prefer to continuing flight training without a break, get their flight hours, and then go off to an airline job opportunity.

The goal next academic year is to increase recruiting students for airline internships, so that we're sending at least 1-3 students per year to an internship (semester immaterial). This may be accomplished by having students who've completed internships, talk to students about the benefits of doing an internship.

**Findings (2016-2017) - Target: Not Reported This Cycle**

Feedback from internship employers regarding student preparation and performance was not evaluated this year. All students that wanted a summer, fall or spring internship received one.

The overwhelming number of Aviation Program students opt out of internships because they wish to continue complete flight labs and hours, toward their goal of getting hired; within 12 months of graduation.

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

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

**Increase student internship participation**

*Established in Cycle: 2010-2011*

We have not met this objective as a direct result of decreased new enrollment for the 2008-2009. That year, we had 8 new stud...

**M 4: The percentage of students participating in internships.**
The percentage of students participating in internships; throughout the academic year.

We will track them via student feedback, during the sophomore, junior and senior academic years.

Source of Evidence: Activity volume

**Target:**

Have at least 10% of the total students in the Aviation Program participating in internships.

Qualifications include:
• Minimum of 3.0 GPA (cumulative)

Findings (2017-2018) - Target: Met
There were nine (9) Aviation Department students who chose to take the opportunity and do an internship.

• Justin Thompson - JetBlue
• Edgar Ortiz - Fireside Partners
• Roderick Brown - DRBA
• Ahmad Shammo - United Airlines
• Sangorme Kum - Dover, DE and Comcast
• Neal Dixon - Aviation Department (Maintenance)
• Penni Kimani - Aviation Department (Front office)
• Shelbe Jarrett - Aviation Department (Front office)
• Kasheeba Sweeney - Aviation Department (Front office)

Findings (2016-2017) - Target: Met
We had 12+ Aviation Program students working in various internships throughout the fiscal year.

Findings (2015-2016) - Target: Met
Our goal is to place all students with a 3.0 GPA (or higher) in an internship, during the summer of 2017. We have achieved this goal. All other students who did not choose an internship wanted to stay around and fly instead.

Findings (2011-2012) - Target: Not Met
One student participated in the DuPont internship. One student participated in the United internship.

Findings (2010-2011) - Target: Not Met
One student participated in the Continental internship. No students participated in the DuPont internship. One student participated in the Delaware River & Bay Authority internship.

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

Increase student internship participation
Established in Cycle: 2010-2011

We have not met this objective as a direct result of decreased new enrollment for the 2008-2009. That year, we had 8 new stud...
O/O 7: Continue to invite senior aviation professionals to speak in the Visiting Aviation Professional Forums.

Continue to invite senior aviation professionals to speak in the Visiting Aviation Professional Forums.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
3 Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.

G 5: Improve the process of program review to ensure compliance with requirements for certification and accreditation.

Improve the process of program review to ensure compliance with requirements for certification and accreditation.

O/O 1: Obtain feedback from employers and alumni.

Obtain feedback from employers and alumni.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

O/O 11: Conduct annual evaluation of faculty and staff.

Conduct annual evaluation of faculty and staff.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business
7 Cultivate a positive, collegial, supportive environment, and build a structure to reward faculty and staff who are committed to improving student learning.

**Related Measures:**

M 9: Conduct annual evaluation of faculty and staff.

Conduct quarterly performance counseling, which will accumulate content for the annual performance counseling evaluation of all faculty and staff.

Source of Evidence: Administrative measure - other

**Target:**
Conduct annual evaluation of faculty and staff by June 30.
Findings (2017-2018) - Target: Met
Completed quarter and annual evaluations on all Faculty/Staff.

Findings (2016-2017) - Target: Met
Completed quarterly counseling on all subordinate personnel (faculty and staff).

Findings (2015-2016) - Target: Partially Met
Completed quarterly performance counseling on all full-time faculty/staff (July-Sep 2016).

Findings (2011-2012) - Target: Not Met
Not completed within the specified time frame.

Findings (2010-2011) - Target: Not Met
Not completed within the specified time frame.

M 10: Conduct yearly curriculum review.

Conduct yearly curriculum review to ensure compliance with DSU core and general education requirements, aviation accreditation standards, COB accreditation requirements, and other industry standards. Make necessary changes to meet these standards and requirements that also permit student scheduling flexibility and student interest.

Source of Evidence: Professional standards

Target:
The program will receive an annual evaluation from the FAA and the VA; regarding core or required accreditation. Other accreditation may include assessments from AABI.

Conduct quarterly counseling, and annual evaluations on all faculty and staff.

Findings (2017-2018) - Target: Met
We have reviewed the Flight curriculum and are incorporating the following changes:

1. Added Upset Prevention and Recovery Training (UPRT) to the COMMERCIAL II flight lab (change of our TCO). This includes the spin training/endorsement required for the initial CFI.
2. Recommended a targeted increase in the flight labs:
   1. Increase the Private Pilot lab from $7353 to $8200.
   2. Increase the Instrument lab from $7605 to $8750.
   3. Increase the Commercial II lab from $4982 to $9550 (incl. UPRT).
   4. Increase the Commercial III lab from $5914 to $6900.
   5. Increase the CFI lab from $4958 to $5750.
   6. Increase the CFII lab from $3255 to $3650.
3. No change to the Commercial II, ME and MEI labs.
4. The Director is now the FAA ACR for the Private Pilot, Instrument and Commercial ratings. This allows the Department to conduct in-house examining authority on students taking check rides for those ratings.
There is no change to the academics.

**Findings (2016-2017) - Target: Met**
Quarterly counseling and annual evaluations were accomplished on all FT personnel; in the Aviation Department.

We are adding the Upset Prevention and Recovery Training (UPRT) flight training (conducted by Prevailance Aerospace) as a requirement for our Commercial II Flight lab students. We are in the process of seeking FAA (FSDO) approval for this change in our TCO.

We are currently accredited by the Veterans Administration (VA); and hold membership in ABBI, and UAA.

**Findings (2015-2016) - Target: Met**
We passed our VA accreditation (annual), and our FAA accreditation (annual).

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

**Establish alumni database**
*Established in Cycle: 2010-2011*
Acquire additional contact information for alumni in the e-mail list.
Collect names and complete contact information from alumni...

**O/O 12:** Design processes to solicit input from students, EAC, employers and other constituents on curricula and programs.

Design processes to solicit input from students, EAC, employers and other constituents on curricula and programs.

**Relevant Associations:**

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

**Strategic Plan Associations:**
*College of Business*
8 Improve the process of program review to ensure compliance with requirements for certification and accreditation.

**Related Measures:**
M 10: Conduct yearly curriculum review.

Conduct yearly curriculum review to ensure compliance with DSU core and general education requirements, aviation accreditation standards, COB accreditation requirements, and other industry standards. Make necessary changes to meet these standards and requirements that also permit student scheduling flexibility and student interest.

Source of Evidence: Professional standards

**Target:**
We will annually assess the program, seeking efficiency and improvements. Additionally, we will seek aviation industry feedback that may be incorporated into the curriculum and program.

**Findings (2016-2017) - Target: Partially Met**
We have incorporated the UPRT into the Commercial II training, but it has not been formally added as a permanent part of the curriculum. This constitutes a partially-met goal, however there is still more to do before final resolution.

This process requires both FAA and VA approval, along with a change in our TCO document/authority. The is an expected long process as the approving authorities are outside of DSU and this program.

This will also require approval by the State of Delaware VA, because of the out-sourcing of the UPRT training to Prevailance Aerospace.

The goal is to add the UPRT to the Commercial II curriculum.

**Findings (2015-2016) - Target: Met**
A note-worthy change is the addition of UPRT to the curriculum (Commercial III Flight Lab). This will be a mandate by the FAA, around 2020.

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

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

**Improve oral & practical exam first time pass rate**
*Established in Cycle: 2010-2011*
Ensure students take the corresponding classroom course during a semester that minimizes the time separation between successful ...

**Change requirement to new instructors.**
*Established in Cycle: 2011-2012*
The remaining classroom instructors who are not qualified to teach online or hybrid courses are also adjunct instructors who hav...

**Multiple changes to Instrument Rating course instruction.**
*Established in Cycle: 2011-2012*
Provide mandatory tutoring sessions for Instrument Rating course students. Provide mandatory AADT training time for Instrument ...
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Establish alumni database**
Acquire additional contact information for alumni in the e-mail list.
Collect names and complete contact information from alumni who are willing to provide the information.
Create a spreadsheet or database containing all collected information.

Established in Cycle: 2010-2011  
Implementation Status: Finished  
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Conduct yearly curriculum review. | Outcome/Objective: Conduct annual evaluation of faculty and staff.  
Measure: Establish an alumni database, including e-mail addresses and other contact information. Also use other communication media. | Outcome/Objective: Establish an alumni database.  
Measure: Maintain affiliations with a variety of aviation professional organizations. | Outcome/Objective: Maintain affiliations with professional organizations.  
Measure: Visit local/surrounding High Schools at least once during the academic year | Outcome/Objective: Increase the number of students in Aviation Program.

Implementation Description: Contact members already in the database. Contact the DSU Alumni Association.  
Projected Completion Date: 06/29/2011  
Responsible Person/Group: Program Director & Program Secretary  
Additional Resources Requested: None

**Improve oral & practical exam first time pass rate**
Ensure students take the corresponding classroom course during a semester that minimizes the time separation between successful completion of the ground course and their oral and practical exams.  
Ensure the Chief Instructor Pilot conducts a thorough final stage check for each student prior to FAA exam authorization.  
Review individual student progress during monthly flight instructor staff meetings.  
Offer tutoring and an Aviation-specific weekly Study Hall period, to students who show fail to progress at an appropriate rate.

Established in Cycle: 2010-2011  
Implementation Status: Finished  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Conduct yearly curriculum review. | Outcome/Objective: Design processes to solicit input from students, EAC, employers and other constituents on curricula and programs.  
Measure: The number and percentage of students who successfully complete the applicable FAA oral and practical exams. | Outcome/Objective: Students will
apply oral communications skills in the aviation field

**Measure:** The number and percentage of students who successfully complete the applicable FAA written exams. | **Outcome/Objective:** Students will demonstrate written communications skills in aviation

**Implementation Description:** Advisors ensure students have made sufficient progress in flight training prior to authorizing enrollment in follow-on classroom courses. Chief Instructor providing more thorough oral and practical stage exams. All student progress reviewed at monthly staff / CFI meetings. Suggestions for individual improvement offered. Classroom instructors & tutors (upperclassmen) available by appointment & after class. Chief offer open tutoring once weekly.

**Projected Completion Date:** 06/30/2018
**Responsible Person/Group:** Program Director, Chief Instructor Pilot, & Faculty.
**Additional Resources Requested:** Time

**Increase student internship participation**

We have not met this objective as a direct result of decreased new enrollment for the 2008-2009. That year, we had 8 new students. Only 3 of those original 8 students remain in the program. Increasing enrollment and retention will help us meet this objective by year 2012-2013.

**Established in Cycle:** 2010-2011
**Implementation Status:** Finished
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Feedback from internship employers regarding student preparation and performance. | **Outcome/Objective:** Encourage student participation in and increase the number of internship programs.
- **Measure:** Increase the number of students in the Aviation Program. | **Outcome/Objective:** Increase the number of students in Aviation Program.
- **Measure:** Maintain affiliations with a variety of aviation professional organizations. | **Outcome/Objective:** Maintain affiliations with professional organizations.
- **Measure:** The percentage of students participating in internships. | **Outcome/Objective:** Encourage student participation in and increase the number of internship programs.

**Implementation Description:** See Objective 13 and Measure 21
**Responsible Person/Group:** Program Director
**Additional Resources Requested:** See objective 13 and Measure 21

**Require submission of research paper for successful completion of the course.**

To successfully pass the course, all students must submit a research paper.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
Priority: High
Implementation Description: Requirement added to the course syllabus, effective 2011-2012 academic year.
Responsible Person/Group: Course instructor.
Additional Resources Requested: None

**Change requirement to new instructors.**
The remaining classroom instructors who are not qualified to teach online or hybrid courses are also adjunct instructors who have other full-time employment that precludes them from taking the training required to obtain the qualification. We will change this assessment to require all newly hired classroom instructors to obtain this qualification as part of their new hire process.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Conduct yearly curriculum review.
- Outcome/Objective: Design processes to solicit input from students, EAC, employers and other constituents on curricula and programs.

Implementation Description: Change this assessment to require all newly hired classroom instructors to obtain this qualification as part of their new hire process.
Projected Completion Date: 08/25/2012
Responsible Person/Group: Program Director.
Additional Resources Requested: On-demand Blackboard training for new hires.

**Discuss length and detail of document with Human Resources.**
The Human Resources Department issued a new evaluation form that is quite extensive and detailed. Discuss with Human Resources which portions of the document are required and the possibility of reducing the length and detail of the document.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low
Implementation Description: Meet with HR.
Responsible Person/Group: Program Director.
Additional Resources Requested: Time

**Multiple changes to Instrument Rating course instruction.**

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: Conduct yearly curriculum review.
- **Outcome/Objective**: Design processes to solicit input from students, EAC, employers and other constituents on curricula and programs.

- **Projected Completion Date**: 08/25/2012
- **Responsible Person/Group**: Instrument Rating course instructor
- **Additional Resources Requested**: AADT
- **Budget Amount Requested**: $0.00 (no request)

Provide clear and specific directions for satisfactory research paper submission
Although the instructions for satisfactory completion of this assignment were already very clear and specific, make these instructions as clear and specific as possible.

- **Established in Cycle**: 2011-2012
- **Implementation Status**: Planned
- **Priority**: High
- **Implementation Description**: Edit the assignment instructions to make them as clear and specific as possible.
- **Projected Completion Date**: 01/13/2013
- **Responsible Person/Group**: Flight Safety course instructor
- **Additional Resources Requested**: None

Require writing instruction at DSU prior to senior capstone.
In order to ensure that students have received adequate writing instruction, require students to take at least one DSU course that includes significant writing instruction (University Seminar I, University Seminar II, English Composition I, English Composition II, Flight Safety) prior to taking the senior capstone course.

- **Established in Cycle**: 2011-2012
- **Implementation Status**: Planned
- **Priority**: High
- **Implementation Description**: During advisement and registration, ensure compliance with the requirement to have taken at least one DSU course that includes significant writing instruction prior to taking the senior capstone course.
- **Projected Completion Date**: 08/25/2013
- **Responsible Person/Group**: Faculty advisor
- **Additional Resources Requested**: None

Incorporate their Career Fair into our calendar, for participation
Incorporate their Career Fair into our calendar, for participation

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Visit local/surrounding High Schools at least once during the academic year | **Outcome/Objective:** Increase the number of students in Aviation Program.

**Projected Completion Date:** 05/31/2018

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

The following is a summary of significant accomplishments for the academic year of 2017-2018, on success in achieving short range goals.

1. Participated in two DSU Admissions Open House reception held at DSU: Fall Open House / Spring Open House.
2. Held the 9th Annual Aviation Program BBQ Welcome in September 2017, and the Aviation Student Achievement and Awards event in March 2018.
3. Achieved an increased number of FAA Certifications earned this academic year by students in the flight program.
4. Achieved a record first-time check ride pass 96% rate for the Aviation Program.
5. The Director and ten (10) students flew four (4) DSU aircraft to the OBAP Convention in Orlando, FL; August 2017.
6. Student-led flyover for graduation and the DSU home football games (Fall 2017).
7. Student-led flyover for the Savannah State University vs. DSU football game (October 2017).
8. The Philadelphia Chapter of the Tuskegee Airmen Inc., awarded Ms. Peninah “Penni” Kimani, a Professional Pilot-major a $3,500 scholarship.
9. Dr. Don Blakey formed the Friends of the DSU Aviation Program, for the purpose of fundraising efforts and initiatives on behalf of the Aviation Program. Their goal was to raise $350,000 in order to purchase one new Piper Archer III airplane. Dr. Blakey planned and conducted a fundraising event in November of 2017; at the hangar.
10. During the 2018 graduation ceremony, two DSU Aviation Program students (Edgar Ortiz and Kirk Prange) were awarded the Presidential Academic Award. This award is given to students who successfully achieve a 4.0 GPA during all academic semesters at DSU. Both Edgar and Kirk were part of a group of a record-setting seven (7) total students who received this prestigious honor at graduation.
11. In February 2018, the Delaware River & Bay Authority (DRBA) conducted a formal dedication and opening of the new, extended runway at Delaware Airpark (33N).
12. In October of 2017, the Aviation Program’s Hornet Flight Team competed in the NIFA Region 7 competition and finished 4th Place.
13. The Aviation Program has been authorized by the Federal Aviation Administration (FAA) to conduct in-house practical test examining authority on our students, giving
check-rides for the Private Pilot License, Instrument Rating, and Commercial License.

Unit(s) Profile

The following are a complete listing of the Aviation Program's personnel, during the 2017-2018 year (incl. Faculty/Professional and/or Classified Staff):

1. Director of Aviation Programs - Lieutenant Colonel (Ret.) Michael A. Hales
2. Assistant Director/Assistant Professor - Dr. Jose Valentini (beginning August 2017)
3. Chief Flight Instructor - Mr. John Sherman
4. Chief of Aviation Maintenance - Mr. John O'Connor
5. Assistant Chief Flight Instructor - Major (Ret.) Neal Thompson
6. Assistant Chief Flight Instructor - Mr. Roger Kruser (March 2018)
7. Temporary Full-time Flight Instructor - Mr. Abdul-Wahab Kalejaye (until February 2018)
8. Senior Secretary - Ms. Marlene Cox
9. Part-time Aircraft Mechanic - Mr. Foye Cox
10. Seasonal Casual Aircraft Mechanic - Mr. Harlan Durham
11. Adjunct Academics Instructor - Dr. Polly Steenhagen
12. Adjunct Academics Instructor - Dr. Thomas Mercer
13. Adjunct Academics Instructor - Mr. Benjamin Clendaniel
14. Adjunct Academics Instructor - Mr. Scott Lovick
15. Adjunct Academics Instructor - Mr. Ira Thompson
16. Adjunct Academics Instructor - Mr. Stephen Williams
17. Adjunct Academics Instructor - Mr. Joe Lamonaca
18. Adjunct Academics Instructor - Mr. William Pickrum
19. Adjunct Flight Instructor - Mr. Roger Kruser (until March 2018)
20. Adjunct Flight Instructor - Mark Ramos
21. Adjunct Flight Instructor - Daeshawn Rose
22. Adjunct Flight Instructor - Tevin Williamson
23. Adjunct Flight Instructor - Cameron Chase
24. Adjunct Flight Instructor - L Phillips
25. Adjunct Flight Instructor - Joshua Holmes
26. Student Flight Instructor - Kí Tak "KT" Kim
27. Student Flight Instructor - Brandon Tisdell
28. Student Flight Instructor - Maurice Ellis
29. Student Flight Instructor - Michael Sharp
30. Student Flight Instructor - Mohammad Ahmed
31. Student Flight Instructor - Andrew Spagnolo
32. Student Office Worker - Peninah "Penni" Kimani
33. Student Office Worker - Kasheba Sweeney
34. Student Office Worker - Shelbe Jarrett
35. Student Aircraft Maintenance Worker - Neal Dixon
36. Student Van Driver - vacant
37. Student Teaching Assistants - Michael Sharp
38. Student Teaching Assistants - Mohammad Ahmed
39. Student Tutors - Andrew Spagnolo
40. Student Tutors - Michael Sharp
41. Student Tutors - Mohammad Ahmed
42. Student Tutors - Lane DeLeon
43. Student Tutors - Kaitlyn Kalousek
The following are all personnel changes (new faculty, professional and/or classified staff, retirements, left DSU employment, transferred to other departments, etc.):

1. Adjunct Academics Instructor - Mr. Benjamin Clendaniel
2. Full-time Flight Instructor - Abdul-Wahab Kalejaye
3. Adjunct Flight Instructor - Cameron Chase
4. Adjunct Flight Instructor - Tevin Williamson

The following are new personnel to the Aviation Program:

1. Assistant Director/Assistant Professor: Dr. Jose Valentini (August 2017)
2. Adjunct Academics Instructor - Mr. Joe Lamonaca

Other changes: None.

Centers (specialized areas of instruction or services): FAA Certified Flight Instruction (Part 141)

Academic Department (only):

- Degrees and degree options within the Department:
  - Bachelors of Science in Aviation with concentrations in:
    - Professional Pilot
    - Aviation Management
- Total enrollment by major concentrations: 92
  - Professional Pilot:
    - Freshman - 27
    - Sophomores - 16
    - Juniors - 13
    - Seniors - 11
  - Aviation Management:
    - Freshman - 5
    - Sophomores - 6
    - Juniors - 6
    - Seniors - 8
- Notes:
  - The Professional Pilot enrollment fluctuated again this academic year. This was primarily due to the loss of graduating students and a smaller Freshman class than the previous academic year. There were some students who changed their majors to Aviation Management during the academic year.
  - The 2018 graduation featured a total of ten (10) students; six (6) were Professional Pilots students and four (4) were Aviation Management students.
  - Projections:
    - Retention of new/incoming students will continue to be a priority and continue until capacity is reached. Our calculated capacity is 85 students in flight training, with our current aircraft fleet of 11 airplanes (7 Piper Warriors, 1 Piper Archer III, 2 Piper Arrows, 1 Piper Seneca). The combination will lead to an annual increase of between 1-3
students over the next several years, which could necessitate restricting enrollment in the Professional Pilot concentration, and/or additional pre-screening of prospective students; without adding to the aircraft fleet.

**Unit(s) Initiatives accomplished in this cycle**

The following are the Aviation Department's Mission, Vision, and Strategic Plan.

**Mission:**

- Our mission, is for the DSU Aviation Program to establish the highest quality of aviation education and related training, in order to develop highly successful aviation professionals with a global perspective.

**Vision:**

- The Aviation Program will be the preferred choice for the education of future aviation professionals in the air and on the ground. We will do this through a student-centered learning environment, emphasizing academic excellence through innovation and integrity in teaching, professional development, applied and instructional research and outreach.
- The Aviation Program also seeks to train knowledgeable and proficient airport managers, operations managers, air traffic controllers, aircraft dispatchers, Federal Aviation Administration employees and other aviation management professionals.
- Our Professional Pilot graduates will complete their FAA requirements for the Private Pilot License, Instrument rating, Commercial License, Certified Flight Instructor - Airplane, Certified Flight Instructor - Instrument and Multi-Engine ratings while earning a Bachelor's Degree. Graduates of our FAA Approved Part 141 Aviation program get hired into a Professional Pilot job leading to a career in aviation; within 12-months of graduating. The DSU flight training program opens the door to commercial and/or military aviation careers for those with the ability and tenacity to meet the rigorous academic and physical skills demanded of them.

**Strategic Plan for the Aviation Program:**

- Strategic Objectives include:

  - Lifecycle Management of Piper aircraft fleet
    - Aircraft & Avionics life-cycle management
    - ADS-B compliance in all aircraft
  - Increase student population to 500+ students in the Aviation Program (primarily Pro Pilot majors)
    - Establish a separate College of Aviation studies
  - Establish enduring scholarships and internships for all aviation majors
  - Establish 100% career-placement for all aviation majors (in their degree field); within 12-months of student graduation
  - Establish an Aviation Maintenance concentration degree curriculum
- Increase access of Aviation Distance Learning degree courses
- Establish opportunities for foreign students to flight train at DSU
- Continue the FREE Discovery Flights as a recruiting tool for future students into the Aviation Program
- Establish and eventually manage the Delaware Airpark FBO
- Demonstrate the ability to self-fund the entire Aviation Program
- Operate a cabin-class airplane for region-wide executive travel of key university leadership

**Department Initiatives.**

List and describe any significant modifications to pre-existing programs or curricula:

- The Aviation Program added Upset Prevention and Recovery Training (UPRT) to the Commercial II lab syllabus. The training is outsourced to Prevaliance Aerospace (Chesapeake, VA), who uses Extra 300 fully-aerobatic airplanes for the training. The UPRT also includes the initial-CFI Spin Training endorsement.
- Established one-on-one, tutoring opportunities for underclassmen, using paid-upperclassmen and student-CFIs. Tutors this academic year were:
  - Lane DeLeon
  - Andrew Spagnolo
  - Kaitlyn Kalousek
  - Mohammed Ahmed
  - Michael Sharp
    - Established paid-Teaching Assistants in the Private Pilot Certification and Instrument Rating courses. These individuals were:
      - Michael Sharp
      - Mohammed Ahmed
    - List any Professional Development Efforts and/or activities:
      - Chief of Maintenance attended recurrent training on aircraft engines, at the Lycoming factory (February 2018).
      - Hosted the summer Aviation Career Exploration (ACE) Camp, facilitated by the Organization of Black Aerospace Professionals (OBAP).
      - Completed the [first of its kind] fully-funded, "accelerated" Private Pilot flight training for five (5) National Advanced Flight Academy (NAFA) Scholarship recipients in the Civil Air Patrol (CAP).
      - Coordinated for and brought in several airlines to participate in the CoB "DEEP Day". Piedmont Airlines, American Airlines, Horizon Airlines and ExpressJet participated with representatives. Included the US Coast Guard contingent: Patrol boat and helicopter.
      - Hosted several airlines throughout the academic year, for the benefit of our aviation students to begin networking: Piedmont Airlines and Republic Airlines.
      - The Aviation Program was inspected by the FAA and was re-affirmed for our Part 141-approved status. Additionally, we were authorized by the inspector to be awarded in-house Designated Pilot Examining (DPE) authority; for the Private Pilot, Instrument, and Commercial Certificates.
      - The Aviation Program conducted a Fall semester FAAST Team Safety meeting, and a Spring semester FAAST Team Safety meeting.
      - The Aviation Program participated in the Thunder over Dover Airshow (at Dover AFB), with both a static display and a 4-aircraft formation flyover.
- The Aviation Program participated in the NAS Oceana Airshow (Oceana, VA) with an aircraft static display.
- In February 2018, we were invited by American Airlines to bring ten (10) students out to visit/tour their pilot training Academy, Operations Center, HQs and Museum and the aircraft maintenance facilities in Dallas, TX. American Airlines funded the entire trip including airfare, meals and hotel rooms for the 10 students and 2 faculty members. The American Airlines facilitators were Captain William Sheriff and First Officer Robert Barkers. The Piedmont facilitator was Ms. Lynnette Darnell.
  - Penni Kimani
  - Sydney Brown
  - Cindy Blair
  - Zaniya Dortch
  - Delilian Alford
  - Paul Moser
  - Kasheba Sweeney
  - KT Kim
  - Mohammed Ahmed
  - Adrian Bobb
  - Mr. Arnold Nearn - Aviation Director's Advisory Council
  - Lt.Col.(R) Michael Hales - Director of Aviation Programs
- In the Spring semester, Professor Nandita Das (Accounting/Finance) conducted several evening seminars to our Professional Pilot students regarding managing personal finances.
- Hornet Chat 'n Chew, with Aviation Program students volunteering at each session.
- Recruiting visit to Louis Redding Middle School's Career Fair
- In January, the Aviation Program paid for 10 students to Washington, D.C. to attend the University Aviation Association's (UAA) Aviation Policy Seminar. The UAA offered students the opportunity to network with aviation industry leaders and members of Congress during the 2018 UAA Aviation Policy Seminar for Students, taking place the first week in January in Washington, DC. This Seminar was recommended for juniors, seniors, graduate students, or those with a good background in aviation.
  - Students and faculty facilitators will spent the week on-site in the nation's capital attending briefings & seminars from the NTSB, the FAA, Congressional staff, and industry associations agencies such as NBAA and RAA.
  - Students were able to network with others from across the country and gain valuable exposure to leaders in these organizations.
  - Students had the opportunity to gain a better understanding of how these agencies interact in establishing aviation policy and what job opportunities may be available in the aviation industry.
  - Faculty and students will gain valuable insight into how they can participate in the process now and in the future.
- Students participated in regular meetings of The Delaware Chapter of the Ninety-Nines and the JHP Chapter of the Tuskegee Airmen.
- The Aviation Program hosted a Girl Scouts Aviation Day in our hangar. There were over 60 Girl Scouts in attendance and the event was staffed by students and The Delaware Chapter of the Ninety-Nines members. There was sponsorship from Piedmont Airlines for food and beverages.
- The Aviation Program coordinated with Textron Aviation to participate in Meet the Firms night, during the Spring semester. Textron Aviation flew to the event in a new Beechcraft Baron G58; which students were able to sit in and see.
The Director and two students participated in a "Lunch with Lyle Hogg" (President of Piedmont Airlines) session at the Philadelphia International Airport. This was sponsored by Piedmont Airlines.

- Aircraft accidents/incidents: None.

- Participated in numerous filming and news reporter interviews about the DSU Aviation Program.

- Technology Integration.
  - All Adjunct instructors and faculty members trained/proficient in the use of Blackboard; with all instructional materials and aids on the system.
  - List any facility and/or infrastructure improvements: None.

- Terminated Programs: None.

- Comments important to the continued improvement of the Department/Program:
  - Added learning objectives/outcomes to syllabi and strategic plan, and moved all objectives and plans to WEAVEOnline.

**Unit(s) Honors/Awards and Achievements**

The following are the HONORS, AWARDS and ACHIEVEMENTs of our students:
Report any special honors and/or awards for the academic year. Academic departments are to include key statistics, such as number of degrees awarded, average time-to-degree, graduation rate, retention rate (year-to-year and to graduation) as compared to university totals.

- Honors Received by Aviation Program Graduating Senior Awards
  - Academic Excellence Awardees: **Kirk Prange and Edgar Ortiz**
  - Academic Leadership Non-Academic Student Athlete: None.
  - One Sophomore student (Ms. Peninah "Penni" Kimani) awarded a **$3,500** scholarship from the Philadelphia Area Chapter of the Tuskegee Airmen International (TAI).
- The DSU Hornet Flight Team finished 4rd Place overall at the National Intercollegiate Flying Association (NIFA) Northeast Region 7 Competition; a top 5 finish.

Major Achievements of Students (not included above) as compared to university totals.

- FAA Certifications Earned:
  - Private Pilot - 18
    - Private Pilot Check-ride Pass Rate - 100%
    - Instrument Rating - 15
  - Instrument Rating Check-ride Pass Rate - 93%
    - Commercial Pilot Rating - 8
  - Commercial Pilot Check-ride Pass Rate - 100%
    - Multi-engine Rating - 5
  - Multi-engine Check-ride Pass Rate - 100%
    - Certified Flight Instructor (CFI) - 9
  - CFI Check-ride Pass Rate - 78%
    - Certified Flight Instructor - Instrument (CFI-I) Rating - 6
  - CFI-I Check-ride Pass Rate - 100%
    - Multi-Engine Instructor Rating (MEI) - 1
  - MEI Check-ride Pass Rate - 100%

- Activities of Student Groups (including civic and social activities)
  - Students participated in the fall and spring DSU open houses.
- Job Placement and/or Accomplishments of Seniors
  - All Professional Pilot graduates are in Professional Pilot career jobs within 12-months of graduation.
  - Incomplete information regarding Aviation Management graduates.
- Job Placement and/or Accomplishments of Graduate Degree Recipients: N/A.

Goals, Objectives, and Measures for 2018-2019 academic year:

- DSU Aircraft Fleet:
  - Aircraft and Avionics Life-cycle Management
  - ADS-B Compliance in all aircraft
- Recruiting Strategy:
  - Articulation agreements with local High Schools in DE
  - Articulation agreements with the DSU ECHS; for students to take aviation courses
  - Increased participation in recruiting opportunities and events
• Successfully accomplish two aviation summer camps
• Apply for at least one (1) grant that financially benefits the Aviation Program
• Submission of application and then begin the self-study for AABI accreditation
• Articulation agreement with Delaware Technical Community College (DETCC)
• Hire a FT Aircraft Mechanic

Long Range Goals for 2018-2022:

• The Director of Aviation Program’s Strategic Initiatives & Objectives include the following:
  o DSU Aircraft Fleet:
    ▪ Aircraft & Avionics Life-cycle Management
    ▪ ADS-B Compliance in all aircraft
  o Increase the number of students in the Aviation Program (primarily Professional Pilot-majors) to 500 or greater
  o Establish a College of Aviation separate from the College of Business
  o Establish scholarships and internships for all Aviation-majors
  o Establish a 100% career placement for all aviation-majors, in their degree field; within 12-months of graduation from DSU
  o Establish an Aviation Maintenance concentration within the Aviation Management degree program
  o Establish an Aviation Distance Learning (online) degree courses
  o Continue the FREE Discovery Flights as a recruiting tool for potential students
  o Establish an FBO and then manage the Delaware Airpark

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

The following are the Director’s Goals, Objectives, and Measures for 2018-2019 academic year:

• DSU Aircraft Fleet:
  o Aircraft and Avionics Life-cycle Management - measured by the decision of the DSU Administration to purchase new aircraft to replace the fleet; or measured by the Aviation Fundraising Advisory Councils ability to raise funds for either newer aircraft or avionics upgrades
  o ADS-B Compliance in all aircraft - measured by either the aircraft are compliant or not

• Recruiting Strategy:
  o Articulation agreements with two (2) local High Schools in DE - measured by there being an approved articulation agreement or not
  o Articulation agreements with the DSU ECHS; for students to take aviation courses - measured by an approved articulation agreement or not
  o Increased participation in recruiting opportunities and events -

• Successfully run and facilitate two aviation summer camps - measured by continued hosting of the OBAP ACE Camp; continuation of USAF-sponsored summer flight camp; or potentially hosting the CAP summer flight training camp
• Apply for at least one (1) grant that financially benefits the Aviation Program - measured by research and applying for aviation grants that financially benefit the Aviation Program
• Submission of application and then begin the self-study for AABI accreditation - measured by beginning the self-study of the Aviation Program
• Articulation agreement with Delaware Technical Community College (DETCC) - measured by completion and approval of the Articulation Agreement
• Hire a FT Aircraft Mechanic - measured by the hiring of a FT airplane mechanic

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report. See Excel Spreadsheet attachment.

Connected Document
• Aviation Program’s KPI #1 and #10 Annual Report

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Improve FAA oral & practical exam first time pass rate

Description: Ensure students take the corresponding classroom course during a semester that minimizes the time separation between successful completion of the ground course and their oral and practical exams. Ensure the Chief Instructor Pilot conducts a thorough final stage check for each student prior to FAA exam authorization. Review individual student progress during monthly flight instructor staff meetings. Offer tutoring and an Aviation-specific weekly Study Hall period, to students who show fail to progress at an appropriate rate.

• Measure: Conduct yearly curriculum review. Outcome/Objective: Design processes to solicit input from students, EAC, employers and other constituents on curricula and programs.
• Measure: The number and percentage of students who successfully complete the applicable FAA oral and practical exams. Outcome/Objective: Students will apply oral communications skills in the aviation field
• Measure: The number and percentage of students who successfully complete the applicable FAA written exams. Outcome/Objective: Students will demonstrate written communications skills in aviation
Implementation Description:

- Advisors ensure students have made sufficient progress in flight training prior to authorizing enrollment in follow-on classroom courses.
- Chief Instructor providing more thorough oral and practical stage exams.
- All student progress reviewed at monthly staff / CFI meetings.
- Suggestions for individual improvement offered. Classroom instructors & tutors (upperclassmen) available by appointment & after class.
- Chief offer open tutoring once weekly.

By implementing this, the result has been a record 96% Check-ride Pass Rate. This is the highest it has ever been within the program, and has resulted in the FAA trusting us [granting] in-house examining authority for:

- Private Pilot Certification
- Instrument Certification
- Commercial Certification

Ultimately, this will save our students almost $2000 in check-ride fees!

_Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments._

_Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below._

See Document Management Section.

_Connected Document_

*Undergraduate Program Information (2017-2018)*
Mission / Purpose

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

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

- Integrate the scientific process, critical thinking, problem solving and analysis into our instructional framework;

- Engage students in our courses and laboratories with active, hands-on experiences that promote deep learning and intellectual growth;

- Encourage our students to be advocates for science and the power of the scientific approach as a way to meet the challenges our society faces;

- Pursue excellence in research and scholarship to advance our discipline, and provide training opportunities for our students;

- Participate in departmental governance and decision-making that is guided by scientific, respectful, thoughtful and demographic principles.

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

G 1: Strengthen and Support Academic Programs

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

O/O 1: Strengthen academic programs

For incoming new biology majors, provide Recitation section and additional support time for BIOL 101/201/210 and 102/202 to measure success in passing course.
Related Measures:

**M 1: Measurements**

1. Actively train all faculty on advising
2. Revised curriculum; added courses
3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted
2.2 Maintain common resources (Biotech)
2.3 Monitor number of students doing research - funded or not

3.1 Offer Professional Development course
3.2 Utilize student survey
3.3 Monitor success of placing graduates

4.1 Outreach to local schools
4.2 Conduct open houses and competitions for local schools
4.3 Serve on school advisory committees.

5.1 Utilize email system to communicate with Bio-students
5.2 Added small animal room.
5.3 Performing routine safety inspection; maintain DSU # system on equipment
5.4 Have social events for students

7.1 Review each course assessment outcome

8.1 Department developed Strategic Plan
8.2 Provide support to those having academic difficulty - utilize TA
8.3 Eliminate use of alt pins to ensure better advising
8.4 Adjuncts trained, evaluated and re-used
8.5 Review budget and spending routinely; coordinate with admin to ensure optimal support for students

9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**O/O 7: Assessment**

Utilize results of assessment from core courses and from the university's General Education assessment system along with specific measurable targets to guide and drive continuous improvement of programs. In order to carry out this process, faculty must develop, implement, and utilize objective and credible assessment processes that (a) assess student learning outcomes; (b) review and improve the quality and performance of courses and programs; (c) report the results.

**Connected Document**
- *Example 5_Assessment*

**Relevant Associations:**

**Strategic Plan Associations:**
- *College of Mathematics, Natural Sciences, & Technology*
  1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.
  6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.
  6.1 Develop, implement, and utilize objective and credible processes to (a) assess student learning outcomes; (b) review and improve the quality and performance of programs, departments, and the College; (c) monitor progress on the goals in this strategic plan; and (d) report the results.

*Delaware State University*
  1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and lifelong learners as measured by well-defined rubrics

**Related Measures:**

**M 1: Measurements**

1.1. Actively train all faculty on advising

1.2. Revised curriculum; added courses

1.3. Monitor and assess each core course offered
2.1 External/internal grants funded; Grants submitted

2.2 Maintain common resources (Biotech)

2.3 Monitor number of students doing research - funded or not

3.1 Offer Professional Development course
3.2 Utilize student survey
3.3 Monitor success of placing graduates

4.1 Outreach to local schools
4.2 Conduct open houses and competitions for local schools
4.3 Serve on school advisory committees.

5.1 Utilize email system to communicate with Bio-students
5.2 Added small animal room.
5.3 Performing routine safety inspection; maintain DSU # system on equipment
5.4 Have social events for students

7.1 Review each course assessment outcome

8.1 Department developed Strategic Plan
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9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**Target:**
   Obtain and analyze assessment data from all core courses in each program

**M 2:Course Assessment**
Assessment of programs will use data from course assessments carried out by faculty as well as assessment data on Biology students from the ADCS.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Students assessed using the common departmental rubric will show improvement as they progress through the program.

**M 3: Graduate outcomes**
Track our students after graduation regarding their career status, i.e. graduate/professional school and gainful employment. We utilize Facebook, LinkedIn and direct communication with students.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
Have placement information on 50% of each year’s graduates within one year of graduation.

**G 2: Use Assessments**
Use assessment data from courses in the program to evaluate program success and how well student learning outcomes are being met. This will allow us to make the necessary changes in courses to ensure that students receiving every opportunity for academic success.

**O/O 3: Optimize programs for student goals**
Revise and continue to review curricula to better target career goals; align curricula for expected courses in professional programs (completed 2013).

Provide additional support in writing, literature, and analytical skills.

**Related Measures:**

**M 1: Measurements**

1. Actively train all faculty on advising
2. Revised curriculum; added courses
3. Monitor and assess each core course offered
2.1 External/internal grants funded; Grants submitted

2.2 Maintain common resources (Biotech)

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7.1 Review each course assessment outcome

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8.5 Review budget and spending routinely; coordinate with admin to ensure optal support for students

9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

O/O 7: Assessment

Utilize results of assessment from core courses and from the university's General Education assessment system along with specific measurable targets to guide and drive continuous improvement of programs. In order to carry out this process, faculty must develop, implement, and utilize objective and credible assessment processes.
that (a) assess student learning outcomes; (b) review and improve the quality and performance of courses and programs; (c) report the results.

**Connected Document**
- *Example 5_Assessment*

** Relevant Associations:**

**Strategic Plan Associations:**
- **College of Mathematics, Natural Sciences, & Technology**
  1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.
  6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.
  6.1 Develop, implement, and utilize objective and credible processes to (a) assess student learning outcomes; (b) review and improve the quality and performance of programs, departments, and the College; (c) monitor progress on the goals in this strategic plan; and (d) report the results.

- **Delaware State University**
  1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

**Related Measures:**

**M 1: Measurements**

1.1. Actively train all faculty on advising

1.2. Revised curriculum; added courses

1.3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted

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2.3 Monitor number of students doing research - funded or not

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9.2 Develop DOD and DFS opportunities  
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**Target:**  
Obtain and analyze assessment data from all core courses in each program

**M 2:Course Assessment**  
Assessment of programs will use data from course assessments carried out by faculty as well as assessment data on Biology students from the ADCS

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**  
Students assessed using the common departmental rubric will show improvement as they progress through the program

**M 3:Graduate outcomes**
Track our students after graduation regarding their career status, i.e. graduate/professional school and gainful employment. We utilize Facebook, Linkedin and direct communication with students.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
Have placement information on 50% of each year’s graduates within one year of graduation

**G 3: Research Experience**

Increase student access to research experiences both internally and externally. Our goal is to increase the number research opportunities for students within the department and to encourage students to become involved in research as early as their freshman year. We also plan to increase the number of students participating in research and clinical internships outside of DSU.

**O/O 2: Increase research and access by students**

Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors

Increase the number of students doing active research
Increase the number of students participating in external research programs.
Increase the number of students becoming involved in research as early as their freshman year.

**Related Measures:**

**M 1: Measurements**

1.1. Actively train all faculty on advising
1.2. Revised curriculum; added courses
1.3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted
2.2 Maintain common resources (Biotech)
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7.1 Review each course assessment outcome

8.1 Department developed Strategic Plan
8.2 Provide support to those having academic difficulty - utilize TA
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9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**G 4: Education Quality**

Produce high quality graduates as measured by:

1. Scores on Biology Proficiency Exam and
2. Placements of graduates in Master's/PhD/MD/Post-Bac or other career positions.
3. Prepare students to enter in the job market.

**O/O 4: Outreach**

Improve outreach to local and regional schools to biology programs, to improve motivation and course-taking of pre-college students, and be a resource to teachers.
Extend outreach activities to middle school and elementary students to initiate the interest in STEM careers early.

Continue and increase partnerships and alliances with businesses and efforts to assist and attract under-served populations in the state.

Related Measures:

M 1: Measurements

1. Actively train all faculty on advising
2. Revised curriculum; added courses
3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted
2.2 Maintain common resources (Biotech)
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9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

O/O 5: Increase use of technology

Establish effective communication methods to maximize information flow among students, staff, and faculty and beyond the campus.

When funding available, expand teaching space and research laboratory infrastructure to support and enable high quality instruction and forefront research.

Contribute interesting, engaging, and fun out-of-class activities featuring biological issues to enhance the environment on campus and involve Biology/Forensic/Health club.

Utilize team teaching in graduate and advanced courses to foster cohesiveness. Utilize innovative teaching pedagogy such as the flipped classroom model and programs such as infoshare, which allows real-time feedback from students.

Related Measures:

M 1: Measurements

1.1. Actively train all faculty on advising
1.2. Revised curriculum; added courses
1.3. Monitor and assess each core course offered
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9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**O/O 8: Increase 4-year graduation rates**

Increase the percentage of freshmen declared biology majors who enroll as sophomore biology majors.
Offer more major courses during the summer to allow students to catch up in the curriculum.
Related Measures:

**M 1: Measurements**

1.1. Actively train all faculty on advising

1.2. Revised curriculum; added courses

1.3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted

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9.1 Continue to explore partnerships for students
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9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**O/O 9: Forensic Biology upgrade**

Hire a forensic science lecturer by fall of 2015
Hire a program director by the Fall of 2016
Improve curriculum for FEPAC accreditation with addition of specialized courses
Develop partnership with Delaware Division of Forensic science

Increase the number of students participating in forensic internships in the state and with federal agencies.

**Related Measures:**

**M 1: Measurements**

1.1. Actively train all faculty on advising
1.2. Revised curriculum; added courses
1.3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted
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9.1 Continue to explore partnerships for students
9.2 Develop DOD and DFS opportunities
9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

**O/O 10: Provide valuable General Education courses**

Develop bio-related General Education courses that add value to student ‘life’ needs

Provide appropriate hands-on laboratory experiences

Continue to monitor course and laboratory experience to relate to modern global society and issues - for example expand sections on “Climate Change”

Utilize online teaching/courses for general education courses to meet the needs of non-traditional students pursuing a college degree.

**Related Measures:**

**M 1: Measurements**

1.1. Actively train all faculty on advising
1.2. Revised curriculum; added courses
1.3. Monitor and assess each core course offered

2.1 External/internal grants funded; Grants submitted
2.2 Maintain common resources (Biotech)
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Source of Evidence: Administrative measure - other

G 5: Curriculum Evaluation

Biological Sciences offers two BS degree (Forensic Biology and Biological Sciences); however, we have three tracks within Biological Sciences (Health Professions, Research Professions, and General). All curricula require the same core courses and the 'specialty' is developed with additional required courses. One aspect of evaluation of the success of each will use the post-graduate outcomes of graduates (e.g., medical/professional school, graduate school, teaching career, job placement, forensic
lab, etc.). Faculty and student feedback will also be considered in evaluating the structure and composition of the curriculum.

**O/O 3: Optimize programs for student goals**

Revise and continue to review curricula to better target career goals; align curricula for expected courses in professional programs (completed 2013)

Provide additional support in writing, literature, and analytical skills

**Related Measures:**

**M 1: Measurements**

1.1. Actively train all faculty on advising
1.2. Revised curriculum; added courses
1.3. Monitor and assess each core course offered

2.1. External/internal grants funded; Grants submitted
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9.3 Identify and add faculty instructors

Source of Evidence: Administrative measure - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Summary of Department Goals 2009-2010
Implement new curriculum and focus on improving student academic preparation
Continue to evaluate courses and curriculum; develop honors program.
Recruit students to the Neuroscience PhD program
Increase research grant submissions; expand student research participation
Identify additional sources of funding for graduate students
Have a viable "Health Professions" resource for students

Established in Cycle: 2008-2009  
Implementation Status: In-Progress  
Priority: High  
Implementation Description: Faculty and Chair will continue, through departmental committee process, to implement these  
Projected Completion Date: 06/29/2011  
Responsible Person/Group: Chair  
Additional Resources Requested: Staff; equipment; technology  
Budget Amount Requested: $0.00 (no request)

Summary of Department Goals 2011-2015

Established in Cycle: 2008-2009  
Implementation Status: Planned  
Priority: High  
Implementation Description: Long-range plans
Projected Completion Date: 06/29/2015
Responsible Person/Group: Chair, Faculty - College
Additional Resources Requested: University support - including proper budgeting, especially in relation to lab fees, capital investments, and renewal/replacement items. More space.
Budget Amount Requested: $1,000,000.00 (recurring)
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Core Knowledge
Learning Objectives for students in the biological sciences include content based on the ability to:

SLO 1: Evolution
Analyzes situations or data using an understanding that evolution by natural selection explains both the unity and diversity of life

Relevant Associations:

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

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge
This is a test given near the end of the spring semester of the Junior year. It is administered in BIOL 399, Junior Seminar course. It test the student's knowledge in Biol 101-102-210-215-310, the Core courses in Biology curricula. It is analyzed by the Assessment Committee, and reviewed by the department faculty. If a student fails (<60), student is required to take “Biology Review” course in fall of Senior year.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Each student will obtain a score of 60% or higher on overall exam.

Findings (2016-2017) - Target: Not Reported This Cycle
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. No results were gathered on this particular measure in this academic year.

<table>
<thead>
<tr>
<th>SLO</th>
<th>Assessment Frequency</th>
<th>Data Source</th>
<th>Status of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evolution</td>
<td>Every year</td>
<td>Assignments in BIOL 202 (first year students)</td>
<td>Assessment mechanism exists and is in use</td>
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</table>
Energy Flow  Every year  Assignments in BIOL 215 (second-year students)  Assessment mechanism exists and is in use

Structure and Function  Every year  Assignments in BIOL 215 (second-year students) and assignments in BIOL 310  Assessment mechanism exists and is in use (215) and needs to be developed (310)

Information Flow  Every year  Assignments in BIOL 210 (second-year students) and assignments in BIOL 310  Assessment implementation needs to be developed

Systems  Every year  Assignments in BIOL 202 (first year students) and assignments in BIOL 422  Assessment mechanism exists and is in use (202) and needs to be developed (422)

Scientific Reasoning  Every other year  Senior capstone GE critical thinking and problem-solving assessments  Assessment mechanism exists and is in use

Quantitative Reasoning  Every other year  Quantitative Reasoning GE assessment data  Assessment mechanism exists and is in use

Scientific Literature  Every year  Results from assessment in BIOL 299  Assessment implementation needs to be developed

Communication  Every other year  Writing in the Major GE assessment data  Assessment mechanism exists and is in use

Findings (2015-2016) - Target: Not Met
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

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

Established in Cycle: 2016-2017
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures usin...

Revised measures

Established in Cycle: 2016-2017
his measure will be removed and replaced by a course-centered rubric-based assessment

SLO 2: Energy flow

Applies an understanding of how living organisms utilize energy in different forms and manipulate its flow through the environment in order to maintain the processes of life

Relevant Associations:

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

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge

This is a test given near the end of the spring semester of the Junior year. It is administered in BIOL 399, Junior Seminar course. It test the student’s knowledge in Biol 101-102-210-215-310, the Core courses in Biology curricula. It is analyzed by the Assessment Committee, and reviewed by the department faculty. If a student fails (<60), student is required to take “Biology Review” course in fall of Senior year.

Source of Evidence: Standardized test of subject matter knowledge

Target:
Each student will obtain a score of 60% or higher on overall exam.

Findings (2016-2017) - Target: Not Met
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course.

In an assignment in BIOL 215 assessed using the departmental rubric, the following outcomes were reported -

- novice - 6.3%
- satisfactory - 50.0%
- proficient - 43.8%
- advanced - 0%
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</table>
Findings (2015-2016) - Target: Not Met
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

course assessments
Established in Cycle: 2016-2017
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using...

Revised measures
Established in Cycle: 2016-2017
This measure will be removed and replaced by a course-centered rubric-based assessment

SLO 3: Structure-function
Explains how basic units of structure define the function of all living things

Relevant Associations:

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

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge
This is a test given near the end of the spring semester of the Junior year. It is administered in BIOL 399, Junior Seminar course. It test the student's knowledge in Biol 101-102-210-215-310, the Core courses in Biology curricula. It is analyzed by the Assessment Committee, and reviewed by the department faculty. If a student fails (<60), student is required to take "Biology Review" course in fall of Senior year.
Source of Evidence: Standardized test of subject matter knowledge

Target:
Each student will obtain a score of 60% or higher on overall exam.

Findings (2016-2017) - Target: Not Met
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. Assessment of this outcome was carried out in BIOL 215 using the departmental rubric and the following
findings were reported - an in-class assessment showed 4.5% scored at
the novice level, 56.8% scored as satisfactory, 36.4% were proficient
and 2.3% were advanced.

**Findings (2015-2016) - Target: Not Met**
In the spring 2015 administration of the Biology Cumulative Exam, 13 of
29 students (44.8%) did not reach the target score. In the fall of 2015, 4
of these students retook the exam and all passed. Additionally, 6
students took the exam for the first time in the fall of 2015. Of these, 5
(83.3%) passed the exam.

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

**course assessments**
*Established in Cycle: 2016-2017*

The basic outline of what courses will be assessed and for which
outcomes has been developed but the actual course measures us...

**Revised measures**
*Established in Cycle: 2016-2017*

This measure will be removed and replaced by a course-centered
rubric-based assessment

**SLO 4:Information Flow**
Analyzes and interprets data relevant to how genetic information flows between
organisms and generations as well as controlling the activities of living organisms.

**Relevant Associations:**

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

**Related Measures:**

**M 1:Cumulative Exam on Core Courses Knowledge**
This is a test given near the end of the spring semester of the Junior year. It is
administered in BIOL 399, Junior Seminar course. It test the student's
knowledge in Biol 101-102-210-215-310, the Core courses in Biology curricula.
It is analyzed by the Assessment Committee, and reviewed by the department
faculty. If a student fails (<60), student is required to take "Biology Review"
course in fall of Senior year.

Source of Evidence: Standardized test of subject matter knowledge
Target:
Each student will obtain a score of 60% or higher on overall exam.

Findings (2016-2017) - Target: Not Met
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. Assessment of this outcome was carried out in BIOL 215 using the departmental rubric and the following findings were reported - an in-class assessment showed 8.7% scored at the novice level, 39.1% scored as satisfactory, 52.2% were proficient and 0% were advanced.

Findings (2015-2016) - Target: Not Met
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

Assessment development
Established in Cycle: 2016-2017
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures usin...

Revised measurement
Established in Cycle: 2016-2017
This measure will be removed and replaced by a course-centered rubric-based assessment

SLO 5: Systems Biology
Analyzes how systems of living organisms are interconnected and interacting

Relevant Associations:

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

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge
This is a test given near the end of the spring semester of the Junior year. It is administered in BIOL 399, Junior Seminar course. It test the student’s
knowledge in Biol 101-102-210-215-310, the Core courses in Biology curricula. It is analyzed by the Assessment Committee, and reviewed by the department faculty. If a student fails (<60), student is required to take "Biology Review" course in fall of Senior year.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Each student will obtain a score of 60% or higher on overall exam.

**Findings (2016-2017) - Target: Not Met**

The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. Assessment of this outcome was carried out in BIOL 202 using the departmental rubric and the following findings were reported - an in-class assessment showed 50.0% scored at the novice level, 36.4% scored as satisfactory, 13.6% were proficient and 0% were advanced. In addition, assessment was carried out in BIOL 215 and showed the following outcomes; 8.9% scored as novice, 35.6% scored as satisfactory, 53.3% scored as proficient and 2.2% as advanced. These results indicate that there is progress in students’ level of understanding of the role of systems in biology from the first year (BIOL202) to the second year (BIOL215).

**Findings (2015-2016) - Target: Not Met**

In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

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

**course assessment**
*Established in Cycle: 2016-2017*
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures usin...

**Revised measures**
*Established in Cycle: 2016-2017*
This measure will be removed and replaced by a course-centered rubric-based assessment

**G 2: Application Skills**
Understand and apply basic research methods as demonstrated by participating in a research capstone project:

**SLO 6: Scientific Reasoning**
Develops solutions to problems using a scientific approach

**Relevant Associations:**

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

**Related Measures:**

**M 2: Research Project**
BIOL 499

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
All students assessed through the General Education Senior Capstone assessment will score Satisfactory or higher for Problem-solving

**Findings (2016-2017) - Target: Not Met**
The target was not met. Of the 17 Biology majors assessed, 2 scored unsatisfactory in this assessment. Of the rest, 5 were satisfactory, 6 were proficient and 4 were advanced.

**Findings (2015-2016) - Target: Partially Met**
Problem-solving was not assessed in this year’s Capstone. All students scored satisfactory or higher on this assessment (51.7% Satisfactory; 37.9% Proficient; 10.3% Advanced; n=29).

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

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

**Monitoring**
*Established in Cycle: 2016-2017*
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly...

**M 5: General Education Assessments**
Use of available General Education Assessments outside of the Capstone course based on data in the Assessment Data Collection System.

Source of Evidence: Academic direct measure of learning - other

**Target:**
All students will score Satisfactory or higher on any Problem-solving or Critical Thinking assessment.
**Findings (2016-2017) - Target: Not Reported This Cycle**
No assessments of problem-solving or critical thinking were carried out in the reporting period

**Findings (2015-2016) - Target: Not Reported This Cycle**
No Critical Thinking or Problem-solving assessments were carried out this year.

**SLO 7: Quantitative Reasoning**
Analyzes and interprets quantitative data

**Relevant Associations:**

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

**Related Measures:**

**M 2: Research Project**

BIOL 499

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
All students assessed through the General Education Senior Capstone assessment will score Satisfactory or higher for Quantitative Reasoning

**Findings (2016-2017) - Target: Not Met**
The target was not met. Of the 17 Biology majors assessed, 3 scored unsatisfactory in this assessment. Of the rest, 3 were satisfactory, 6 were proficient and 5 were advanced.

**Findings (2015-2016) - Target: Met**
All students scored satisfactory or higher on this assessment (96.6% Satisfactory; 0% Proficient; 3.4% Advanced; n=29)

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

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

**Monitoring**
Established in Cycle: 2016-2017
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly...

**M 5: General Education Assessments**
Use of available General Education Assessments outside of the Capstone course based on data in the Assessment Data Collection System.

Source of Evidence: Academic direct measure of learning - other
Target:
All students will score Satisfactory or higher on any Quantitative Reasoning assessment

Findings (2016-2017) - Target: Not Reported This Cycle
No Quantitative Reasoning assessment results for this period are recorded in the ADCS system.

Findings (2015-2016) - Target: Not Met
The QR assessment rubric has six separate objectives. Students in Biology were assessed in four separate courses in both Fall 2015 and Spring 2016. In all of the objectives, the percentage of students that did not meet target ranged from 20% to a high of 46.7%. Averaged over the six objectives, 62.2% of Biology students scored Satisfactory or higher for QR. This is an imprecise outcome in that these results represent assessments done in four different courses on 15 students over two semesters. The students also represented a mix of different statuses, from sophomore to senior. However, it does support anecdotal observations of student difficulty in successfully completing quantitative tasks. More tellingly, looking more closely at the results, only four of the 15 students were at least satisfactory in all six elements of the rubric.

SLO 8: Scientific Literature
Uses scientific literature to support and illuminate written and oral work

Relevant Associations:

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

Related Measures:

M 2: Research Project

BIOL 499

Source of Evidence: Capstone course assignments measuring mastery

Target:
All students assessed through the General Education Senior Capstone assessment will score Satisfactory or higher for Information Literacy

Findings (2016-2017) - Target: Not Met
The target was not met. Of the 17 Biology majors assessed, 1 scored unsatisfactory in this assessment. Of the rest, 2 were satisfactory, 10 were proficient and 4 were advanced. There was a high level of performance demonstrated by this assessment as demonstrated by the large proportion of the students who were either proficient or advanced.
Nevertheless, since one student was assessed as unsatisfactory, the target was not met.

**Findings (2015-2016) - Target: Met**
All students were Satisfactory or higher; 58.6% Satisfactory, 31.0% Proficient, 10.3% Advanced; n=29)

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

**Monitoring**
*Established in Cycle: 2016-2017*
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly...

**SLO 9: Communication**
Communicates a variety of information in oral and written formats

**Relevant Associations:**

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

**Related Measures:**

**M 2: Research Project**
BIOL 499

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
All students assessed through the General Education Senior Capstone assessment will score Satisfactory or higher for Writing

**Findings (2016-2017) - Target: Not Met**
The target was not met. Of the 17 Biology majors assessed, 1 scored unsatisfactory in this assessment. Of the rest, 4 were satisfactory, 4 were proficient and 8 were advanced. These results demonstrated a high level of proficiency, with 12 of the 17 being either proficient or advanced. That almost half of the students were assessed at the advanced level is particularly noteworthy. Nevertheless, one student was assessed at an unsatisfactory level, so the target was not met.

**Findings (2015-2016) - Target: Not Met**
Not all students reached the target; 13.8% were unsatisfactory. Of the ones that met the goal, 34.5% were Satisfactory; 27.6% Proficient; and 24.1% were Advanced, n=29)

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

**Monitoring**  
*Established in Cycle: 2016-2017*

We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an ano...

**M 4: Honors Day Presentation**  
Evaluation of an oral presentation on a research project delivered during the Honors Day presentations.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**  
All students assessed through the General Education Senior Capstone assessment will score Satisfactory or higher for Speaking

**Findings (2016-2017) - Target: Not Met**  
The target was not met. Of the 17 Biology majors assessed, 1 scored unsatisfactory in this assessment. Of the rest, 1 were satisfactory, 7 were proficient and 8 were advanced. There was a high level of proficiency demonstrated in the students as a whole, with 15 of 17 being assessed at a proficient or advanced level. Nevertheless, because one student was not assessed at the satisfactory level (or higher) the target was not met.

**Findings (2015-2016) - Target: Partially Met**  
Not all students reached the target. Two students were Unsatisfactory; of the rest (n=27), 34.5% were Satisfactory, 41.4% Proficient and 17.2% Advanced.

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

**Monitoring**  
*Established in Cycle: 2016-2017*

We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an ano...

**M 5: General Education Assessments**  
Use of available General Education Assessments outside of the Capstone course based on data in the Assessment Data Collection System.

Source of Evidence: Academic direct measure of learning - other

**Target:**  
All students will score Satisfactory or higher on any Writing in the major assessment
Findings (2016-2017) - Target: Not Reported This Cycle
No Writing in the Major assessment results for this period for Biological Sciences students are recorded in the ADCS system.

Findings (2015-2016) - Target: Partially Met
This assessment was administered in the Junior Seminar (BIOL399) course in the Spring 2016 semester. There are five separate objectives within the assessment. The total number of students was 36 and, of these, either one or two scored below the target on each of the objectives. Three of the 36 students were not assessed. Averaged across the five objectives 23.9% scored Satisfactory, 33.9% were Proficient and 30.0% were Advanced.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Assessment at multiple points
Assessing students only at the end of their time in the program does not allow us to track student improvement as they progress through the program

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Projected Completion Date: 11/30/2016

Develop rubric
A rubric to assess student performance for each objective will be developed and student performance will be assessed in multiple courses at different points in the program using assignments that are organic to the courses. This will provide a more complete picture of student performance at various points in the program.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Projected Completion Date: 11/30/2016

Increase writing
This was a significant miss for such a critical element. It was also a higher proportion that missed target for writing than missed it in Junior Seminar as assessed by the General Education Writing in the Major assessment. We will monitor this over the next year or two to see if writing performance improves before making major program adjustments. All faculty will be reminded to emphasize writing in all courses so that students have multiple opportunities to gain experience writing in the major before reaching capstone.
Increased emphasis
Increased emphasis on this element of the capstone should be made in coming years to ensure that all students can perform at a satisfactory level at a minimum.

Monitor
The target was met and we will continue monitoring this element in this manner.

Monitor
The target was met and we will continue monitoring this element in this manner.

Monitor
The target was met and we will continue monitoring this element in this manner.

Opportunities
Opportunities for using quantitative reasoning skills must be provided in as many points in the curriculum as possible.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Replace exam as measure**  
The Biology Cumulative Exam does not have a practical way for us to evaluate student success in each of the objectives separately, thus it is an inadequate measure of program student learning outcomes and must be replaced.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Projected Completion Date:** 11/30/2016

**Review**  
Writing assessments were nearly on target. Considering that there were slightly more unsatisfactory results in Capstone, course content should be reviewed to make sure it aligns with the requirements of the Capstone.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Review coursework**  
Coursework needs to be reviewed to find some way of assessing this particular element.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Assessment development**  
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be
developed by the relevant faculty and the results reported.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Cumulative Exam on Core Courses Knowledge | **Outcome/Objective:** Information Flow  

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** individual faculty

**Assessment development**  
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Cumulative Exam on Core Courses Knowledge | **Outcome/Objective:** Evolution  

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** individual faculty members

**course assessment**  
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Cumulative Exam on Core Courses Knowledge | **Outcome/Objective:** Systems Biology  

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** individual faculty
course assessments

The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Structure-function

Projected Completion Date: 05/12/2018  
Responsible Person/Group: individual faculty

course assessments

The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Energy flow

Projected Completion Date: 05/12/2018  
Responsible Person/Group: course instructors

Monitoring

We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Research Project | Outcome/Objective: Communication

Projected Completion Date: 05/12/2018
Responsible Person/Group: Assessment coordinator

Monitoring
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Honors Day Presentation | Outcome/Objective: Communication

Projected Completion Date: 05/12/2018
Responsible Person/Group: Assessment coordinator

Monitoring
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Research Project | Outcome/Objective: Scientific Reasoning

Projected Completion Date: 05/12/2018
Responsible Person/Group: Assessment coordinator

Monitoring
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Research Project  
**Outcome/Objective:** Quantitative Reasoning

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** Assessment coordinator

**Monitoring**  
We will follow data for at least one more year to see if the level of unsatisfactory performance continues or if it was an anomaly.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Research Project  
**Outcome/Objective:** Scientific Literature

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** Assessment coordinator

**Revised measurement**

This measure will be removed and replaced by a course-centered rubric-based assessment

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Cumulative Exam on Core Courses Knowledge  
**Outcome/Objective:** Information Flow

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** curriculum committee
Revised measures

This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Stucture-function

Projected Completion Date: 05/12/2018
Responsible Person/Group: curriculum committee

Revised measures

This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Evolution

Projected Completion Date: 05/12/2018
Responsible Person/Group: curriculum committee

Revised measures

This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** Cumulative Exam on Core Courses Knowledge | **Outcome/Objective:** Energy flow

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** curriculum committee

**Revised measures**
This measure will be removed and replaced by a course-centered rubric-based assessment

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Cumulative Exam on Core Courses Knowledge | **Outcome/Objective:** Systems Biology

**Projected Completion Date:** 05/12/2018  
**Responsible Person/Group:** curriculum committee
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Scientific Proposal

After completing initial courses select a committee of 5 faculty to present a laboratory-based research proposal.

SLO 1: Core Biology knowledge
Demonstrate knowledge by completing your graduate courses

Related Measures:

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

Source of Evidence: Senior thesis or culminating major project

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

Findings (2016-2017) - Target: Met
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

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

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

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

Related Measures:

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

Source of Evidence: Senior thesis or culminating major project

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

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate use of the scientific literature.

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

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

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

**Related Measures:**

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

Source of Evidence: Senior thesis or culminating major project

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

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient use of the scientific method in the development of a research program.

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

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

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

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

**Related Measures:**

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

Source of Evidence: Senior thesis or culminating major project

**Target:**  
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without completing a research program in a satisfactory manner. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**  
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient conduct of scientific research in the development of a research project.

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

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

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

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

**Related Measures:**

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

Source of Evidence: Senior thesis or culminating major project

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

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency through the successful preparation of a defense of their thesis.

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

**Revised Measures**
*Established in Cycle: 2016-2017*

All measures will be revised as they do not adequately measure student progress through the program.

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

**Related Measures:**

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

Source of Evidence: Senior thesis or culminating major project

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

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in public communication through their public presentation of their scientific results from their thesis.

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

**Revised Measures**  
*Established in Cycle: 2016-2017*

All measures will be revised as they do not adequately measure student progress through the program.

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

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

**Related Measures:**

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

Source of Evidence: Senior thesis or culminating major project

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

**Findings (2016-2017) - Target: Met**  
During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in public communication through their public presentation of their scientific results from their thesis.

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

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

**Revised Measures**  
*Established in Cycle: 2016-2017*

All measures will be revised as they do not adequately measure student progress through the program.

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

M 1: Thesis Completion

Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

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

Findings (2016-2017) - Target: Met

During the 2016-17 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have produced a satisfactory thesis which documents their graduate research project.

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

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

Revised Measures

Established in Cycle: 2016-2017

All measures will be revised as they do not adequately measure student progress through the program.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Measures will be revised
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Thesis Completion | Outcome/Objective: Core Biology knowledge

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis Completion | Outcome/Objective: Public Communication

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate Committee

Revised Measures

All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis Completion | Outcome/Objective: Defense preparation

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate Committee

Revised Measures

All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis Completion | Outcome/Objective: Write a Thesis

Projected Completion Date: 10/12/2013
Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis Completion | Outcome/Objective: Literature knowledge

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis Completion | Outcome/Objective: Scientific Method

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Thesis Completion | Outcome/Objective: Conducting research

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate Committee
Mission / Purpose

Our mission is to provide a student-centered learning environment to develop successful business professionals with a global perspective. We emphasize academic excellence through innovation and integrity in teaching, professional development, applied and instructional research, and outreach.

Goals without Outcome/Objective Relationships Specified

G 1:G 2: Student Learning Goals

The MBA program has established the five student learning goals to see the outcomes/objectives and measures/findings, and then to apply the findings to the curriculum modifications.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:SLO 1: Ethical Decision Making

The student identifies and illustrates ethical issues, concepts or theories; Student demonstrates organizational ethics within the limitations of corporate interests; Student identifies stakeholder positions and interests; Student demonstrates ethically based decision making.

Relevant Associations:

Standard Associations:
AACSB 2016 Standards for Business Accreditation
8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

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

Strategic Plan Associations:
College of Business
1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.
Delaware State University

1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

**Related Measures:**

**M 1:M 1: Measurement on Ethical Decision Making Learning Goal**

After the visitation of the accreditation body (AACSB) in Spring 2016 and re-accreditiation, the MBA program has decided to begin the measurements again from next academic year cycle (2017-18). The program has 10 times of opportunity (10 semesters) to assess each learning goal and usually executes only three (3) assessments for each learning goal during the accreditation period. The below three measurements were for the last 5 years of accreditation period (2011-16). This Learning Goal was measured in Spring 2012, Spring 2015, and Fall 2015 in the MBA course, Business Law, and Ethics and Financial Management, using a few case analyses assignments. The result of the Fall 2015 measurement met the achievement target of 80%. The program will measure it continuously in the future to see if the results are consistent. The COB Graduate Program Committee recommended moving the target up if the results are consistent.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

The target had moved to 80% since 2012 measurement and analysis. The target 80% includes both (1) Exceeds Standard and (2) Acceptable in the measurement.

**Findings (2017-2018) - Target: Not Reported This Cycle**

**Finding (2017-2018) - Target: Not Reported This Cycle**

As I mentioned in the previous section, the learning goal has not been measured during this academic year (2017-18). However, the MBA program plans to have the assessment on the learning goal in the next academic year (2018-19). There were three measurements on this Outcome/Objective since Spring 2012 (2nd in Spring 2015, 3rd in Fall 2015). The third measurement which was done in Fall 2015 was measured in the MBA course Financial Management using a case analysis assignment. Changes Made Based on Assessment Results: During March 2, 2016, GPC meeting, the committee discussed the results. The result met the target of 80%, but the percent that met the target was lower than the previous measurement. The committee recommended not changing the target. Assessment Tool: Ethical Decision Making - Measurement 3 Assessment Tool This skill was measured in Fall, 2015 in the MBA course Financial Management using a case analysis assignment. Use of
Assessment Results Learning Objectives Exceeds Standard Acceptable Below Standard Percent Met Target Ability to identify and illustrate ethical issues, concepts or theories. 1 (20%) 3 (60%) 1 (20%) 80% Ability to demonstrate organizational ethics within the limitations of corporate interests. 1 (20%) 3 (60%) 1 (20%) 80% Identifies stakeholder positions and interests. 1 (20%) 3 (60%) 1 (20%) 80% Demonstrates ethically based decision making. 1 (20%) 3 (60%) 1 (20%) 80% N = 5 Instructor’s Observation: The students, in general, appeared to understand the learning objectives of ethical decision-making but were often unable to express it from a finance perspective. Some of the students were able to link the ethical decision to long-term profitability. Changes Made Based on Assessment Results During March 2, 2016, GPC meeting, the committee discussed the results. The result met the target of 80%, but the percent that met the target was lower than the previous measurement. The committee recommended not changing the target. The target and finding were up to Fall 2015 and are the same as the previous year’s target and finding.

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

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

Planned Action on Ethical Decision Making Learning Goal
Established in Cycle: 2015-2016
The assessment of Ethical Decision Making is planned to measure at least three times from Fall 2016 to Spring 2021 to assess stu...

SLO 2: SLO 2: Data Gathering, Analysis, and Interpretation

The student demonstrates knowledge of the tools and techniques of data gathering; Student applies critical thinking skills to create a varied array of data gathering and analysis methodologies; Student demonstrates an understanding of data gathering and evaluates findings appropriately.

Relevant Associations:

Standard Associations:
AACSB 2016 Standards for Business Accreditation
8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

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

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

**Related Measures:**

**M 2:M 2: Measurement on Data Gathering, Analysis, and Interpretation Learning Goal**

After the visitation of the accreditation body (AACSB) in Spring 2016 and re-accreditation, the MBA program has decided to begin the measurements again from next academic year cycle (2017-18). The program has 10 times of opportunity (10 semesters) to assess each learning goal and usually executes only three (3) assessments for each learning goal during the accreditation period (5 years). The below three measurements were for the last 5 years of accreditation period (2011-16). The Learning Goal was measured in the MBA course, Operations Analysis & Management, in Spring 2012, Fall 2013, and Fall 2014. A Linear Programming exam questions were used to measure the skills.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

This academic year's target has not been changed from previous cycle's 70%, based on the previous year's measurement and analyses (Findings)

**Findings (2017-2018) - Target: Not Reported This Cycle**

This measurement has not been assessed during this academic year just after the re-accreditation. There were three measurements on this Outcome/Objective since Spring 2012 (2nd in Fall 2013, 3rd in Fall 2014). The third measurement which was done in Fall 2014 was measured in the MBA course Operations Analysis & Management using a Linear Programming exam question. The target (minimum 70%) met by 94% in "Demonstrates knowledge of the tools and techniques of data gathering," by 75% in "Applied critical thinking skills to create a varied array of data gathering and analysis methodologies,"

and did not meet by 69% in "Demonstrates an understanding of data gathering and evaluates findings appropriately. Changes Made Based on Assessment Results: During October 7, & 21, 2015 GPC meeting, the committee discussed the results. The committee recommended that the instructor put more emphasis on data gathering and evaluating findings in class. Assessment Tool: Data Gathering, Analysis, and Interpretation - Measurement 3 Assessment Tool

This skill was measured in the MBA course Operations Analysis & Management in Fall 2014. A Linear Programming exam question was used to collect data. Use of Assessment Results Learning Objectives Exceeds Standard Acceptable Below Standard Percent Met Target Demonstrates knowledge in the tools and techniques of data gathering. 9 (56%) 6 (38%) 1 (6%) 94% Applied critical thinking skills to create a varied array of data gathering and analysis methodologies. 9 (56%) 3 (19%) 4 (25%) 75%
Demonstrates an understanding of data gathering and evaluates findings appropriately. 9 (56%) 2 (13%) 5 (31%) 69% N = 16 Changes Made Based on Assessment Results During October 7, & 21, 2015 GPC meeting, the committee discussed the results. The committee recommended that the instructor put more emphasis on data gathering and evaluating findings in class.

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

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

**Planned Action on Data Gathering, Analysis, and Interpretation Learning Goal**

*Established in Cycle:* 2015-2016

The assessment of Data Gathering, Analysis, and Interpretation is planned to measure at least three times from Fall 2016 to Spring...

**SLO 3: Information Technology**

To see if our students display information technology skills, students use networks i.e., Internet resources and library of databases, to obtain reliable information on assigned topics, download, and document necessary files. In detail, the outcome/objectives is to see if students effectively demonstrate how IT is applied in business and demonstrates knowledge of current & emerging technologies.

**Relevant Associations:**

**Standard Associations:**

AACSB 2016 Standards for Business Accreditation

8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

**DSU Learning Goal Associations:**

8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Strategic Plan Associations:**

**College of Business**

1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.

5 : Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

**Delaware State University**

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and lifelong learners as measured by well-defined rubrics.
Related Measures:

**M 3:M 3: Measurement on Information Technology Learning Goal**

After the visitation of the accreditation body (AACSB) in Spring 2016 and re-accreditation, the MBA program has decided to begin the measurements again from next academic year cycle (2017-18). The program has 10 times of opportunity (10 semesters) to assess each learning goal and usually executes only three (3) assessments for each learning goal during the accreditation period (5 years). The below three measurements were for the last 5 years of accreditation period (2011-16). The learning goal was measured in Spring 2012, Fall 2014, and Fall 2015 in the MBA course, Information & Technology Management. A case analysis of IT application, and two on-line discussion topics were used as instruments in assessing this skill.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Based on the result of the previous measurement cycle (Findings), the target of this year's measurement has not been changed. It is still 75% which includes (1) Exceeds Standard (2) Acceptable in the measurement.

**Findings (2017-2018) - Target: Not Reported This Cycle**

This measurement has not been assessed during this academic year (2017-18) and the findings of the previous cycle are as follows:. There were three measurements on this Outcome/Objective since Spring 2012 (2nd in Fall 2014, 3rd in Fall 2015). The third measurement which was done in Fall 2015 was measured in the MBA course Information & Technology Management using a case analysis on IT application and two on-line discussion topics. The target met by 90% in "Student is able to use networks i.e., Internet resources and library databases, to obtain reliable information on assigned topic, download, and document necessary files," did not meet by 70% in "Ability to effectively demonstrate how IT is applied in business," and met by 80% in "Ability to effectively demonstrate knowledge of current & emerging technologies." Changes Made Based on Assessment Results: During March GPC meeting (3/2/2016), the committee discussed the results. The committee recommended measuring it again after spending more time on IT application in business.

**Assessment Tool:** Information Technology - Measurement 3 Assessment Tool

This skill was measured in Fall 2015 in the MBA course Information Technology Management. A case analysis of IT application and two on-line discussion topics were used as instruments in assessing this skill. Use of Assessment Results Learning Objectives Exceeds Standard Acceptable Below Standard Percent Met Target A student is able to use networks i.e., Internet resources and library databases, to obtain reliable information on assigned topic, download, and document necessary files. 6 (60%) 3 (30%) 1 (10%) 90% Ability to effectively demonstrate how IT is applied in business 3 (30%) 4 (40%) 3 (30%) 70% Ability to effectively demonstrate
knowledge of current & emerging technologies 3 (30%) 5 (50%) 2 (20%) 80% N = 10 Instructor's Observations: A case analysis (The Challenges of Local System Design for Multinationals: The Maxfli Sales Force Automation Systems at BAT) was used to measure the second objective and two online discussion topics on the current and emerging information technologies (Mobile Computing and Big Data) were used to measure the first and third objectives. The result of this measure suggests that the MBA courses need to include more learning on how IT is applied in business. Changes Made Based on Assessment Results During March GPC meeting (3/2/2016), the committee discussed the results. The committee recommended measuring it again after spending more time on IT application in business

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

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

Planned Action of Information Technology Learning Goal
Established in Cycle: 2015-2016
The assessment of Information Technology is planned to measure at least three times from Fall 2016 to Spring 2021 to assess stud...

SLO 4: Global, Culture, and Diversity
Capacity to understand differences and interconnectedness between societies and organizations; Student demonstrates awareness of global economic and political environment; Student demonstrates awareness of different socio-cultural environments and its relationship to business; Student demonstrates awareness of diversity in global business operations; Student demonstrates the understanding of the organization of global business operations

Relevant Associations:

Standard Associations:
AACSB 2016 Standards for Business Accreditation
8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

Strategic Plan Associations:
College of Business
1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.
Delaware State University
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

Related Measures:

M 4: Measurement on Global, Cultural, and Diversity learning Goal
After the visitation of the accreditation body (AACSB) in Spring 2016 and re-accreditation, the MBA program has decided to begin the measurements again from next academic year cycle (2017-18). The program has 10 times of opportunity (10 semesters) to assess each learning goal and usually executes only
three (3) assessments for each learning goal during the accreditation period (5 years). The below three measurements were for the last 5 years of accreditation period (2011-16). Before this year's assessment, the learning goal was measured in Spring 2012, Fall 2014, and Spring 2015 in the MBA course, Marketing Management, using two distinct cases entitled: 'Mary Kay India: The Hair Care Product Line Opportunity, and VF Brands: Global Supply Chain Strategy.'

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Target:**
Based on the result of the previous measurement cycle (Findings), the target of this year's measurement has not been changed from 70% and is still 70% which includes (1) Exceeds Standard (2) Acceptable in the measurement

**Findings (2017-2018) - Target: Not Reported This Cycle**

The learning goal has not been measured during this academic year (2017-18). Based on the findings of the previous cycle (below), the MBA program plans to assess the learning goal during coming academic year (2017-18). There were three measurements on this Outcome/Objective since Spring 2012 (2nd in Fall 2014, 3rd in Spring 2015). The third measurement which was done in Spring 2015 was measured in the MBA course Marketing Management using two cases entitled: 'Mary Kay India: The Hair Care Product Line Opportunity,' and 'VF Brands: Global Supply Chain Strategy.' The target met by 89% in "Student demonstrates a broad understanding of cultural diversity and global issues," by 78% in "Student is able to demonstrate awareness of cultural differences." The third learning objectives, 'Student demonstrates an understanding of socioeconomic class, and culture, to assist in the understanding of racial and ethical issues and how they influence internal, external, and global diversity' was not assessed in this measurement. Changes Made Based on Assessment Results: During October 7, & 21, 2015 GPC meeting, the committee discussed the results. The result met the target for the first two objectives, but the case used did not have the third learning objective component. The committee recommended exploring a revision of the rubrics for the third learning objective because it is too much comprehensive and inclusive.

**Assessment Tool:** Global, Cultural, and diversity - Measurement 3

**Assessment Tool The skill was measured in Spring 2015 in the MBA course Marketing Management using two distinct cases entitled: 'Mary Kay India: The Hair Care Product Line Opportunity, and VF Brands: Global Supply Chain Strategy.' Use of Assessment Results Learning Objectives Exceeds Standard Acceptable Below Standard Percent Met Target A student demonstrates a broad understanding of cultural diversity and global issues. 2 (22%) 6 (67%) 1 (11%) 89% A student is able to demonstrate awareness of cultural differences. 0 7 (78%) 2 (22%) 78% A student demonstrates an understanding of socioeconomic class, and culture, to assist in the understanding of racial and ethical issues and how they influence internal, external, and global diversity. n/a n/a n/a n/a N = 9

**Instructor's Observation:** For the international component of Marketing Management students were to assess two distinct cases-Mary Kay India: The Hair Care Product Line Opportunity, and VF Brands: Global Supply chain Strategy. Unfortunately, the Mary Kay India: The Hair Care Product Line Opportunity case was the second case and we were unable to discuss it in class, due to the class not meeting on Election Day. Since this was not
a formal case write-up, only case notes (a two-page summary) were required. So the assessment of cultural awareness is very limited. While the VF Brands case was discussed in class, this case had less to do with cultural awareness and more with economic and infrastructural resources. With these limitations in mind, there was no mention of sexual orientation and very little mention of socioeconomic status. By not having the in-class discussion, we were unable to touch upon these topics in terms of global diversity. Changes Made Based on Assessment Results During October 7, & 21, 2015 GPC meeting, the committee discussed the results. The result met the target for the first two objectives, but the case used did not have the third learning objective component. The committee recommended exploring a revision of the rubrics for the third learning objective because it is too much comprehensive and inclusive.

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

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

**Planned Action Plan for Global, Cultural, and Diversity Learning Goal**

*Established in Cycle: 2015-2016*

The assessment of Global, Cultural, and Diversity is planned to measure at least three times from Fall 2016 to Spring 2021 to as...

**SLO 5: Leadership and Communication**

The Student effectively formulates personal leadership philosophies; Student identifies leadership problems and makes appropriate recommendations; Student effectively expresses its leadership philosophy orally; Student succinctly summarizes information in writing; Student effectively presents complex information orally

**Relevant Associations:**

**Standard Associations:**

AACSB 2016 Standards for Business Accreditation

8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

**Strategic Plan Associations:**

College of Business

1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

**Related Measures:**

**M 5: Measurement on Leadership & Communication Learning Goal**

After the visitation of the accreditation body (AACSB) in Spring 2016 and re-accreditation, the MBA program has decided to begin the measurements again from next academic year cycle (2017-18). The program has 10 times of opportunity (10 semesters) to assess each learning goal and usually executes only three (3) assessments for each learning goal during the accreditation period (5 years). The below three measurements were for the last 5 years of accreditation
period (2011-16). The learning goal has not been measured during this academic year. Based on the previous academic year's measurement (Findings), the MBA program has planned to assess the learning goal in next academic year cycle (2017-18). This learning goal was evaluated in the MBA course, Organizational Leadership & Behavior, in Spring 2012, Fall 2014, and Fall 2015. The measurement in Fall 2015 was assessed using diverse assignments - 1) Self-Leadership Project, 2) Modern Business Leader Analysis Project, 3) six written case assignments (Harvard Business School Cases), 4) Book Chapter Presentations and 5) Class Discussions

Source of Evidence: Project, either individual or group

**Target:**
The original target was 70% and changed to 75% which includes (1) Exceeds Standard (2) Acceptable in the measurement after the Fall 2014 measurement and analyses. The target remains at 75%.

**Findings (2017-2018) - Target: Not Reported This Cycle**

The learning goal has not been assessed during this academic year (2017-18). Based on the findings in the previous measurements (below), the MBA program has monitored the learnings in this learning goal and planned to assess the learning goal in the next academic year (2017-18). There were three measurements on this Outcome/Objective since Spring 2012 (2nd in Fall 2014, 3rd in Fall 2015). The third measurement which was done in Fall 2015 was measured in the MBA course Organizational Leadership & Behavior class using diverse assignments - 1) Self-Leadership Project, 2) Modern Business Leader Analysis Project, 3) six written case assignments (Harvard Business School Cases), 4) Book Chapter Presentations, and 5) Class Discussions. The target (minimum 70%) did not meet by 73% in "Students effectively formulate personal leadership philosophies," by 73% in "Students identify problems and make appropriate recommendations," by 73% in "Students effectively express their leadership philosophy orally," and by 73% in "Students succinctly summarize information in writing," and by 64% in "Students effectively present complex information orally."

Changes Made Based on Assessment Results: During March GPC meeting (3/2/2016), the committee discussed the results. The committee recognized that the new target 75% (was 70% and moved to 75% in Fall 2015) was not met, although they were very close. The committee decided to closely monitor the results from next measurement. Assessment Tool: Leadership & Communication - Measurement 3 Assessment Tool This learning outcome was evaluated in the MBA course Organizational Leadership & Behavior class in Fall 2015 using diverse assignments - 1) Self-Leadership Project, 2) Modern Business Leader Analysis Project, 3) six written case assignments (Harvard Business School Cases), 4) Book Chapter Presentations, and 5) Class Discussions. Use of Assessment Results Learning Objectives Exceeds Standard Acceptable Below Standard Percent Met Target Students effectively formulate personal leadership philosophies. 2 (18%) 6(55%) 3 (27%) 73% Students identify problems and make appropriate recommendations. 2 (18%) 6(55%) 3 (27%) 73% Students effectively express their leadership philosophy orally.
2 (18%) 6 (55%) 3 (27%) 73% Students succinctly summarize information in writing. 0 (0%) 8 (73%) 3 (27%) 73% Students effectively present complex information orally. 1 (9%) 6 (55%) 4 (36%) 64% N = 11 

Instructor's Observation: 1. Provide writing and speaking support to international students for whom English is not the first language. 2. The COB must ensure that the students have a level of mastery of the English language commensurate to the requirements for graduate business education. 3. Work closely with the DSU writing center to help international students improve their knowledge of the English language and ensure their academic success. 4. Because the course is writing and reading intensive, it would be better for international students not to take it as their first course, unless they have an 'improved' knowledge of the English language.

Changes Made Based on Assessment Results During March GPC meeting (3/2/2016), the committee discussed the results. The committee recognized that the new target 75% was not met, although they were very close. The committee decided to closely monitor the results from next measurement.

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

Planned Action on Leadership & Communication Learning Goal
Established in Cycle: 2015-2016
The assessment of Leadership & Communication is planned to measure at least three times from Fall 2016 to Spring 2021 to assess ...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Offering 4+1 MBA Options with Other Programs

The MBA program is under exploring stage to find out the possibility to offer 4+1 MBA options with other programs in the campus.

Implementation Status: Planned
Priority: Medium
Implementation Description: Under an exploring stage.
Projected Completion Date: 06/30/2018
Responsible Person/Group: Dr. Kim (MBA Director)

Planned Action of Information Technology Learning Goal
The assessment of Information Technology is planned to measure at least three times from Fall 2016 to Spring 2021 to assess students' learning objectives in the learning goal. The COB accreditation body, AACSB, requires to measure our learning goals and recommends making changes based on our findings.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: M 3: Measurement on Information Technology Learning Goal |
  Outcome/Objective: SLO 3: Information Technology

Projected Completion Date: 05/31/2021
Responsible Person/Group: MBA Director
Additional Resources Requested: No

Planned Action on Data Gathering, Analysis, and Interpretation Learning Goal
The assessment of Data Gathering, Analysis, and Interpretation is planned to measure at least three times from Fall 2016 to Spring 2021 to assess students' learning objectives in the learning goal. The COB accreditation body, AACSB, requires to measure our learning goals and recommends making changes based on our findings.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: M 2: Measurement on Data Gathering, Analysis, and Interpretation Learning Goal |
  Outcome/Objective: SLO 2: Data Gathering, Analysis, and Interpretation

Projected Completion Date: 05/31/2021
Responsible Person/Group: MBA Director
Additional Resources Requested: No

Planned Action on Ethical Decision Making Learning Goal
The assessment of Ethical Decision Making is planned to measure at least three times from Fall 2016 to Spring 2021 to assess students' learning objectives in the learning goal. The COB accreditation body, AACSB, requires to measure our learning goals and recommends making changes based on our findings.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: M 1: Measurement on Ethical Decision Making Learning Goal |
  Outcome/Objective: SLO 1: Ethical Decision Making

Projected Completion Date: 05/31/2021
Responsible Person/Group: MBA Director
Additional Resources Requested: No

Planned Action on Leadership & Communication Learning Goal
The assessment of Leadership & Communication is planned to measure at least three times from Fall 2016 to Spring 2021 to assess students’ learning objectives in the learning goal. The COB accreditation body, AACSB, requires to measure our learning goals and recommends making changes based on our findings.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: M 5: Measurement on Leadership & Communication Learning Goal |
  Outcome/Objective: SLO 5: Leadership and Communication

Projected Completion Date: 05/31/2021
Responsible Person/Group: MBA Director
Additional Resources Requested: No

Planned Action Plan for Global, Cultural, and Diversity Learning Goal
The assessment of Global, Cultural, and Diversity is planned to measure at least three times from Fall 2016 to Spring 2021 to assess students' learning objectives in the learning goal. The COB accreditation body, AACSB, requires to measure our learning goals and recommends making changes based on our findings.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: M 4: Measurement on Global, Cultural, and Diversity learning Goal |
  Outcome/Objective: SLO 4: Global, Culture, and Diversity

Projected Completion Date: 05/31/2021
Responsible Person/Group: MBA Director
Additional Resources Requested: No

Annual Report Section Responses

Executive Summary (1-2 pages)
The program was without clear leadership in academic year 2017-18. New MBA Program Director is hired and is working out of Wilmington Campus to promote the program within the region and work closely with admissions, graduate school and corporations in the area. The MBA program in the College of Business at Delaware State University is struggling with maintaining its enrollment with regional competitors, thus the MBA program started its special task force in Spring 2017. The task force developed a report in April 2017 which includes: Executive Summary, Current State of DSU MBA Program, Methodology, SWOT Analysis, Marketing Mix, Target Market Demographics, Recommendations, Requested Budget, Proposed Key Personnel, Enrollment Projection, and the Next Step the MBA program should do. The MBA program really hopes to have the support included in the report (Attached). In detail, the MBA program has continued building up its program quality, offering newly added concentrations, focusing on the enrollment increase in the 2017-2018 academic year as follows: 1. built up an MOU with DSU-NBUT Accounting program to select students and prepare them to apply to our MBA program; 2. ready to offer 6 online MBA foundation courses and 8 online MBA core courses; 3. developing 2 elective courses to offer a pure online General MBA Degree program in Fall 2017; 4. ready to offer hybrid MBA concentration degrees in Fall 2017. The MBA office has done the followings to increase its enrollment: 1. held the MBA Recruitment Fairs twice in this academic year (November 2016 & March 2017); 2. updated and published an MBA brochure and an MBA information card; 3. updated a 4+1 MBA-CPA program brochure; 4. updated a Chinese 4+1 MBA-CPA program brochure for the Chinese audience; 5. distribute the brochures and information cards to outside of the campus; 6. visited 8 Chinese Universities to promote our MBA and MBA-CPA programs;
Mission / Purpose

The Department of Business Administration shares the same mission as the College of Business (COB). The COB mission: Our mission is to provide a student-centered learning environment to develop successful business professionals with a global perspective. We emphasize academic excellence through innovation and integrity in teaching, professional development, applied and instructional research, and outreach.

The mission and objectives for the College of Business were developed by stakeholders as a part of the strategic planning process during the period 2001-2003. The stakeholder group included the dean, chairs, the entire faculty, student representatives, alumni representatives and members of the Executive Advisory Committee. The Mission was revised, reviewed, and endorsed by the stakeholders to be the current one in 2008. The mission of the Department of Business Administration is congruent with the mission of Delaware State University. The mission includes providing meaningful and relevant education that emphasizes both the liberal and professional aspects of higher education. It prepares students for lifelong learning, emphasizes innovation and technology in teaching and learning, maintains continuous improvement of students, faculty, staff and programs, and promotes student professional development. It also maintains an appreciation of globalization in teaching and learning. By doing this, it includes the liberal art components and professional aspects of specified education of the parent institution, with the focus on Management education.

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

G 1: Develop programs and processes to enhance student learning

Develop programs and processes: (1) to enhance student learning and professional development, and (2) to enhance resources to meet the needs of department.

O/O 1: Review the undergraduate curricula

Objective 1.1: Review the undergraduate curricula to ensure the currency of programs and concentrations;

Relevant Associations:

Standard Associations:

AACSB 2016 Standards for Business Accreditation
8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.
9 CURRICULUM CONTENT: Curriculum content is appropriate to general expectations for the degree program type and learning goals.

**Strategic Plan Associations:**
- College of Business
  1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
  8. Improve the process of program review to ensure compliance with requirements for certification and accreditation.

**Delaware State University**
  1.1. Ensure all students are provided high-quality programs that are recognized nationally and internationally

**Related Measures:**

**M 1: AOL assessment plan**
Annual Review of AOL assessment plan

Source of Evidence: Professional standards

**Target:**
Review AOL Plan annually.

**Findings (2016-2017) - Target: Not Reported This Cycle**
AOL plan was set to review during this academic year, but was not measured because of the extended AACSB accreditation peer review team visit. Thus, it was decided to postpone this year's AOL measurement to 17-18 academic year. AACSB AOL has a 5-year cycle and needs to measure at least three times to close the loop.

**Findings (2015-2016) - Target: Met**
AOL plan was reviewed and updated for FY 15/16 with time lines for some of the rubrics adjusted due to course offering changes.

**O/O 2: Develop and maintain student advisement and mentor processes**
Objective 1.2: Develop and maintain student advisement and mentor processes;

**Relevant Associations:**

**Standard Associations:**
- AACSB 2016 Standards for Business Accreditation
- 4 STUDENT ADMISSIONS, PROGRESSION, AND CAREER DEVELOPMENT: Policies and procedures for student admissions, as well as those that ensure academic progression toward degree completion, and supporting career development are clear, effective, consistently applied, and aligned with the school's mission, expected outcomes, and strategies.
- 10 STUDENT-FACULTY INTERACTIONS: Curricula facilitate student-faculty and student-student interactions appropriate to the program type and achievement of learning goals.

**Strategic Plan Associations:**
- College of Business
  9. Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.
- Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 6: Advisor/Advisee**
Advisers access advisee information on Banner to facilitate deeper adviser/advisee interaction.

Source of Evidence: Professional standards

**Target:**
Update adviser/advisee list annually and periodically check for changes in advisers.

**Findings (2016-2017) - Target: Met**
Advisement Center updates adviser/advisee list annually. The center has assigned advisee by the alphabetical order.

**Findings (2015-2016) - Target: Met**
Advisors have been updated in Banner for all students designated as sophomores, juniors and seniors

**O/O 3: Develop guidelines for syllabus**
Objective 1.3: Develop guidelines for syllabus for multiple sectioned classes;

**Relevant Associations:**

**Standard Associations:**
AACSB 2016 Standards for Business Accreditation
9 CURRICULUM CONTENT: Curriculum content is appropriate to general expectations for the degree program type and learning goals.
12 TEACHING EFFECTIVENESS: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

**Strategic Plan Associations:**
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 7: Standard syllabi**
Standardization of syllabi for classes with multiple sections

Source of Evidence: Professional standards
Target:
Multiple sections of same class have standard student learning objectives.

**Findings (2016-2017) - Target: Met**
The department office checks the common syllabi for the classes that have multiple sections.

**Findings (2015-2016) - Target: Met**
Faculty teaching different sections of same course have standard student learning objectives, but have freedom to organize class as they see appropriate.

G 2: Ensure the use of technology and maintain the currency of it
Ensure the use of technology and maintain the currency of it to enhance student learning, curriculum development, pedagogy, and student advising.

O/O 4: Maintain the use of ERP (SAP) modules across curriculum
Objective 2.1: Maintain the use of ERP (SAP) modules across curriculum to enhance new technology (ERP) used in industries.

**Relevant Associations:**

**Standard Associations:**
AACSB 2016 Standards for Business Accreditation
13 STUDENT ACADEMIC AND PROFESSIONAL ENGAGEMENT: Curricula facilitate student academic and professional engagement appropriate to the degree program type and learning goals.

**Strategic Plan Associations:**
College of Business
5: Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally

**Related Measures:**

**M 4: Technology infusion of courses**

Source of Evidence: Professional standards

- # of web enhanced courses
- # of courses including SAP material
Target:
Have at least 2 courses with SAP integrated each semester.

**Findings (2016-2017) - Target: Met**
Three courses currently have SAP infused into the courses.

1. MGMT-100 (Intro to Business) teaches 'Design Thinking' and ERPSim in the 7 sections of the course
2. MIS-305 (MIS) teaches Global Bike with SAP ERPs
3. MIS-300 (Business Processes with ERPs) teaches business processes with SAP ERPs

**Findings (2015-2016) - Target: Met**
Intro to Business and MIS currently have SAP infused into the courses.

O/O 5: Assess the upgrade and need of technologies
Objective 2.2: Assess the upgrade of technology and the need of new technology;

**Relevant Associations:**

**Standard Associations:**
AACSB 2016 Standards for Business Accreditation
12 TEACHING EFFECTIVENESS: The school has policies and processes to enhance the teaching effectiveness of faculty and professional staff involved with teaching across the range of its educational programs and delivery modes.

**Strategic Plan Associations:**
College of Business
5: Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 12: Lab and Classroom Technology**
Lab and classroom technology (i.e. # and type of software and hardware)

Source of Evidence: Professional standards

**Target:**
Ensure that students and faculty have software they need (i.e. course specific software, Microsoft Office, SAS, or SPSS)

**Findings (2016-2017) - Target: Met**
Faculty and students in the COB have access to these softwares in the labs and classrooms.

1. Faculty and students in MIS has MS SQL Servers, Global Bikes (SAP), and SAP ERP in computer lab 312
2. Faculty has access to SAS and SPSS for their research
3. Students has access to MS office in computer lab 301 and other COB rooms
Findings (2015-2016) - Target: Met
Faculty and students in the COB have access to these softwares in the labs and classrooms.

G 3: Create and sustain an environment that is supportive of scholarly activity
Create and sustain an environment that is supportive of scholarly activity by the faculty.

O/O 6: Reduce teaching loads for faculty engaged in research
Objective 3.1: Reduce teaching loads for faculty engaged in research;

Relevant Associations:

Standard Associations:
AASCB 2016 Standards for Business Accreditation
2 INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.
5 FACULTY SUFFICIENCY AND DEPLOYMENT: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.
6 FACULTY MANAGEMENT AND SUPPORT: The school has well documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school’s mission, expected outcomes, and strategies.
15 FACULTY QUALIFICATIONS AND ENGAGEMENT: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school’s mission and strategies.

Strategic Plan Associations:
College of Business
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.
Delaware State University
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

Related Measures:
M 2: # Faculty in concentrations

Target:
Minimum of 2 faculty members for each area except HRM which only needs 1.
Findings (2016-2017) - Target: Partially Met
Areas in MGMT, MKT, and MIS other than HRM has minimum of 2 faculties.
HRM has 1 faculty member.
Business Analytics has no faculty yet.

Findings (2015-2016) - Target: Partially Met
All areas other than HRM had requisite minimum 2 faculty. HRM did not have the requisite 1 faculty member.

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

Hire HRM faculty
Established in Cycle: 2015-2016
Hire a full time HRM faculty to support the program.

Hiring Faculties
Established in Cycle: 2016-2017
In the process of hiring a business analytics faculty.

O/O 7: Develop policies and procedures to engage in research activities
Objective 3.2: Develop policies and procedures to provide a plan and other incentives to faculty members to engage in research activities;

Relevant Associations:

Standard Associations:
AACSB 2016 Standards for Business Accreditation
2 INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.

Strategic Plan Associations:
College of Business
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

Delaware State University
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

Related Measures:

M 9: Research Fund
Secure of: (1) research travel funds, (2) summer research grants, or (3) course reduction for research commitment

Source of Evidence: Professional standards
Target:
1. availability of research travel fund
2. summer research grant proposal
3. course reduction

Findings (2016-2017) - Target: Met
1. department secured $2,000 research travel fund per faculty (more than $2,000 to the faculty who are very active in their research)
2. summer research grant was offered to faculty who applied through filtering
3. course reduction was approved by the faculty commits research

Findings (2015-2016) - Target: Met
Grant proposal for summer transportation institute was put forward and approved for the 2015-16 academic year.

O/O 8: Conduct annual evaluation of faculty and staff
Objective 3.3 & 4.2: Conduct annual evaluation of faculty and staff using objective instrument to reward them by their performance;

Relevant Associations:

Standard Associations:
AACSB 2016 Standards for Business Accreditation
2 INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.
6 FACULTY MANAGEMENT AND SUPPORT: The school has well documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies.
15 FACULTY QUALIFICATIONS AND ENGAGEMENT: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

Strategic Plan Associations:
College of Business
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.
Delaware State University
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

Related Measures:

M 11: Faculty Annual Evaluation

# of refereed journal publications & # of proceedings & # of presentations (Measure on a 5 year rolling basis, but collect faculty annual reports every year)
Chair's evaluation of faculty and staff (every year)
Source of Evidence: Professional standards

**Target:**
1. At a minimum, on average each faculty member should have one (1) PRJ once every 5 years and 1 presentation every 2 years.
2. Chair evaluation

**Findings (2016-2017) - Target: Met**
This academic year starts another 5 year cycle of AACSB accreditation:
2. Chair's annual evaluation has done.

**Findings (2015-2016) - Target: Met**
The 12 faculty members in the department produced the following:
25 Peer Review Journals (PRJ) over 5 year period
67 presentations/proceedings over 5 year period

G 4: Retain quality faculty and staff
Attract and retain quality faculty and staff who are committed to excellence in teaching, research and service.

O/O 8: Conduct annual evaluation of faculty and staff
Objective 3.3 & 4.2: Conduct annual evaluation of faculty and staff using objective instrument to reward them by their performance;

**Relevant Associations:**

**Standard Associations:**
AACSB 2016 Standards for Business Accreditation
2 INTELLECTUAL CONTRIBUTIONS, IMPACT, AND ALIGNMENT WITH MISSION: The school produces high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.
6 FACULTY MANAGEMENT AND SUPPORT: The school has well documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school's mission, expected outcomes, and strategies.
15 FACULTY QUALIFICATIONS AND ENGAGEMENT: The school maintains and strategically deploys participating and supporting faculty who collectively and individually demonstrate significant academic and professional engagement that sustains the intellectual capital necessary to support high-quality outcomes consistent with the school's mission and strategies.

**Strategic Plan Associations:**
College of Business
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

Delaware State University
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

**Related Measures:**
M 11: Faculty Annual Evaluation

# of refereed journal publications & # of proceedings & # of presentations (Measure on a 5 year rolling basis, but collect faculty annual reports every year)
Chair’s evaluation of faculty and staff (every year)

Source of Evidence: Professional standards

**Target:**
1. At a minimum, on average each faculty member should have one (1) PRJ once every 5 years and 1 presentation every 2 years.
2. Chair evaluation

**Findings (2016-2017) - Target: Met**
This academic year starts another 5 year cycle of AACSB accreditation:
2. Chair’s annual evaluation has done.

**Findings (2015-2016) - Target: Met**
The 12 faculty members in the department produced the following:
25 Peer Review Journals (PRJ) over 5 year period
67 presentations/proceedings over 5 year period

**O/O 9: Review faculty needs and develop recruiting plans**
Objective 4.1: Review faculty needs to determine sufficiency and develop annual recruiting plans based on needs;

**Relevant Associations:**

**Standard Associations:**
AACSB 2016 Standards for Business Accreditation
5 FACULTY SUFFICIENCY AND DEPLOYMENT: The school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.
6 FACULTY MANAGEMENT AND SUPPORT: The school has well documented and well-communicated processes to manage and support faculty members over the progression of their careers that are consistent with the school’s mission, expected outcomes, and strategies.
7 PROFESSIONAL STAFF SUFFICIENCY AND DEPLOYMENT: The school maintains and deploys professional staff and/or services sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission.

**Strategic Plan Associations:**
College of Business
7 Cultivate a positive, collegial, supportive environment, and build a structure to reward faculty and staff who are committed to improving student learning.
Delaware State University
1.5 Recruit and retain outstanding and engaged faculty

**Related Measures:**

**M 10: Measures 10 - Qualified faculty and concentration relevancy**

- number of AACSB qualified faculty members hired to meet our needs
- Review of concentrations to assure they are meeting department standards and goals

Source of Evidence: Professional standards

**Target:**
Hire AACSB qualified faculty to fill vacancies as needed.
Annual review of concentrations

**Findings (2016-2017) - Target: Partially Met**

Hiring and maintaining 4 Visiting Assistant Professor in:

1. two in Management
2. one in HRM
3. one in MIS

**Findings (2015-2016) - Target: Partially Met**

Offers made to HRM faculty, but was not able to move forward. Management faculty could not come to an agreement on salary.

- Concentrations were reviewed for relevancy

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

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

**Faculty Search**

*Established in Cycle: 2015-2016*

Continue to search for faculty members meeting AACSB requirements.

**G 5: Promote the image of the Department**

Promote the image of the Department of Business Administration.

**O/O 10: Promote major and under-represented concentrations**

- Objective 5.1: Develop flyers for promoting management major and promoting under-represented concentrations;
- Objective 5.2: Update department section of the college website;

**Relevant Associations:**

**Standard Associations:**

AACSB 2016 Standards for Business Accreditation
1 MISSION, IMPACT, AND INNOVATION: The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies.

Strategic Plan Associations:

College of Business
3 Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.

Delaware State University
6.7 Build brand awareness and strengthen customer engagement through targeted integrated marketing initiatives.

Related Measures:

M 13: Measures 13 - Department promotional resources
Update of department promotional resources (i.e. flyers, website)

Target:
Annual review of department promotional material and website.

Findings (2016-2017) - Target: Met
Promotional material including brochures and website are updated.

Findings (2015-2016) - Target: Met
Promotional material was updated.
Website was updated for changes.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

AOL Committee Meeting
College of Business AOL committee did not meet in Spring 2014 to discuss Fall 2013 results. However, the department discussed the results and planned for intervention. Results were also shared with Accounting, Economics, and Finance department. College AOL committee needs to discuss the following early Fall 2014:

1. Assessment results from Fall 2013/Spring 2014.
2. Suggestions/Recommendations for intervention.
3. Review assessment rubrics and revise, if necessary.
4. Check feasibility to sync GenEd assessment timelines with COB assessment timelines.

AOL chair, Dr. Ruf was contacted on June 2, 2014 regarding the above.

Established in Cycle: 2013-2014
Faculty Search
Continue to search for faculty members meeting AACSB requirements.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Measures 10 - Qualified faculty and concentration relevancy | Outcome/Objective: Review faculty needs and develop recruiting plans

Hire HRM faculty
Hire a full time HRM faculty to support the program.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: # Faculty in concentrations | Outcome/Objective: Reduce teaching loads for faculty engaged in research

Implementation Description: Need to hire a full time candidate.
Projected Completion Date: 08/21/2016
Responsible Person/Group: Bus. Admin Chair
Additional Resources Requested: Budget line for full time faculty, $120,000 includes salary and fringe benefits.
Budget Amount Requested: $120,000.00 (recurring)

Resume internal research forums
Will begin to have research forums in the Fall 2016.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 08/25/2016
Responsible Person/Group: Constant Beugre
**Hiring Faculties**  
In the process of hiring a business analytics faculty.

**Established in Cycle:** 2016-2017  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** # Faculty in concentrations  
**Outcome/Objective:** Reduce teaching loads for faculty engaged in research

**Implementation Description:** In the process of hiring  
**Projected Completion Date:** 08/31/2017  
**Responsible Person/Group:** Department Chair  
**Additional Resources Requested:** Budget line for full time faculty, $120,000 includes salary and fringe benefits.  
**Budget Amount Requested:** $120,000.00 (recurring)

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

**EXECUTIVE SUMMARY**

Below is the summary of significant accomplishments of the Department of Business Administration for the academic year 2017-2018 in the area of leadership, curriculum and program, enrollment, faculty & academic activities, service and community engagement, and grants. The Department of Business Administration constitutes mainly with Management program that has seven concentrations. The Department also includes two semi-independent programs - Aviation program and Hospitality and Tourism Management (HTM) program. The annual report here focuses on the Management program, so please visit the Aviation (B.S.) program and HTM (B.S.) program respectively for their annual reports.

1. Leadership:

Dr. Dae Ryong David Kim was appointed as the Chair of the Department of Business Administration (DoBA)/Professor in Fall 2017 after a nationwide search. Dr. Kim had been an interim MBA Director for three years and a chair of BoDA for 4 years before he was appointed the current position. He brings over a leadership experience in his previous positions

2. Curriculum and Program

• Management program received AACSB International (Association to Advance
Collegiate Schools of Business International) re-accreditation;
• Launched a Business Analytics program during the academic year 2017-2018;
• Continued reviewing curricula in the areas of Management, Marketing, Management Information Systems during the 2017-2018 academic year;
• Changes the title of Management Information Systems (MIS) concentration to Management Information Systems/Enterprise Resource Planning (MIS/ERP);
• Maintained a 'Connected Degree Program' between DelTech (Delaware Technical and Community College) and DSU (Delaware State University) - 1) Associate degree in Business Administration at DelTech and BS degree in General Management at DSU, 2) Associate degree in Accounting at DelTech and BS degree in General Management at DSU;
• Supported the DSU Online program in developing online courses and in assigning instructors to the courses;
• The program hired a full-time instructor in the area of HRM (Human Resource Management);
• Dr. Zahid Zamir was hired as a tenure-track assistant professor from Spring 2018.
• The program has aggressively pursued hiring in several faculties in vacant positions - General Management, Operations Management, MIS/ERP, and Business Analytics, but was not successful. Thus, the program needs to continue its effort in hiring tenure-track faculties in the area.
• Design and structure the course Operations Management MGMT 306 introducing a more applied and experiential pedagogy and the use of a learning platform (Pearson) to enhance student skill and competencies development.

3. Enrollment

There have been 265 enrollment during 2017-2018 in the Management program (6/4/2018). The distribution of the enrollment is as follows:

• Business Analytics: 1
• Business Economics: 8
• Finance and Banking: 36
• General Management: 12
• HRM (Human Resource Management): 33
• MIS/ERP (Management Information Systems/Enterprise Resource Planning): 39
• Marketing: 96
• Blanks: 40

4. Faculty & Academic Activities

• There is an academic journal housed in the Program - Journal of Current Research in Global Business.
• Faculties in the Management program has had 1 book, 1 book chapter, 4 peer-reviewed papers published, and 15 proceedings published.
• In addition, faculties served in many editorial boards in peer-reviewed journals, participated in professional associations, presented in many professional conferences.
• Dr. Zahid Zamir was hired as a tenure-track assistant professor from Spring 2018.
• The program has aggressively pursued hiring in several faculties in vacant positions but was not successful. Thus, the program needs to continue its effort in hiring tenure-track faculties in the area. - General Management, Operations Management, MIS/ERP, and Business Analytics

5. Service and Community Engagement
• Department faculty was active in providing service by means of serving on Department, College, University, Discipline and Civic committees during the academic year.
• Department faculties have served on University Faculty Senate, Curriculum Committee, Policies and Procedures Sub-Committee, Library Committee, Academic Affairs Committee, and Teaching Effectiveness Committee. They also served the various college and department committees including Assurance of Learning Committee.
• Many department faculties served as advisors of Beta Gamma Sigma Honorary Business Society, American Marketing Association Student Chapter.
• Department faculties also served for various communities, for example, a vice chair of member relations for Marketing for Higher Education Special Interest Group, a chair of Temple Management Committee, a chair of Board of Director for Delaware Korean United Methodist Church, a judge of Robotic Competition for First Lego League, a member of Port of Wilmington Maritime Society, a board member for the Capital School District Carree and Technical Education Advisory Board, a member of Board of Trustee for Western Hospitality Institute, Jamaica.

6. Grants

• Has obtained FHWA Summer 2017 Transportation Institute Grant ($71,000/year by Dr. Nunlee).

7. Success in achieving the 2017-2018 annual goals and objectives

• The Department of Business Administration met the goals designed by the collaboration among faculty, staff, and students. The department assessed its goals and objectives to assure the students’ learning by using direct and indirect methods (case studies, research presentations, tests, & etc. in various classes and ETS exams in the Strategic Management courses).
• The Curriculum in the Program was assessed continuously throughout the year to improve the quality of the curricula, based on developed program goals.

In summary, the Department of Business Administration was very productive in areas of teaching, research, service and community engagements.

Unit(s) Profile
UNIT PROFILE

1. Degree(s) and Degree options

• Degree: BS in Management
• Degree options - Concentrations in:

  o Business Analytics
  o Business Economics
  o Finance and Banking
  o General Management
o HRM (Human Resource Management)
o MIS/ERP (Management Information Systems/Enterprise Resource Planning)
o Marketing

2. Enrollment

• There have been 265 enrollments during 2017-2018 in the Management program (6/4/2018). The distribution of the enrollment is as follows:

o Business Analytics: 1
o Business Economics: 8
o Finance and Banking: 36
o General Management: 12
o HRM (Human Resource Management): 33
o MIS/ERP (Management Information Systems/Enterprise Resource Planning): 39
o Marketing: 96
o Blanks: 40

3. Personnel

• A list by rank and alphabetical order:

Professor: Dr. Winston Awadzi
Dr. Constant Beugre
Dr. Dae Ryong David Kim, Chair/Professor

Associate Professor: Dr. June Clarke
Dr. Chitti Govindarajulu
Dr. Martin Nunlee
Dr. Carlos Rodriguez
Dr. Praveen Pinjani, Associate Dean

Assistant Professor: Dr. Devdeep Mairy
Dr. Zahid Zamir
Vacant (General Management)
Vacant (Operations Management)
Vacant (MIS/ERP)
Vacant (Business Analytics)
Vacant (Director of HTM)

Visiting Professor: Dr. Carrie Awadzi
Dr. Charles Fletcher
Dr. Terry Yancey-Bragg
Mr. CP Ganatra

Adjuncts: Mr. Alfred Paoli
Mr. Louis Callazzo
Dr. Chandra Aleong
Mr. Srinivasa Sajja
Ms. Anand Singh
Ms. Dorethea Savage
Ms. Krystal Green
Mr. Vaughn Hopkins
Ms. Andrea Watkins
Mr. Reshid Walker

Staff: Ms. Kittina Coursey

Unit(s) Initiatives accomplished in this cycle
UNIT INITIATIVES ACCOMPLISHED IN THIS CYCLE

1. Curricula

- Management and Hospitality and Tourism Management programs in the Department of Business Administration received AACSB International (Association to Advance Collegiate Schools of Business International) re-accreditation;
- A new "Business Analytics" curriculum has been launched in the academic year.
- The title of MIS (Management Information Systems) concentration has been changed to MIS/ERP (Management Information Systems/Enterprise Resource Planning).
- A course number MGMT 305 has been changed to MIS 305 to reflect the content taught in the course.
- Two courses (MIS Elective and MIS 300) in MIS/ERP concentration has been switched to make students prepare TERP test training better.
- Design and structure the course Operations Management MGMT 306 introducing a more applied and experiential pedagogy and the use of a learning platform (Pearson) to enhance student skill and competencies development.
- Maintained a 'Connected Degree Program' between Deltech (Delaware Technical and Community College) and DSU (Delaware State University)

(1) Associate degree in Business Administration at Deltech and BS degree in General Management at DSU,
(2) Associate degree in Accounting at Deltech and BS degree in General Management at DSU;

- Supported the DSU Online program in developing online courses and in assigning instructors to the courses;
- Reviewed Marketing minor to revise to level the credit hours required with pre-requisites.
- A review of concentration curricula offered in the program has been continued to keep quality curricula that reflect industry requirements.

2. Faculty

- There is an academic journal housed in the Management program - Journal of Current Research in Global Business.
- Faculties in the Management program has had 1 book, 1 book chapter, 4 peer-reviewed papers published, and 15 proceedings published.
- In addition, faculties served in many editorial boards in peer-reviewed journals, participated in professional associations, presented in many professional conferences.
- Dr. Zahid Zamir was hired as a tenure-track assistant professor from Spring 2018.
- The program has aggressively pursued hiring in several faculties in vacant positions but was not successful. Thus, the program needs to continue its effort in hiring tenure-track faculties in the area:
i. General Management  
ii. Operations Management  
iii. MIS/ERP  
iv. Business Analytics  
v. Hospitality and Tourism Management (Director)

3. Students

• Eight students in the MIS/ERP concentration participated in the case competition during DEEP day in March 2018.  
• Ten students in the Marketing concentration participated in the case competition during DEEP day in March 2018.  
• One student in the General Management concentration participated in the case competition during DEEP day in March 2018.  
• Four students participated in the National Diversity Case Competition at Indiana University, Bloomington, January 2018 (Dr. Maity).

4. Grants

• Has obtained FHWA Summer 2017 Transportation Institute Grant ($71,000/year by Dr. Nunlee).

**Unit(s) Honors/Awards and Achievements**

UNIT HONORS/AWARDS AND ACHIEVEMENTS

1. Faculty:

• Faculties in the program have had 1 book, 1 book chapter, 4 peer-reviewed paper published, and 15 proceedings published.  
• In addition, faculties served in many editorial boards, participated in professional associations, presented in many professional conferences.  
• Has obtained FHWA Summer 2017 Transportation Institute Grant ($71,000 by Dr. Nunlee).  
• A Visiting Assistant Professor, Carrie Awadzi, received a 'Best Paper Award' from the 'Journal of Human Resource Management.'

2. Students:

• Students in the MIS/ERP concentration participated in the case competition of DEEP day and awarded 4th place.  
• Students in the Marketing concentration participated in the case competition of DEEP day and awarded 1st place.  
• Three students in the department - Ty'Ron Washington, Shannon Green, and Alondra Duenas - received COB Academic Excellence Awards.
Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

1. Promote the image of the Department
   • Complete the development and production of Bulletin Board
   • Complete the development and production of Brochure and Insert cards
   • Data - completion of the above materials and the use of the materials in NSOs.
   • Assess the progress of the completion of the materials above, and the use of the materials produced

2. Retain quality faculty and staff
   • Re-submit the hiring freeze form for 4 new tenure-track assistant professor
   • Seriously and diligently proceed the process of hiring of the positions:
     i. General Management
     ii. Operations Management
     iii. MIS
     iv. Business Analytics
   • Data - the result of the hiring of each position.
   • Assess the number of hiring

3. A student learning goal: Information Technology skills
   • Data - will be collected in the courses (MIS-305: Management Information Systems).
   • The instructor will collect the data from projects, case studies, or presentations in the class.
   • Assess the measure by the matrix

"KPI #1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Refer the attached document (1WEAVE_KPI 1 & 10 - Chairs2018 - Business Administration 2017-18 Filled).

Please see the KPI 1 and 10 Finance and Economic in the Dept. of Accounting, Economics and Finance for students Management students with those concentrations.

Connected Document
  • KPI #1 & #10 - Department of Business Administration
Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? 

b) Have these changes been implemented? If not, when will they be implemented? 

c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

1. See the attachment. An example of Data gathering, analysis, and interpretation assessment has been done in Spring 2018 and analyzed by an AOL (Assurance of Learning) committee to see what needs to be implemented. The whole new assessments and analyses for the academic year 2017-2018 will be reported on or before October 30, 2018.

2. From the above example, two actions were recommended.

• Math general education should be strengthened.
• A thorough understanding of all operational functions and processes in a typical production, manufacturing, and service organization are recommended to include in the course of 'Introduction to Business' or equivalent.

3. Three more assessments on the same measurement are planned to be done in Spring 2019, Spring 2020, and Fall 2020 to close the loop.

* Connected Documents: An Example of Assessing, Analyzing, and Closing Loop

**Connected Document**
- An Example of Assessing, Analyzing, and

**Bibliography of Scholarly Products published in 2017-2018 by unit members.**

Colleges should just list the number of publication listed by the departments.

BIBLIOGRAPHY OF SCHOLARLY PRODUCTS PUBLISHED IN 2017-2018 BY UNIT MEMBERS. COLLEGES SHOULD JUST LIST THE NUMBER OF PUBLICATION LISTED BY THE DEPARTMENTS.

1. Peer-Reviewed Article Publications

• Martin Nunlee - Uncertainty and Motivation to Seek Information from Pharmacy Automated Communications, Pharmacy 6, 47; DOI:10.3390/pharmacy6020047

2. Peer-Reviewed Proceedings & Presentations

• Carlos Rodriguez - Luxury Brand Experiences and Relationship Quality for Millennials: The Role of Self-expansion, Proceedings Monaco Symposium on Luxury, 2018, Monaco, Monaco.
• Carrie Awadzi and Winston Awadzi - We aren't just playing games, we are motivating employees: Gamification and organizational effectiveness. International Association of Applied Business Research (IAABR) and the Academic Organization for Advancement of Strategic and International Studies (Academic OASIS). Fall 2017 conference. Las Vegas, Nevada. November 5 - 7, 2017
• Devdeep Maity - "Audience participation and endorsement effectiveness in video blogs" (Finnish Title: "Yleisön osallistuminen ja suosittelun tehokkuus videoblogeissa") in Finnish Conference of Media and Communication Research, 27th-28th April 2018, Jyväskylä, Finland.

3. Book Publications

• Constant Beugré - The Neuroscience of Organizational Behavior. Edward Elgar.
4. Book Chapters

• Constant Beugré - The Internet of Things and Cognitive Analytics. In M. Anandarajan & C. Simmons (Eds.), The Internet of People, Things, and Services: Workplace Transformations.

5. Invited Presentations

• Martin Nunlee - Is a Business Education Worth It, Special Session Marketing for Higher Education SIG, Summer American Marketing Association Conference, August 5.
• Martin Nunlee - Wealth Generation of The US Housing Market: The Case of the African American and Latinos. Marketing Ethnic Faculty Association (MEFA) Conference, August 3

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.
Refer attached Excel template filled (1 WEAVE Undergrad_Program_Data - Business Administration_2017-2018 Filled).
Mission / Purpose

The mission of the CAHSS is to produce students in the finest tradition of the liberal arts who can think with intellectual vigor, communicate effectively, and possess a diverse perspective on peoples and cultures throughout the world.

The vision of the CAHSS is to develop, support and enhance the vision and core values of Delaware State University which include, outreach, community, scholarship, diversity and integrity.

Goals without Outcome/Objective Relationships Specified

G 2: Chair Meetings back to Grass Roots
Short, concise explanations.

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

G 1: Go Green
Text only (no number formatting).

O/O 1: Objective to Going Green
Text Only here (short, concise)

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

Related Measures:

M 1: Measures Title Here
Text and explanation here

Source of Evidence: Administrative measure - other

M 2: Condensed Description here
Text relating to measure of assessment summary

Source of Evidence: Academic indirect indicator of learning - other
Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Objective to Going Green
Text Only here (short, concise)

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

Related Measures:

M 2: Condensed Description here
Text relating to measure of assessment summary

Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

go green
go green

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Condensed Description here | Outcome/Objective: Objective to Going Green

Projected Completion Date: 04/30/2011
Responsible Person/Group: Chairs, faculty with Dean overseeing mission.
Additional Resources Requested: funds to be determined
Budget Amount Requested: $500,000.00 (recurring)
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 2: Strengthen Workplace Skills

Strengthen student workplace skills via campus employment activities.

SLO 2: Student Workplace Skills

Students will learn and exhibit work ethics, initiative, phone etiquette and customers service transferable skills.

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Related Measures:**

M 2: Mid-term performance evaluation

Mid-term performance evaluation...

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

Goal to have 80% of student workers' evaluated score an average or above or better on midterm evaluations

**Findings (2016-2017) - Target: Met**

Students were rated from "Not Meets" to "Outstanding" on a 5 point Likert Scale for performance on workplace skills which consist of dependability, punctuality, appearance, dedication, initiative, detail oriented, teamwork, communication, customer service, respect and adherence to departmental policy. Of students evaluated, 95% scored average or above on mid-term evaluations (Goal was 80%).

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

G 1: Engage students in career-related activities.

Engage students in career-related activities, services, workshops and counseling.

O/O 1: Monitor student usage of career-related services, activities and workshops

Monitor student usage of career-related services, activities and workshops

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics.

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community.

Related Measures:

M 1: Number and types of office visits/workshops

Number and types of office visits/workshops

Source of Evidence: Activity volume

Target:
Increase number of office visits and workshops by 5 percent total.

Findings (2016-2017) - Target: Met

449 students appointments in the Office of Career Services, 470 students appointments in the Office of Student Employment. 1236 positions filled through office of Student Employment for campus jobs. Since March of 2016, new internship coordinator established 25 employer relationships, 100 students considered for internships and 34 interns placed. 6-month First Destination Survey for Class of 2015 revealed a 78% placement percentage, up 1% from previous year and compared to 80% nationally same time last year. 34 career development and recruitment events held.
Mission / Purpose

The mission of the College of Education, Health and Public Policy is to prepare capable and productive leaders within the disciplines of Education, Social Work and Health-related professions.

Goals without Outcome/Objective Relationships Specified

G 3: Partnerships

Goal 3. To participate in partnerships for the purposes of service, outreach and research (KPI #1 and 4)

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

G 1: High quality educational programs

Goal 1. Provide high quality programs in education and health related professions that are guided by the standards and ethics of our professional organizations and accrediting agencies. (KPI #2 and 3)

O/O 1: Accreditation (1)

Objective 1.1. Obtain and/or maintain accreditation of programs

Related Associations:

Strategic Plan Associations:
Delaware State University
  2.1 Increase retention and graduation rates by at least two percent annually for the next five years
  3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.

Related Measures:

M 1: Accreditation
By 2011, 100% of programs will have and/or maintain accreditation by the appropriate accrediting body.

Source of Evidence: Academic direct measure of learning - other
O/O 2: Current curriculum

**Objective 1.2.** Ensure that the curriculum is based on current and future trends of the profession and meet industry standards

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years

**Related Measures:**

**M 3: Service learning**
By 2011, 100% of programs offer service learning activities for students.

Source of Evidence: Academic direct measure of learning - other

O/O 3: Values and ethics

**Objective 1.3.** Ensure that the educational programs teach and uphold professional values and ethical standards.

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise

**Related Measures:**

**M 4: Interdisciplinary learning**
By 2011, 100% increase in interdisciplinary learning experiences provided.

Source of Evidence: Academic direct measure of learning - other

O/O 4: Diversity

**Objective 2.1** Cultivate an environment of academic and professional excellence within the context of diversity

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise

Related Measures:

M 5: Values and ethics
By 2011, 100% of departmental curricular provide training on professional values and ethical standards identified by their professional organizations and accrediting bodies.

Source of Evidence: Academic direct measure of learning - other

G 2: Students

Goal 2. Prepare students to meet the diverse populations in local, national and global societies. (KPI #1, 2 and 4)

O/O 5: Recruitment & retention

Objective 2.2. Develop and expand student recruitment and retention strategies

Relevant Associations:

Strategic Plan Associations:
Delaware State University
1.5 Recruit and retain outstanding and engaged faculty
2.1 Increase retention and graduation rates by at least two percent annually for the next five years

Related Measures:

M 6: Student leadership
By 2011, 100% of curricula in College will include leadership content and related assignments.

Source of Evidence: Academic direct measure of learning - other

O/O 6: Community services

Objective 3.1. All students will be involved in community service activities as part of their coursework and activities

Relevant Associations:

Strategic Plan Associations:
Delaware State University
4.1 Strengthen and expand DSU’s outreach, Extension, engagement, entrepreneurship and economic development programs to benefit the people of Delaware, the nation and the world.
4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

Related Measures:

M 7: Academic excellence
By 2011, 75% of students surveyed report strongly agreeing that there is a commitment to academic excellence within their department.

Source of Evidence: Academic direct measure of learning - other

O/O 7: Community outreach
Objective 3.2. Enhance community engaged partnerships and outreach

Related Measures:

M 8: Student report
By 2011, 25% of students report on their exit survey that they have had the opportunity to be involved with at least one research project.

Source of Evidence: Academic direct measure of learning - other

Annual Report Section Responses

Executive Summary (1-2 pages)

On September 5, CEHPP held a college meeting. The meeting shared the focus areas for 2017-18 of:

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

The Dean has been very active in raising the visibility of the College throughout the state and nation. The Dean serves on the Recruitment Group for Teach DE, the Community Advisory Committee (CAC) for Delaware-Ctr ACCEL, and the Board of Directors for the Delaware Foundation for Science and Mathematics Education.

The Dean and Associate Dean continued working on several college-wide grants including RCMI and ACCEL. The RCMI proposal was not accepted however, we plan to resubmit for the next funding cycle. Initial reviews for the ACCEL renewal grant were extremely positive. We are awaiting final word on whether the grant will be funded.

The Associate Dean continued to work with students applying to internships.
from CEHPP and other departments outside the college. As a result of this continued work, the following occurred:

· Two students received highly competitive undergraduate research summer positions

· Two students received yearlong paid internships at the prestigious Value Institute-Christiana Care

· Two students accepted paid summer positions via Summer Collab

· One student presented research at the Annual Black Doctoral Network Conference

· One student received a summer internship with the Health Career Connection Internship Program-New York State Health Foundation

· Two students are matriculating to graduate school at two premier universities-Columbia and Temple; and

· One student is matriculating to medical school at Drexel this fall.

Additionally, this led to involvement in developing a University-wide Health Professions Committee (HPC), which she currently chairs. The HPC provides pre-health professional advising and facilitates progress towards successful graduate health professional program application submission. Nine (9) students went before the committee for evaluation during spring semester.

The Academic Advising Center was extremely active preparing students for internships, Teacher Education Program admission and application to the nursing major. The Academic Advising Center is no longer a direct report to the Dean’s office, it now reports to University College. However, the director and staff continue to provide direct assistance the College.

The Delaware Center for Health Promotion (DCHP) held programs geared to get students, faculty and staff healthy - The Freshman 15 and Maintain, Don’t Gain holiday challenge. Additional items sponsored by the Delaware Center for Health Promotion are included in the document management section[MH1].

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

· Study Abroad opportunities offered by the Nursing Department to Thailand during Spring Break and by the Social Work Department to Costa Rica during May. Students participating in these programs were from the home department and other departments in the College and campus.

· Development of an Academy of Healing Trauma Institute. A certificate program is in developmental stages; however, the planning committee included administration, faculty, staff and community from CEHPP and across the University (e.g., CAHSS, Student Affairs, and Public Safety).

· On April 26th, faculty from Social Work and Public and Allied Health Sciences co-sponsored a Puppy Stress Release Day. The SPCA provided 3 puppies. Over 400 students, faculty and staff attended the event.
During AY 2017-18, all Education programs submitted Program Reports and received National Recognition Report responses from the Council for the Accreditation of Educator Preparation (CAEP). Elementary Education, Physical Education, Middle Level Education and Educational Leadership (M.Ed. and Ed.D) received National Recognition with conditions. The Title II SAFRA grant titled Teacher Education Program Enhancement was approved for 2015-2020 with an award of $180,000 per year. This grant allows the Education Department to address the major issue of our students having tremendous difficulty passing the Praxis II by offering content area workshops. All teacher candidates are now required to take and pass the PPAT as a state requirement for certification. This past fall, 95% of our students that took the PPAT passed. Thirty-three (33) student completed their internships this academic year. Fourteen (14) students earned doctoral degrees and three (3) student earned Master’s degrees.

The Department of Nursing has been nominated as a Best Nursing Program Finalist by the HBCU Digest. The HBCU Awards Gala ceremony will be held on June 22. The Department of Nursing was awarded full accreditation by the Accreditation Commission for Education in Nursing (ACEN) and full approval by the Board of Nursing. The National Council Licensure Examination (NCLEX) pass rate for the class of 2017 was 90%.

The Department of Public and Allied Health Sciences offered a new curriculum in Kinesiology effective Fall 2017. As of Spring 2018, the new program had 56 majors. Eight Movement Science majors were named as Arthur Ashe, Jr. Sports Scholars 2018, including one female semi-finalist. The Food Pantry and Mobile Food Pantry continued to provide food for students from across the University. The 4th Annual Public Health & Fitness Leaders Day (PHFLD) was held on February 21, with over 170 participants.

Dr. Sheridan Kingsberry, Associate Professor, was named Social Worker of the Year by the National Association of Social Workers, Delaware Chapter. The MSW online program was offered in Fall of 2017. On June 11, 2018, a law implementing multi-tiered licensure for Social Workers was signed by the Governor. Several past and current faculty members worked to insure the approval of this bill.

Unit(s) Profile

Dean - Marshá T. Horton
Associate Dean - Jacqueline Washington
Admin Asst/Budget Analyst - Lynn McGinnis
Director, DE Center for Health Promotion - Marianne Carter
Student Services Center - now part of University College
Director - Michele Rush
Assistant Director - Charmaine Whyte
Unit(s) Initiatives accomplished in this cycle

All departments in CEHPP have research and internship experiences built into their curriculum. Specific information regarding the number of student participants are shown in the individual departmental reports; however, some of the highlights include:

- Elementary Education, Physical Education, Middle Level Education and Educational Leadership (M.Ed. and Ed.D.) received National Recognition with conditions from the Council for the Accreditation of the Educator Preparation (CAEP).
- 95% of the teacher candidates that took the PPAT test in Fall 2017 passed.
- MSN online program approved by Faculty Senate starting Spring 2019.
- 90% pass rate for Nursing graduating class of 2018 on the NCLEX-RN exam.
- Eight students from Nursing, Public Health and Education participated in a study abroad opportunity in Thailand during Spring Break.
- Kinesiology curriculum effective Fall 2017. As of Spring 2018, the new program had 56 majors. Students in Movement Science are being taught out.
- The American Council on Exercise Science (ACE) personal training certification program had a successful year two with five students completing the program. The program has been renewed for 2018-19.
- The 4th Annual Public Health & Fitness Leaders Day (PHFLD) was held on February 21, with over 170 students and representatives from 35 local fitness and health businesses participating.
- The Food Pantry and Mobile Food Pantry were open throughout the year.
- Ten students from Social Work participated in a study abroad opportunity in Costa Rica in May.
  Three graduate and four undergraduate Social Work students and two undergraduate and one graduate Education student presented at Research Day.

Unit(s) Honors/Awards and Achievements

- On April 27, 21 students were inducted into Kappa Delta Pi, International Honor Society in Education.
- The Department of Nursing has been nominated as a Best Nursing Program Finalist by the HBCU Digest. The HBCU Awards Gala ceremony will be held on June 22.
- The Department of Nursing was awarded full accreditation by the Accreditation Commission for Education in Nursing (ACEN) and full approval by the Board of Nursing.
- Eight Movement Science majors were named as Arthur Ashe, Jr. Sports Scholars 2018, including one female semi-finalist.
· The Phi Epsilon Kappa professional fraternity for Movement Science/Kinesiology and Health Promotion/Public Health inducted 20 new members in spring 2018.

· Social Work MSW program offered online starting Fall of 2017.

· June 11, 2018, a law implementing multi-tiered licensure for Social Workers was signed by the Governor. Several past and current faculty members worked to insure the approval of this bill.

· Dr. Sheridan Kingsberry was named Social Worker of the Year by the National Association of Social Workers, Delaware Chapter.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

**Strategic Goals**

1. Fully integrate the Department of Psychology into the newly reconfigured College of Health and Behavioral Sciences.

2. Launch the online RN to MSN program.

3. Launch the Trauma Certificate Program.

4. Increase the number of students participating in research, study abroad, service learning, experiential learning and/or leadership programs by fostering interdisciplinary and intra-departmental collaborations.

**Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.**

Education -- 5 journal articles, 2 books, 1 chapter in a book
Public and Allied Health Sciences - 4 journal articles
Social Work - 2 journal articles, 1 book
Mission / Purpose

The Center for Teaching and Learning (CTL) of Delaware State University maintains a focus on linking professional development to university improvement. Its principle mission is to strengthen and support academic programs that improve teaching and learning across all mediums of education for instructors and students by providing ongoing faculty support services. The CTL will expand its mission and goal by providing faculty professional developmental services that will help the university achieve the goal of student success. The CTL is a supportive resource for faculty and adjunct professors of Delaware State University and offers a variety of services for them to be effective and successful teachers within their classrooms. These services include Professional Development services (workshops, conferences, sponsorships for travel), Mini-Grant opportunities, Promotion & Tenure tips and assistance, and teaching assistance for faculty and adjunct professors; all of which allow university faculty to strengthen their teaching efforts through research-based methodologies, professional development experiences, advanced studies and assessment practices that lead to improved teaching and student learning.

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

G 1: Professional Development

Provide professional development activities and opportunities for faculty who delivering quality instruction and create of an exceptional learning environment that promotes academic excellence and transformative student learning.

O/O 1: Increase Professional Development Activities Sponsored by CTL

Increase by 50% over the amount offered in 2012, the number of workshops on campus that address high impact teaching practices and use of technology.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
  1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
  5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

Related Measures:
M 1: CTL sponsored workshops
Increase the number of CTL sponsored workshops by 50% over the amount offered in 2012, that address high impact teaching practices and use of technology that increase student learning. (10 workshops conducted in 2012).

Source of Evidence: Activity volume

Target:
Increase the number of workshops by 50% over the amount offered in 2012 that address high impact teaching practices and the use of technology to increase student learning (10 were conducted in 2012).

Findings (2016-2017) - Target: Met

A total of 28 workshops were conducted from October 1, 2016 to September 30, 2017, 21 of these workshops addressed the use of technology in the classrooms and high impact teaching practices. This represents a 110% increase from 2012.

October 4, 2016- Self Evaluations
October 6, 2016- SMART Board Training
October 10, 2016- Technology Training (Wilmington Campus)
October 13, 2016- Peer Evaluations #1
October 18, 2016- Let's Flip this Classroom
October 25, 2016- Active Learning vs. Passive Learning
November 11, 2016- Grant Writing
November 15, 2016- Effectively using Blackboard in the Classroom
November 15, 2016- Online Student Course Evaluations
November 29, 2016- Peer Evaluations #2
December 11, 2016- Working with Students with Disabilities
January 24, 2017- Student Evaluations Crash Course
January 31, 2017- Peer Evaluations #3
February 16, 2017- Blackboard Grade Center #1
February 21, 2017- Self Evaluations of Teaching
February 28, 2017- Blackboard Collaborate #1
March 16, 2017- Blackboard Grade Center #2
March 21, 2017- Mini Grant Presentation: The Graphic Syllabus, Dr. Susmita Roye
March 28, 2017- Blackboard Collaborate ULTRA #2
April 4, 2017- Integrated Learning
April 6, 2017- Course Evaluations
April 13, 2017- Blackboard Grade Center #3
May 5, 2017- Promotion & Tenure
August 24, 2017- New Faculty Orientation
September 5, 2017- Promotion & Tenure
September 19, 2017- Working with Students with Disabilities
September 21, 2017- Blackboard Workshop
September 26, 2017- Assessment Collection Data System (ACDS)

Findings (2015-2016) - Target: Met

Ten workshops were conducted in 2012 that addressed technology and high impact teaching.

This year a total of 21 have been completed, that directly relate to
technology and/or high impact teaching practices. This represents a 110% increase. The following workshops have been conducted:

October 9 - Learning Communities Basic Workshop
October 10 - "Syllabi" Workshop
October 17 - "Advising Basics" Workshop
October 21 - 9th Annual Mini Grant Presentations
October 29 - "Accessibility for All" Workshop
October 31 - Faculty Roundtable - MOOC's Discussion
November 6 - Learning Communities - Integrated Learning II Workshop
November 15 - Learning Communities Workshop
November 18 - MADE Clear Workshop (University of Delaware Presenters)
December 3 - 10th Annual Mini Grant Informational Session
January 23- ADVANCE Women's Interest Workshop
January 29- Learning Communities Workshop
February 6- Common Core Training for ECHS College Faculty
February 14-Physics Day Teaching Workshop - Active Engagement Through Technology
February 19 - Sustainability Teaching Workshop for Chemistry Department
February 20- Social Media Usage for Classroom Teaching Workshop
February 27-- Faculty Advising Workshop - Using Social Media
March 18 - PBL Math Chats Workshop for Mathematics Department
April 8 - Assessment Presentations, conducted preparation workshop for participating faculty.
April 15 - "Promotion & Tenure" Workshop - Electronic Portfolios

**Findings (2012-2013) - Target: Partially Met**

Ten workshops were offered in 2011-12 that specifically addressed high impact teaching practices or classroom technology. The target for 2012-13 was to increase that number by 50% which would be 20 workshops. A total of 15 workshops addressing high impact teaching and/or technology have been conducted as of June 30. We have two planned for August and will need to complete another 3 in September in order to
meet our target.

**Findings (2011-2012) - Target: Met**
Fifteen workshops were conducted by the CTL for the 2011-12 academic year; Aug 23, 24, Sept. 20,29, Oct. 20,25,28, Nov 14,16, Dec 8, Jan 11, Feb 21, March 22, April 18, May 9. This meets the target of increasing by 5% over the 2007-08 academic year.

**Findings (2010-2011) - Target: Met**
CTL sponsored workshops for the 2010-11 academic year totaled 20: August 23  
August 26  
September 10  
September 14  
September 24  
October 18  
November 10  
November 16  
December 6  
January 26  
February 23  
February 24  
March 4 and 5  
March 23  
March 28  
April 4  
April 6  
April 20  
April 27  
May 10

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

**CTL Sponsored Travel**
*Established in Cycle: 2010-2011*
The CTL has not been able to increase the number of faculty attending teaching conferences by 5% over the baseline established i...

**Classroom Technology**
*Established in Cycle: 2012-2013*
We may be acquiring an ECHO 360 platform through collaboration with the Biology Department. This along with increasing the numbe...

**O/O 2: Increase Knowledge of Best Teaching Practices.**
Provide support for at least 12 faculty members to attend teaching conferences that specifically address integrated learning, problem-based learning, service-learning and/or learning communities.

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

**Related Measures:**

M 2: Increase faculty support for travel to professional conferences.

Support for faculty members to attend teaching conferences that specifically address high impact teaching practices such as Problem-Based Learning, Service Learning, Learning Communities and Integrated Learning.

Source of Evidence: Activity volume

**Target:**
Twelve faculty members to attend teaching conferences addressing high impact teaching practices.

**Findings (2016-2017) - Target: Met**

During the 2016-2017, we have sponsored a total of 33 faculty members to attend conferences related to teaching, learning and/or assessment, therefore exceeding our target of sponsoring 12 faculty members.

Benjamin Shamburger- 14th Annual Males of Color Empowerment & Retention Conference
Carla Becker- 2016 CMS National Conference
Phyllis Brooks-Collins- International Leadership Conference
Keun Kim- 2016 NAEYC Annual Conference
Chetanath Gautam- University Council of Educational Administration
Kevin Ralston- ASC meeting
Victor Gomia- 2016 African Studies Association Conference
Marsha Horton- 15th Annual Faculty Conference on Teaching Excellence Temple University
Jacqueline Washington- 15th Annual Faculty Conference on Teaching Excellence Temple University
Weiping Song- 15th Annual Faculty Conference on Teaching Excellence Temple University
Fran Franklin- 15th Annual Faculty Conference on Teaching Excellence Temple University
Vesta Viddy- 15th Annual Faculty Conference on Teaching Excellence Temple University
Temple University
Joseph Fees- 15th Annual Faculty Conference on Teaching Excellence
Chandrakant Ganatra- 15th Annual Faculty Conference on Teaching Excellence
Myna German- 15th Annual Faculty Conference on Teaching Excellence
Devdeep Maity- 15th Annual Faculty Conference on Teaching Excellence
Gulhani Ozbay- 15th Annual Faculty Conference on Teaching Excellence
Robin Krawitz- 15th Annual Faculty Conference on Teaching Excellence
Amanda Anderson- Southwest Popular American Culture Association
Dennis McIntosh- Aquaculture Annual Meeting
Hazel Bradshaw-Young- National Art Convention New York
Andrew Blake- Council on College Composition & Communication Conference
Natalie Belcher- Council on College Composition & Communication Conference
Kami Fletcher- 2017 African American Intellectual History Society
Kylie Parotta- Southern Sociological Society Meeting
Adenike Davidson- CLA Annual Conference
Anthony Hill- National Association of Black Social Workers Conference
Fran Franklin- National Association of Black Social Workers
Keun Kim- ACEI Annual Conference
Rejoice Sherry- Mid-Atlantic Regional Archives
Nirmaljit Rathee- International Journal of Arts and Sciences Annual Multidisciplinary Conference
John Rich- Teacher Professor Conference
Edward Dawley- Annual Conference of the American Association of Teachers
Natalie Belcher- 2017 Literacies All Summer Institute
Kylie Parotta- Qualitative Summer Institute
Phyllis Brooks-Collins- Evergreen State University
Lalia Girgis- Evergreen State University
Chetanath Gautam- 22nd Annual Values & Leadership Conference
Eleanor Kiesel- Council on Social Work Education (CSWE)
Natalie Belcher- 2017 NCTE National Conference

Findings (2015-2016) - Target: Met

We have reached our objective of having at least 12 faculty members attend conferences or workshops that examine specific, high-impact teaching practices.

Rebecca Fox-Lyken

Robin L. Krawitz

Keun K. Kim

Ladji Sacko

Vincent Ciammaichelli
Findings (2012-2013) - Target: Met

High impact teaching practices include any performance based classroom or assessment activities such as Problem-Based or Project Based Learning, any type of peer learning community, and faculty advisement/mentoring. The CTL has collaborated with the assessment office and Office of First-Year Programs to bring training to faculty members in the areas of Learning Communities and Performance Based Assessments. We will reach our measure of providing support for 12 faculty members to attend teaching conferences on specified topics, indirectly. Four faculty members did receive financial support for traveling to a conference where Service Learning, Project-Based Learning and/or Learning Communities were the focus. Because travel funds are limited several faculty members have engaged in an informal professional learning community where they have shared their experiences in teaching students together in the College Advance Program, College of Arts, Humanities and Social Sciences. Dr. Alton Thompson, Provost and Vice President for Academic Affairs supported faculty in their endeavor to share and form more Learning Communities, like College Advance. Liberal Education and America's Promise LEAP has endorsed the idea of Learning Communities, especially those that focus on real-world, integrative learning experiences which can help students improve their critical thinking and problem-solving skills. Dr. Myrna Nurse is the Learning Communities Steering Committee (LCSC) Chairperson. The committee has sponsored several collaborative workshops where faculty share ideas and design integrated projects/problems for student learning. This effort involves the identification of critical learning objectives and appropriate assessment for measuring improvement in students' critical thinking and or problem solving abilities. The LCSC has helped faculty create hard-linked and soft-linked courses through workshop activities and over 30 faculty members will be involved in this high-impact teaching practice by 2014. The CTL provides a unique faculty -to-faculty link for professional development and support for new emerging research-based practices in teaching and learning.
Findings (2011-2012) - Target: Met

Findings (2010-2011) - Target: Not Met
The CTL sponsored the following travel:

July, Aug, Sept 2010 - No travel awards
Jan, Feb, Mar 2011 - 4 travel awards as follows: McGary, Rich, Brickhouse, Brittingham
April, May, June 2011 - 8 travel wards as follows: Perrine, Fingerwright, Rich, Grevious, Fox-Lykens, Jackson, Liu, Fox-Lykens, Brickhouse

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

Increase budget for travel
Established in Cycle: 2010-2011
When the goal to increase the travel awards by 5% in 2007-08, the proposal called for an increase to the CTL's budget for the pu...

G 3: Scholarship of Teaching
Provide support to faculty for the research of innovative teaching practices that lead to improved student learning.

O/O 3: Teaching Innovation
Increase the number of mini-grants for teaching innovation by 50% over the amount submitted in 2011.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
3.3 Provide opportunities for undergraduate students to participate in research.
**Related Measures:**

**M 3:** Increase the number of mini-grant proposals submitted by faculty.

Increase the number of mini-grant proposals submitted by faculty for teaching by 50% over the amount submitted in 2012 (3 were submitted in 2012).

Source of Evidence: Activity volume

**Target:**
Support at least 3 faculty members enrolled in Doctoral programs by providing tuition reimbursement.

**Findings (2011-2012) - Target: Not Reported This Cycle**
This funding was reduced from the Title III Budget and is no longer available to faculty or staff.

**M 7:** Increase the number of mini-grant proposals submitted by faculty

Increase the number of mini-grant proposals submitted by faculty for teaching by 50% over the amount submitted in 2012 (3 were submitted in 2012).

Source of Evidence: Activity volume

**O/O 4:** Scholarship of Teaching and Learning (SOTL)

Provide travel support for at least three faculty members to attend seminars/workshops/conferences that relate directly to SOLT.

**Relevant Associations:**

**Strategic Plan Associations:**

*Delaware State University*

1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement

3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.

5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

**Related Measures:**

**M 2:** Increase faculty support for travel to professional conferences.

Support for faculty members to attend teaching conferences that specifically address high impact teaching practices such as Problem-Based Learning, Service Learning, Learning Communities and Integrated Learning.

Source of Evidence: Activity volume

**Target:**
Twelve faculty members to attend teaching conferences addressing high impact teaching practices.

**M 3:** Increase the number of mini-grant proposals submitted by faculty.

Increase the number of mini-grant proposals submitted by faculty for teaching...
by 50% over the amount submitted in 2012 (3 were submitted in 2012).

Source of Evidence: Activity volume

**Target:**
Increase the number of mini-grant proposals from 3 to 6, that specifically address teaching and learning.

**Findings (2016-2017) - Target: Not Met**

During 2017, a total of 3 mini-grant proposals were received and funded up to $2000.00
Dr. Kam Kong - "Introducing Emerging Technologies in Mid Program Project Course"
Dr. Dalyne Johnson - "The Impact of Video Analysis in Mathematics for Teachers I"
Dr. Krystal Hans - "Active Learning Strategies in Forensic Biology"

**Findings (2015-2016) - Target: Met**

In 2012, only three mini grants were submitted.

Mini grant proposals submitted for this year totaled nine. This is a 200% increase. The following mini-grants were funded:

**Dr. Sangeeta Gupta** - Public Health Undergraduates: An Introduction to Research Ethics and Applied Research

**Dr. Daniela Radu** - Green Chemistry and Climate Change Aspects-Live

**Dr. Andrew Lloyd** - Students Communicating on a Social Media Platform

**Dr. Darla Scott** - Intellectual Exchange and Collaboration in Psychology (PSYC 201) Enhancing learning in introductory psychology using the Classroom Presenter"

**Findings (2012-2013) - Target: Partially Met**

Mini-grant funding helps new faculty with a small amount (up to $1000) of research funding through a competitive proposal submission process. The CTL has encouraged and helped faculty to submit projects that focus on assessment of student learning and classroom innovation. A total of four mini-grants have been awarded for teaching innovation.

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

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

**Teaching and learning mini-grants.**

*Established in Cycle: 2012-2013*

In the past, we only provided mini-grants for faculty research and not
for research in teaching and learning. Because we have ch...

**2018 Mini Grant Plan**  
*Established in Cycle: 2016-2017*  
Starting in 2018, a Committee will be created to determine the mini-grant criteria and to determine awardees. Funding limitatio...

**M 7: Increase the number of mini grant proposals submitted by faculty**  
Increase the number of mini-grant proposals submitted by faculty for teaching by 50% over the amount submitted in 2012 (3 were submitted in 2012).

Source of Evidence: Activity volume

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 5: Improve Outreach Efforts to Local Educational Agencies**

Provide sponsorship and encourage collaboration with DE Department of Education and local K-12 school districts.

**Related Measures:**

**M 4: Host professional development activities for LEAs.**  
The number of professional development activities sponsored for LEAs (two were held in 2011-12).

Source of Evidence: Activity volume

**Target:**  
Sponsor four professional development activities for LEAs (a 50% increase from 2011-2012 result of two trainings).

**Findings (2016-2017) - Target: Met**  
During 2016-2017, we hosted several professional development meetings for the Delaware Mathematics Coalition including a collaborative Math Equity Conference that focused on promoting equitable conditions in STEM for teachers and students, that was held on March 11, 2017. A total of 3 Math Leadership Coaching Labs were held on October 21, 2016, December 16, 2016 and March 16, 2017. A total of Elementary Math Teaching Leadership Cohorts meetings were held October 11, 2016, December 5, 2016 and March 16, 2017. These 7 activities were facilitated by the Delaware Mathematics Coalition.

**Findings (2015-2016) - Target: Met**  
In 2011-12 we hosted two trainings for outside agencies. This past year we hosted eleven. This is a 450% increase. The following Middle School Math teachers professional development took place at Delaware State University (this training was conducted by the Delaware Mathematics Coalition) :
COHORT I:
October 23
November 14
January 16, 2013
February 26
March 12
April 30
COHORT II
November 16
January 17, 2013
February 27
March 13
May 1

Findings (2012-2013) - Target: Met

Hosting professional development activities in collaboration with local educational agencies (LEAs) commits and situates the University as a community members striving alongside with them to make students and future residents of Delaware, engaged, life-long learners. Our performance measure was to host at least three events and we have hosted six events and we have planned an event with Mid-Atlantic Educational Laboratory for September 2013.

O/O 6: Recruitment and Retention of Quality Faculty
Identify problems in faculty recruitment, retention and satisfaction with work/life quality by conducting a nationally recognized faculty survey.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
1.5 Recruit and retain outstanding and engaged faculty

Related Measures:

M 5: Faculty Recruitment and Retention
Survey faculty surveys such as Harvard University's COACHE survey or other AAUP surveys.

Source of Evidence: Activity volume
Target:
Attain a 50% response rate on faculty surveys.

Findings (2015-2016) - Target: Met
The 2015-16 year resulted in conducting an AAUP Nationally Recognized Faculty Survey on Shared Governance. Please see Faculty Senate's or CTL's Blackboard site for survey results.

Findings (2012-2013) - Target: Not Met
We will conduct the COACHE Survey in 2014.

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

COACHE Survey
Established in Cycle: 2012-2013
We will conduct the COACHE survey in 2014.

M 6: Program Accreditation
CTL assistance provided to departments through sponsoring of PD activities directly related to accreditation requirements.

Source of Evidence: Activity volume

Details of Action Plans for This Cycle (by Established cycle, then alpha)

CTL Sponsored Travel
The CTL has not been able to increase the number of faculty attending teaching conferences by 5% over the baseline established in 2007-08.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: CTL sponsored workshops | Outcome/Objective: Increase Professional Development Activities Sponsored by CTL

Increase budget for travel
When the goal to increase the travel awards by 5% in 2007-08, the proposal called for an increase to the CTL's budget for the purpose of increasing professional development activities for faculty. This increase in budget was denied by the Title III Office and consequently we have not been able to meet our goal of increasing the PD activities by 5%

What the CTL has done to try and meet the goal is to limited the amount of each travel award. The maximum amount of each travel award has been $1,000.00 for the years
2009-10 and 2010-11. We will continue this into the 2011-12 year with the hope of reaching our target over a 5 year timeline.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Increase faculty support for travel to professional conferences.  
- **Outcome/Objective:** Increase Knowledge of Best Teaching Practices.

**Projected Completion Date:** 06/29/2012

**Classroom Technology**  
We may be acquiring an ECHO 360 platform through collaboration with the Biology Department. This along with increasing the number of workshops for Smart Boards by just one or two will help us meet our target of 20 workshop offerings.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** CTL sponsored workshops  
- **Outcome/Objective:** Increase Professional Development Activities Sponsored by CTL

**Projected Completion Date:** 10/01/2013

**COACHE Survey**  
We will conduct the COACHE survey in 2014.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Faculty Recruitment and Retention  
- **Outcome/Objective:** Recruitment and Retention of Quality Faculty

**Projected Completion Date:** 10/01/2014  
**Responsible Person/Group:** CTL Director and Staff

Teaching and learning mini-grants.
In the past, we only provided mini-grants for faculty research and not for research in teaching and learning. Because we have changed the criteria for the mini-grant proposals we think that a better marketing campaign needs to take place and make faculty aware of what they might be able to submit especially requesting classroom equipment or supplies. We have planned to make the 2013-14 mini-grant advertisement much clearer on what we mean by proposals for classroom innovation.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Increase the number of mini-grant proposals submitted by faculty. |  
Outcome/Objective: Scholarship of Teaching and Learning (SOTL)

**Implementation Description:** Advertise new mini-grant criteria on Blackboard site for the CTL.  
**Projected Completion Date:** 10/01/2013  
**Responsible Person/Group:** CTL Director and staff.

**2018 Mini Grant Plan**  
Starting in 2018, a Committee will be created to determine the mini-grant criteria and to determine awardees. Funding limitations hinder faculty from applying, however we currently have $6000.00 budgeted this fiscal year for mini-grant awards.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Increase the number of mini-grant proposals submitted by faculty. |  
Outcome/Objective: Scholarship of Teaching and Learning (SOTL)

**Projected Completion Date:** 09/28/2018
Mission / Purpose

The primary mission of the Department of Chemistry is to provide a fundamentally sound education to both our undergraduate majors and our graduate students. We seek to prepare qualified majors for a successful career in the scientific discipline of chemistry. These careers can take several paths: (1) entrance into the profession as a chemist at the bachelors, masters, or Ph.D. level; (2) matriculation toward a professional degree in the dental, medical or health-related fields; (3) preparation for an educational track, providing excellent chemistry teachers in secondary schools. Most importantly, we must produce excellent, credible and well trained students who will fulfill any of these career aspirations with a high degree of integrity.

The Department's Mission Statement (adopted in 2011) supports the University's Mission Statement to provide for the people of Delaware and others who are admitted, a meaningful and relevant education.

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

G 1: Students will be independent learners

All students will be independent learners who are proficient in chemistry and able to integrate knowledge and technology to achieve personal and professional success

SLO 1: Effective integration of knowledge and technology to improve success

Continue to improve the quality of teaching and learning in chemistry while maintaining a minimum 2.5 GPA in chemistry

Relevant Associations:

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

Related Measures:

M 1: Student academic performance will be assessed through standardized exams
Academic performance will be assessed via teacher and peer evaluations as well as ACS standardized exams

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students completing the main sequence general chemistry CHEM101/102/301/302 will be able to demonstrate a thorough knowledge of general chemistry/organic chemistry as evidenced by an average score of 35 on the national ACS General Chemistry/Organic Exam

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

Findings (2012-2013) - Target: Met
In the fall 2012 semester, in Chem 101, 17 out of 89 students had a score of 35 or higher. In Chem 102, 3 out of 23 students had a score of 35 or higher. In the spring 2013 semester, in Chem 101, 2 out of 44 students had a score of 35 or higher. In Chem 102, 13 out of 62 students had a score of 35 or higher. In Chem 301/2, 1 out of 27 students had a score of 35 or higher.

Findings (2010-2011) - Target: Not Met
The data indicated that no students performed above a score of 30 in organic chemistry during spring and summer semesters.

G 2: Students will possess effective inquiry and critical thinking skills
Students will be effective inquirers and critical thinkers who are able to use appropriate quantitative and qualitative information to solve problems in chemistry

SLO 2: Appropriate use of quantitative and qualitative information
Students will analyze problems in chemistry and write critically on the subject matter

Relevant Associations:

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

Related Measures:

M 2: Senior Capstone
Students will complete a senior capstone course that will integrate general education and course work in chemistry

Source of Evidence: Capstone course assignments measuring mastery
**Target:**
Senior chemistry majors will be able to demonstrate a high level of critical thinking and reasoning ability which they will demonstrate during their capstone experience. A rubric will be used for evaluation with possible scores of unsatisfactory, satisfactory, proficient, and advanced. The number of top scores will be evaluated yearly to track undergraduate performance in regards to quantitative and qualitative information.

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

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

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

**G 3:** Students will be competent communicators

Students will be competent communicators with good oral and written communication skills.

**SLO 3:** Improve communication skills

Students will develop proficient oral and written communication skills.

**Relevant Associations:**

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

**Related Measures:**

**M 3:** Student Performance through oral and written communication

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

Source of Evidence: Presentation, either individual or group

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

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

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

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

G 4: Students will be productive professionals

Students will be ethical, collaborative, and productive citizens of a complex, diverse world

SLO 4: Proficient users of instrumentation and software

Students will become proficient in the operation of and interpretation of results from the use of instrumentation and computer software

**Relevant Associations:**

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

**Related Measures:**

**M 4: Experimental application of learned concepts**

Students will complete 3** level coursework that requires them to master the use of modern instrumentation and experiential learning. Students will use aforementioned techniques in research projects.

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

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

**Findings (2016-2017) - Target: Met**
Over 90% of students enrolled in 3** level courses achieved proficiency in knowledge of chemical techniques and methods
Findings (2012-2013) - Target: Met
Three students received certification this year: Sabine Neal, Rebecca Weideman-Mera, and Lewis Lott.

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

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Reporting Template

The undergraduate curriculum is being reformulated and a reporting template is incorporated now into the course design that offer the standard ACS exam.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Mission / Purpose

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

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

Goals without Outcome/Objective Relationships Specified

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

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

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

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

Relevant Associations:

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

Related Measures:
M 3: ACS Standardized Testing
Achieve satisfactory performance on ACS standardized tests

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
Increase undergraduate research participation, both inside and outside of the university.

**Findings (2016-2017) - Target: Partially Met**
Undergraduate research opportunities were increased 25% through advertisement, marketing of local INBRE, DE NASA Space Grant, and COBRE sponsored programs

**Findings (2012-2013) - Target: Met**
Eighty percent of pre-professional students have participated/are participating in undergraduate research.

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

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

**Relevant Associations:**

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

**Related Measures:**

**M 1: Overall GPA**
Overall major GPA

Source of Evidence: Academic direct measure of learning - other

**Target:**
Overall student academic performance of our graduates will be improved. Increase the number of students who graduate with GPAs above 3.0. Achievement will be followed by a thorough evaluation of student performance resulting in increased performance

**Findings (2016-2017) - Target: Met**
Over 75% of chemistry pre-professional majors graduate with a 3.0 GPA or above
Findings (2012-2013) - Target: Met
Two out of three pre-professional graduates earned a GPA above 3.0.

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

M 3: ACS Standardized Testing
Achieve satisfactory performance on ACS standardized tests

Source of Evidence: Standardized test of subject matter knowledge

Target:
Students completing the main sequence general chemistry CHEM101/102/301/302 will be able to demonstrate a thorough knowledge of general chemistry/organic chemistry as evidenced by an average score of 35 on the national ACS General Chemistry Exam.

Findings (2016-2017) - Target: Met
General Chemistry courses showed 75% achievement of students able to achieve a score of 30 or higher on the ACS examination.

Findings (2012-2013) - Target: Met
In the fall 2012 semester, in Chem 101, 17 out of 89 students had a score of 35 or higher. In Chem 102, 3 out of 23 students had a score of 35 or higher. In the spring 2013 semester, in Chem 101, 2 out of 44 students had a score of 35 or higher. In Chem 102, 13 out of 62 students had a score of 35 or higher. In Chem 301/2, 1 out of 27 students had a score of 35 or higher.

Findings (2010-2011) - Target: Not Met
No students obtained a score of 30 or higher on the ACS organic chemistry class for spring and summer semesters.

G 4: Development of Critical Thinking and Problem Solving Skills
Students will develop proficient levels of critical thinking and problem solving skills pertaining to the ability to apply such skills to the solution of chemical problems.

SLO 3: Gain Knowledge of Math and Physics:
Students will gain fundamental knowledge of mathematics and physics in preparation for the discipline.

Relevant Associations:

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

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
G 5: Competence in technical writing

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

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

Relevant Associations:

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

Related Measures:

M 2: Capstone
Satisfactory Completion of Capstone Project

Source of Evidence: Capstone course assignments measuring mastery

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

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

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

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

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 5: Job Placement/Graduate School
Graduates will be successfully placed in a chemical profession, graduate school, or relevant occupation

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

Related Measures:

M 4: Senior Exit Surveys

Senior Exit Surveys, Interviews, Focus Groups

Source of Evidence: Exit interviews with grads/program completers

Target:
Graduates of the BS Chem in the ACS concentration will be successful in gaining entrance into high quality graduate schools in chemistry, admission to professional schools, and securing quality careers in the chemical sciences. The departmental chair and chemistry major advisor will maintain contacts with alumni to track where our majors have ended up. These results will be monitored to achieve a target of 75% placement of our students in graduate/professional schools or securing quality careers in the chemical sciences.

Findings (2016-2017) - Target: Partially Met
The department conducted exit interviews of our (5) 2017 graduates and reports 75% job placement and 25% undecided.

Findings (2012-2013) - Target: Not Reported This Cycle
The department is in the process of developing our exit survey (see draft in uploaded documents section), and will report on this finding next year.

Findings (2010-2011) - Target: Not Met
This measure was not successfully implemented and we are unable to report on our graduate placement.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement team-taught courses
Incorporate team taught courses (i.e. physics, biology, and chemistry)

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Projected Completion Date: 08/31/2012

Update laboratory experiments
Update laboratory experiments (modernize using computer interfaced instrumentation)

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Projected Completion Date: 04/30/2012

Use of technology
Use of technology (i.e. Blackboard, textbook CDs)

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High
Projected Completion Date: 08/31/2011

Years to Completion
At least 70% of students complete in 4 years

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Faculty Template
Revision of current curriculum will include a template for faculty reporting of ACS standardized results.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Implement Tracking of Graduates
To follow our graduates and have email contact with them after graduation.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Mission / Purpose

The primary mission of the Department of Chemistry is to provide a fundamentally sound education to both our undergraduate majors and our graduate students. We seek to prepare qualified majors for a successful career in the scientific discipline of chemistry. These careers can take several paths: (1) entrance into the profession as a chemist at the bachelors, masters, or Ph.D. level; (2) matriculation toward a professional degree in the dental, medical or health-related fields; (3) preparation for an educational track, providing excellent chemistry teachers in secondary schools. Most importantly, we must produce excellent, credible and well-trained students who will fulfill any of these career aspirations with a high degree of integrity.

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

G 1: Attract and retain students
Attract and retain large numbers of well-prepared students

O/O 1: The Department will recruit more students.
The Department will recruit more academically talented students through open houses, school visits, and summer programming

Related Measures:

M 1: Increase the number of students graduating from the Department
Increase the number of students graduating from the Department with bachelors, masters and PhD degrees by an average of 5% in four years, while increasing the percentage graduating with honors

Source of Evidence: Standardized test of subject matter knowledge

Target:
Continue to participate in college and university recruitment activities.

Findings (2016-2017) - Target: Met
Continued participation in NSO and College recruitment activities

Findings (2012-2013) - Target: Met
The majority of chemistry faculty members participated in open house events this academic year.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Currently we have 55 undergraduate majors and 9 graduate students. This is the first time that a target has been set and thus we have no data to assess our current status. We will monitor this carefully over the course of the four years and report our findings next year.

**O/O 2: The Department will improve the retention rates of students**

The Department will improve the retention rates of currently enrolled students through recitation, tutoring, and faculty advisement.

**G 2: Provide a quality instructional program**

Provide a well respected and quality instructional program.

**O/O 3: Strengthen undergraduate and graduate programs**

Strengthen undergraduate and graduate programs through periodic curriculum reviews, standardization exams, and integration of technology.

**Related Measures:**

**M 2: Testing analytical thinking**

Perform periodic curriculum reviews and administer common final exams in all courses where appropriate.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

To perform an overall curriculum review for both undergraduate and graduate level courses based on student surveys and student performance. In addition, we wanted to match the most effective instructors with the most critical courses in the chemistry curriculum. We also want to increase scholarship money by 10%.

**Findings (2016-2017) - Target: Met**

Lecturers were assigned to General Chemistry courses to provide uniform delivery of fundamentals and assist in assessment.

**Findings (2012-2013) - Target: Met**

The chemistry and chemistry pre-professional curricula changes were passed by the Faculty Senate in October 2012. The chemistry curriculum was revised to meet the 2008 ACS accreditation standards and strengthened by adding in one advanced chemistry course requirement. The chemistry pre-professional curriculum was modified to include more biology and social science courses to provide a better background for the MCAT and the predominant required courses for professional/medical school admissions. Work continues on the masters and the PhD requirements and was passed by the department in April 2013. A general chemistry coordinator was elected in order to standardize the learning experience for all general chemistry courses.
The scholarship money was increased by $22,000 through INBRE 2 Year 5 funds.

Findings (2010-2011) - Target: Met
The overall curriculum review indicated that the chemistry curricula was out of alignment with ACS updated criteria for accreditation and general education requirements. Standardized testing was administered in more courses during this time period. No scholarships were awarded due to lack of applicants.

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

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

Administer standardized exams in more courses
Established in Cycle: 2008-2009

A greater percentage of the faculty will participate in giving standardized exams. More new courses must be developed to support...

G 3: Enhance research activities
Enhance research infrastructure and resources

O/O 4: Enhance research activities

Faculty will obtain increased external funding for their research, additional resources for research activities and acquire more start-up funding for new hires.

Related Measures:

M 3: Increase number of disseminations by 5%
Increase the number of conference presentations and publications by faculty and students.

Source of Evidence: Presentation, either individual or group

Target:
Increase publication and conference presentations by 5%.

Findings (2016-2017) - Target: Met
Dissemination of findings was increased by 10%.

Findings (2012-2013) - Target: Met
For academic year 2013, there were 24 presentations and 28 publications.

Findings (2010-2011) - Target: Met
This standard of publications and conference attendance was met.

G 4: Improve and strengthen outreach efforts
The department will improve and strengthen its outreach efforts to underserved populations both on the campus and within the neighboring community.

O/O 5: The Department will extend its outreach activities to the neighboring communities

The department will improve and strengthen its outreach efforts to underserved populations by establishing more of a presence in the community and developing a strong sense of pride in the department, as well as increasing research collaborations with regional industrial partners, DAFB, Explorers Club, and A.I. duPont Hospital.

**Related Measures:**

**M 4: Increase number of outreach activities**

Feature seminar series that features external speakers that is open to the public. Participation in summer academic programs designed to prepare minority students for success in college.

Source of Evidence: Service Quality

**Target:**

Conduct seminar series to provide lectures that are open to the public. Participate in summer academic programs designed to prepare minority students for successful transition and matriculation in college.

**Findings (2016-2017) - Target: Met**

Invited seminar speakers from renowned institutions to expose students to tier 1 institutions and inform the public of advances in research.

**Findings (2012-2013) - Target: Met**

The department sponsored a Sustainable Chemistry Seminar Series, which featured five speakers (please see uploaded flyer). Dr. Cherese Winstead participated in summer programs designed to reach out to minority students. Additionally, Drs. Man, Lai, and Radu (new tenure-track faculty members) have taken on new SMILE and RISE students.

**Findings (2010-2011) - Target: Met**

Five external speakers offered lectures open to the public in organic chemistry or forensic chemistry. Dr. Winstead participated in multiple summer activities related to the recruitment of minority students.

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

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

**Increase outreach activities**

*Established in Cycle: 2008-2009*

Offer more outreach programs such as summer workshops for high school teachers; Involve high school students in summer research...
Obtain additional external funding  
*Established in Cycle: 2008-2009* 
Develop a plan for funding teaching assistantships for additional graduate opportunities

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Administer standardized exams in more courses**  
A greater percentage of the faculty will participate in giving standardized exams

More new courses must be developed to support the graduate and undergraduate programs

  Established in Cycle: 2008-2009  
  Implementation Status: Planned  
  Priority: High

**Relationships (Measure | Outcome/Objective):**
  Measure: Testing analytical thinking  | Outcome/Objective: Strengthen undergraduate and graduate programs

**Projected Completion Date:** 08/31/2011

**Increase outreach activities**  
Offer more outreach programs such as summer workshops for high school teachers;
Involv high school students in summer research;  
Sponsor a seminar series that features external speakers that is open to the public;  
Participate in academic programming to prepare minority students for college.

  Established in Cycle: 2008-2009  
  Implementation Status: Planned  
  Priority: High

**Relationships (Measure | Outcome/Objective):**
  Measure: Increase number of outreach activities  | Outcome/Objective: The Department will extend it outreach activities to the neighboring communities

**Obtain additional external funding**  
Develop a plan for funding teaching assistantships for additional graduate opportunities

  Established in Cycle: 2008-2009  
  Implementation Status: Planned  
  Priority: High
Relationships (Measure | Outcome/Objective):

**Measure:** Increase number of outreach activities  
**Outcome/Objective:** The Department will extend its outreach activities to the neighboring communities

**Recruitment and retention**

The department members will visit local high schools for recruitment purposes and they will become more involved in admissions department open houses

- **Established in Cycle:** 2008-2009
- **Implementation Status:** Planned
- **Priority:** High

**No Target Set in Previous Years**

This is the first time that a target has been set and thus we have no data to assess our current status. We will monitor this carefully over the course of the four years and report our findings next year.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** The department is becoming much more active in developing plans for recruitment and monitoring of undergraduate students. We are also in the process of updating/changing our curricula at both the undergraduate and graduate level to attract a larger number of students and to meet ACS accreditation standards.
- **Projected Completion Date:** 03/20/2014
- **Responsible Person/Group:** Chairman, faculty, and staff.
- **Additional Resources Requested:** An additional staff person to monitor student performance and to assist in recruitment process.
- **Budget Amount Requested:** $50,000.00 (recurring)

**Industrial Advisory Board**

Global companies located in the region have begun coming to the department to present a seminar on sustainable chemistry and are engaging in our undergraduate and graduate students in discussions about career paths. We intend to formalize these relationships by creating an Industrial Advisory Board to monitor the changing profile of an employable undergraduate and graduate student.

- **Established in Cycle:** 2012-2013
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/30/2014
Responsible Person/Group: 1. Dr. Eric Kmiec/Dr. Daniela Radu. 2. Dr. Eric Kmiec/Dr. Daniela Radu and Department of Chemistry staff. 3. Dr. Eric Kmiec/Dr. Daniela Radu and Department of Chemistry staff. 4. Dr. Eric Kmiec/Dr. Daniela Radu and Department of Chemistry staff.
Additional Resources Requested: We are expecting support to be generated through our relationship with Ashland Chemicals.

Annual Report Section Responses

Executive Summary (1-2 pages)

Unit(s) Profile

Unit(s) Initiatives accomplished in this cycle

Unit(s) Honors/Awards and Achievements

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Goal 1

Implement a new rubric system for General Chemistry laboratory instructors, using a clearly defined grading system so that they can more competently evaluate student performance by August 20, 2018.

Goal 2

Seventy percent of students in General Chemistry will demonstrate proficient knowledge of chemistry at the end of the 2018-2019 academic year by obtaining a score of 35pts or higher on the ACS Standardized exam.

Goal 3

Implement an active learning (flipped classroom) environment for General Chemistry lectures by August 27, 2018, that will include the use of VR technology, and improve student outcomes on the ACS Standardized exam at the end of the 2018-2019 academic year. Drs. Kimberly A. Milligan and Weiping Song are currently developing an immersive active learning curricula that will "go live" August 27, 2018.
Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? 

b) Have these changes been implemented? If not, when will they be implemented? 

c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Drs. Milligan and Song assess student learning by collecting and evaluating data from the ACS standardized exams given at the end of each term. The result of the findings have lead to a push to for a more active learning environment. Both instructors have attended a 4-week training provided by the Howard Hughes Medical Institute (HHMI) grant. (PI-Vincent Fondong) Changes in the General Chemistry course curriculum will begin August 27, 2018. The unit will ascertain whether this initiative has made a difference in student performance by May 31, 2019.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.
Mission / Purpose

The mission of the College of Mathematics, Natural Sciences, and Technology is to provide a high quality higher education in mathematics, natural sciences, and technology that prepares graduates to achieve leadership status in their communities and careers.

Vision

The vision of College of Mathematics, Natural Sciences, and Technology is to be the first choice for Delaware students interested in mathematics, natural sciences, and technology, and to be widely recognized and acclaimed for excellence in teaching, research, outreach and service. Our graduates will be competitive and successful in their future endeavors, which can include careers in science, engineering, or mathematics, other professional areas, or preparation for post-graduate education (medicine, dentistry, pharmacy, law, education, business, or graduate school, etc.).

In support of the University's vision, the College will:

- Excel in the education of undergraduate and graduate students in the professional, technical, and scientific arenas;
- Provide an important engine for science and technology research and economic development in Delaware, especially in Kent and Sussex counties;
- Offer an array of high quality degree programs culminating in a bachelor of science (B.S.), masters (M.S. or M.A.), or doctoral (Ph.D.) degree. While strengthening existing degree programs and ensuring the courses and curricula are fully aligned with 21st century global needs and accreditation standards, the College places a high priority on developing and implementing additional high quality Ph.D. programs;
- Develop a community of scholars with talent and expertise earning regional, national, and international recognition;
- Build a culture of global awareness through internationally focused teaching and learning, collaboration, and agreements that bring foreign faculty and students to the College and entice our faculty and students to study or do research abroad.

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

SLO 2: Student Learning Goals/Objectives

See Individual Departments

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

**M 1: Unit Goals, Objectives, and Measures**

Improve retention with a program where Dean's office contacts students with poor mid-term grades and offers support.

Related Measures:

**M1: Unit Goals, Objectives, and Measures**

To improve student retention and academic performance through the addition of instructional support

**M2: Source of Evidence: Administrative Measure**

To strengthen research programs and student training with a define policy for release time.

Source of Evidence: Administrative measure - other
<table>
<thead>
<tr>
<th>Detailed Assessment Report</th>
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<tbody>
<tr>
<td>As of: 9/27/2018 12:25 PM EST</td>
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<tr>
<td>2017-2018 Coaching (minor)</td>
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<tr>
<td>(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)</td>
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</tbody>
</table>
Detailed Assessment Report
As of: 9/27/2018 12:25 PM EST
2017-2018 COB Administration
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

Mission

Our mission is to provide a student-centered learning environment to develop successful business professionals with a global perspective. We emphasize academic excellence through innovation and integrity in teaching, professional development, research, and outreach.

Goals without Outcome/Objective Relationships Specified

G 2: Recruit, Retain and Graduate
Recruit, retain and graduate students prepared for the global workplace

G 3: Promote Research
Increase and promote sustained research that promotes innovation and provides impact for the discipline and COB stakeholders.

G 4: Outreach programs
Improve, expand and strengthen outreach programs that impact local, regional and global communities

G 5: Environmental Stewardship
Enhance Environmental Stewardship to improve support for teaching and scholarly endeavors that impact environmental sustainability

G 6: Enhance and leverage external relationships
Enhance, leverage and diversify resources to fulfill the COB mission

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

G 1: Exceptional Learning environment
COB will maintain an exceptional learning and supportive environment that provides high quality programs and engaged student learning

O/O 1: Curriculum relevance
Maintain Curriculum relevance

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.
8 Improve the process of program review to ensure compliance with requirements for certification and accreditation.

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 1: Curriculum comparison
Compare curriculum of peer and aspirant universities with COB every three years that provide innovative ideas and trends adaptable to COB curricula.

Documented review process of each program curriculum, answering the following questions: Identify new and innovative trends occurring in each program.

Source of Evidence: Curriculum/syllabus analysis of course to program

Target:
The assessment is documented and reported at the end of each school year.

Findings (2015-2016) - Target: Met

• Curricula Review Taskforce formed
• Review process being finalized
• BA (MIS Curriculum revised)
• BA (New concentration in Business Analytics proposed)
• BA (HTM concentration added)
• BA (New course Social Entrepreneurship added)
• Accounting (Operations Management added)
• Finance (Fixed Income Markets added)
• Finance (Certified Financial Planning Minor added)
• MBA reengineering with addition of concentrations and strengthening the core

O/O 2: Student support
Provide students support and resources to ensure engaged and enhance learning

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

**Delaware State University**

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 2: Tutoring center**
Establishment of tutoring center in COB. Documentation of tutoring center operation: number of students served weekly.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Number of students served weekly.

**Findings (2015-2016) - Target: Partially Met**

- Accounting (high failure rate class) and Finance have had Supplemental Instructors and tutors for their classes.
- Accounting will be piloting a lab attached to the Principles 1 and 2 classes in the Spring 2017

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

**Tracking student use of SI**

*Established in Cycle: 2015-2016*

Improve tracking of students attending Supplemental Instructors sessions

**M 3: Student Funding**
Scholarship funds and other resources provided to students (textbooks, lab supplies, etc.) for enhancing learning.
Documentation of number of students and the amount of funds provided.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Provide assistance to at least 5 students per semester.

**Findings (2015-2016) - Target: Met**

- $10,010.75 in funds were given to 18 students for scholarships and textbook for the 2015-2016 school year.

**O/O 3: Faculty professional development support**
Provide faculty with support and resources for professional development

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Business
  - 7 Cultivate a positive, collegial, supportive environment, and build a structure to reward faculty and staff who are committed to improving student learning.
- Delaware State University
  - 1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement

**Related Measures:**

**M 4: Faculty support provided**
Faculty support for opportunities to attend conferences, online classes and internships that promote engaged learning and other curricula relevant topics:

- # conferences attended or online courses taken
- documentation of benefits and use of information obtained for teaching enhancement.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Support at least 30 opportunities for faculty to participate in professional development activities

**Findings (2015-2016) - Target: Met**

- 5 faculty received TERP10 Certification, now able to train our students.
- 51 faculty opportunities to presented at or participated in conferences
  - 20 using Title 3 funds
  - 31 using COB Department funds

**O/O 4: Student internships**
Provide internship opportunities for students. Work with local and regional businesses to maintain existing and create new internships both during the school year and during summer breaks.

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Business
  - 1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
  - 9 Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.
- Delaware State University
  - 1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
O/O 5: Student case competitions and conferences
Provide students with opportunities to participate in case competitions and professional and academic conferences

Relevant Associations:

Strategic Plan Associations:
College of Business
1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
Delaware State University
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Tracking student use of SI
Improve tracking of students attending Supplemental Instructors sessions

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Tutoring center | Outcome/Objective: Student support

Projected Completion Date: 05/05/2017
Responsible Person/Group: Chair
Mission / Purpose

The purpose of the comprehensive music education program is to: 1. Prepare students for elementary and secondary music teaching positions; 2. Prepare students for graduate study in music.

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

G 1: Student Learning Goals
Student Learning Goals

SLO 1: Analysis
Analyze music on a harmonic and formal basis.

Relevant Associations:

Standard Associations:
NCATE
1.1 Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

M 6: Formal analysis
A formal analysis of a Sonata by Beethoven to identify formal divisions such as exposition, development, recapitulation, as well as themes, transitions, and sequences is assessed on the final exam. This will typically be assessed in Music Theory IV.

Source of Evidence: Writing exam to assure certain proficiency level
Target:
100% of the students to score 70% or better in this area.

Findings (2016-2017) - Target: Met

On the final for Music Theory IV, Spring of 2017, one major portion of the exam tested the students in the area of Formal Analysis.

The goal is for 100% of the students to score 70% or better in this area.

This measure was a formal analysis of a Sonata by Beethoven to identify formal divisions such as exposition, development, recapitulation, as well as themes, transitions, and sequences.

71% of students met this goal.

SLO 2: Historical Perspectives
Students will classify music by era aurally and by written analysis.

Relevant Associations:

Standard Associations:
NCATE
1.1 Content Knowledge for Teacher Candidates

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

Related Measures:

M 4: Aural Music Identification Quiz
In MUSC 324 (Music History II), there are approximately six questions on the final exam where students will listen to musical examples and by aural clues identify the era when each work was written. Development of this skill is in preparation for the Praxis II exam.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
A. 100% of the students will show improvement from the pre test to the post test.
B. All students will pass at least 75% of the questions on the post test.

Findings (2016-2017) - Target: Not Met
A. Currently this assessment is a post test only. Beginning in fall 2018 data will be collected and reported as a pre and post test.
B. 75% of students passed at least 75% of the questions on the post test.
**Related Action Plans (by Established cycle, then alpha):**

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

**Changes to frequency of assessment**  
*Established in Cycle: 2016-2017*  
Based on feedback from Praxis coordinator, the following changes will be implemented. 1. Increase frequency of listening quizzes...

**SLO 4: Pedagogy**  
Discuss, model, plan lessons and teach according to "best practices" and CAEP standards.

**Relevant Associations:**

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

**Related Measures:**

**M 3: PRAXIS II examination**  
Students will pass the PRAXIS II examination.

Source of Evidence: Certification or licensure exam, national or state

**Target:**  
70% of students taking PRAXIS II will pass on the first attempt.

**Findings (2016-2017) - Target: Not Met**  
1 out of 6 students passed the PRAXIS II on the first attempt.

**Findings (2013-2014) - Target: Met**  
Two students took PRAXIS II. Both passed.

**Findings (2012-2013) - Target: Met**  
One student took PRAXIS II for the first time, and one student took it for the second time. Both passed.

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

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

**Curriculum Modification**  
*Established in Cycle: 2016-2017*
PRAXIS II Coordinator met with Music Education Faculty to identify weaknesses on the PRAXIS II Exam. Three areas of concern were...

**M 7: Lesson Plan**
The common lesson plan rubric developed by the Education Department is aligned with CAEP standards. This rubric is scored by faculty on a 0-4 scale on each criteria, as outlined per the rubric.

Source of Evidence: Presentation, either individual or group

**Target:**
100% of students will receive a score of "satisfactory" or "3" or above on a final rubric (0, 1, 2, 3 - satisfactory, 4) that includes both the completion of the lesson plan and teaching.

**Findings (2016-2017) - Target: Partially Met**
90% of students received a score of "satisfactory" or above.

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

**Modified Lesson Plan Evaluation**
*Established in Cycle: 2016-2017*
Upon review of students' initial lesson plan, faculty decided it is necessary to add a second review of their rough draft before...

**SLO 5: Jury Performance**

Students will perform a jury at the end of each semester in relation to their applied lessons. Each student is required to take applied lessons each semester. The jury is a final performance in front of three faculty members who adjudicate their performance in relation to tone quality, rhythmic accuracy, stage presence, and other musical content.

**Relevant Associations:**

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

**Related Measures:**

**M 5: Jury Rubric Score**

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

**Target:**
100% of students to fall in the acceptable or target range according to the rubric.
Findings (2016-2017) - Target: Met
100% of students scored in the acceptable or target range.

SLO 6: Technology
Use notation, recording and aural skills software.

Relevant Associations:

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

Related Measures:

M 8: Garage Band
Students will create a musical composition in Garage Band. Students will be scored on a rubric that is currently being developed/modified. Assessment will hopefully begin in 2017-2018 cycle.

Source of Evidence: Project, either individual or group

Target:
Target TBD.

Findings (2016-2017) - Target: Not Reported This Cycle
The scoring rubric is currently being developed/modified. We hope to implement this in the 2017-2018 cycle.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Music Technology
   Reassign music technology course, and insure content included on PRAXIS II is incorporated into the course.

   Established in Cycle: 2012-2013
   Implementation Status: Finished
   Priority: High

   Projected Completion Date: 05/16/2014
   Responsible Person/Group: Chairman of the department

Performance Opportunities
Students will be required to perform as a soloist at least once per semester. Additionally, they will have several opportunities to perform in studio classes.

   Established in Cycle: 2012-2013
   Implementation Status: In-Progress
   Priority: High
   Implementation Description: Have all faculty that teach applied music ensure their students perform in studio class and on performance seminar.
reassignmnet of faculty

The music history courses will be assigned to another faculty member.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High

Projected Completion Date: 05/16/2014
Responsible Person/Group: Chairman of Department

Changes to frequency of assessment

Based on feedback from Praxis coordinator, the following changes will be implemented.
1. Increase frequency of listening quizzes.
2. Upon completion of the quiz, real time feedback will be provided for every question on the quiz.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Aural Music Identification Quiz | Outcome/Objective: Historical Perspectives

Curriculum Modification

PRAXIS II Coordinator met with Music Education Faculty to identify weaknesses on the PRAXIS II Exam. Three areas of concern were: Music History knowledge, Listening, and World Music. Curriculum committee modified the music education curriculum to address these areas of weakness for the 2017-2018 academic year.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: PRAXIS II examination | Outcome/Objective: Pedagogy

Responsible Person/Group: Music Education Faculty
Modified Lesson Plan Evaluation

Upon review of students' initial lesson plan, faculty decided it is necessary to add a second review of their rough draft before they implement the plan. Additionally, students' will receive a separate rubric for the lesson plan and for the teaching of the lesson.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Lesson Plan | Outcome/Objective: Pedagogy

Responsible Person/Group: Music Education Faculty
Mission / Purpose

The mission of the Department of Computer and Information Sciences, consistent with nationally and internationally accepted standards for rigorous computing programs, is to

1. Provide graduate and undergraduate students with high quality instruction in the fundamentals and recent advances in computer science and information technology.
2. Cultivate student's abilities to formulate and solve problems, manage complexity, and provide a solid foundation for a lifetime of learning.
3. Conduct cutting-edge research and foster graduate and undergraduate research mentoring and training.
4. Expand scientific knowledge and contribute to scientific fields through innovative and supportive domestic and international partnerships within academia, industry, government, and nonprofit organizations.
5. Improve computer science education by engaging in K-12 and community outreach.

Vision

The vision of the Department of Computer and Information Sciences is to become highly recognized throughout Delaware, the nation, and the world for its excellence in education, mentoring, and research. The Department will strive to create a synergistic learning and research environment that produces independent thinkers and life-long learners who will contribute effectively to the solution of pressing scientific problems that drive the development and sustainability of the local and global economies.

Values

The Department believes that certain core values are fundamentally essential to embrace in order for the department's community to be successful. The department is committed to the pursuit of excellence and expects the same from faculty, staff, and students. The Department strives to promote an environment that encourages innovation, creativity, and leadership among faculty, staff and students and expects they operate with mutual respect and integrity. Every member of the department is expected to operate at the highest ethical and professional standards. The Department prides itself in its diverse student body, faculty, and staff. The Department ensures that they have access to the facilities, journals, and tools necessary to conduct research, research-based training, and other opportunities leading to success. The Department observes and preserves the right of all members to practice their academic and intellectual freedom and maintains a caring, nurturing, and respectful environment in which such freedoms may be exercised. The Department encourages its members to become active volunteers in the community, providing service, outreach, and leadership where possible.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
G 1: Continue to provide high quality research opportunities in support of student success and professionalism

Continue to provide high quality research opportunities in support of student success and professionalism

SLO 1: By their junior year, all undergraduate CIS majors will be involved in at least three group-based research project modules embedded

By their junior year, all undergraduate CIS majors will be involved in at least three group-based research project modules embedded in the classrooms across the CIS curricula

Relevant Associations:

DSU Learning Goal Associations:

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

Strategic Plan Associations:

Delaware State University

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 1: Number of juniors satisfying the minimum number of group-based research project modules in which they were involved

Number of juniors satisfying the minimum number of group-based research project modules in which they were involved

Source of Evidence: Project, either individual or group

Target:
100% of all students starting the third year of the curriculum must show evidence of having been involved in at least three group-based research project modules

Findings (2015-2016) - Target: Not Reported This Cycle
2016-2017 will be the base year for measuring this measure.
SLO 3: All student majors will complete a comprehensive research project by the end of their matriculation

All student majors will complete a comprehensive research project involving the full-cycle (proposal, requirements, architecture, prototype, experiment, analysis, and presentation) of a research enterprise by the end of their matriculation.

**Relevant Associations:**

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

**Strategic Plan Associations:**
Delaware State University
1. Ensure all students are provided high-quality programs that are recognized nationally and internationally
2. Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and lifelong learners as measured by well-defined rubrics
3. Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
4. Expand and enhance quality programs, services, and activities to enrich the student experience.
5. Provide opportunities for undergraduate students to participate in research.

**Related Measures:**

**M 3: Percentage of students at the end of their matriculation that complete a comprehensive research project**

Percentage of students at the end of their matriculation that complete a comprehensive research project involving the full-cycle (proposal, requirements, architecture, prototype, experiment, analysis, and presentation) of a research enterprise.

Source of Evidence: Capstone course assignments measuring mastery

SLO 4: 25% of undergraduate CIS majors will engage in at least one extracurricular research activity

25% of student majors will engage in at least one extracurricular research activity by end of matriculation that is affiliated with research groups and the broader scientific community.

**Relevant Associations:**

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

**Strategic Plan Associations:**
**Delaware State University**
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
3.3 Provide opportunities for undergraduate students to participate in research.

**Related Measures:**

**M 4:** Percentage of students that are engaged in at least one extracurricular research activity by end of matriculation
Percentage of students that are engaged in at least one extracurricular research activity by end of matriculation

Source of Evidence: Academic indirect indicator of learning - other

**G 2:** Continue to expand infusion of student-oriented high impact pedagogical methodologies
Continue to expand infusion of student-oriented high impact pedagogical methodologies

**SLO 5:** 25% of students will attend relevant events annually within the discipline on which they must report in class
25% of students will attend relevant events annually within the discipline on which they must report in class (e.g. workshops, seminars, professional development, invited speakers, etc…)

**Relevant Associations:**

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

**Strategic Plan Associations:**
**Delaware State University**
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:

M 5: Percentage of students that submit culture credit or code for credit form or other form of credit forms
Percentage of students that submit culture credit or code for credit form or other form of credit forms
Source of Evidence: Written assignment(s), usually scored by a rubric

SLO 6: 50% of students will be actively involved in the classroom annually
50% of students will be actively involved in the classroom annually as demonstrated through classroom response systems, course management system, blogging, peer instruction and evaluation.

Relevant Associations:

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

Strategic Plan Associations:
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:
M 6: Percentage of students participating in clickers, blogs, peer instruction, peer evaluations

Percentage of students participating in clickers, blogs, peer instruction, peer evaluations

Source of Evidence: Academic direct measure of learning - other

SLO 7: 90% of courses in the major offered during an academic year will involve at least one practical group project

90% of courses in the major offered during an academic year will involve at least one practical group project

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Strategic Plan Associations:**

Delaware State University

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

M 7: Percentage of students involve in at least one practical group project

Percentage of students involve in at least one practical group project

Source of Evidence: Project, either individual or group

G 3: Maintain quality academic advising and career guidance

Maintain quality academic advising and career guidance

SLO 8: 80% of students will engage in at least one internships or summer research experiences by the end of their matriculation

80% of students will engage in at least one internships or summer research experiences by the end of their matriculation

**Relevant Associations:**

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

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

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

**Strategic Plan Associations:**

**Delaware State University**

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

2.1 Increase retention and graduation rates by at least two percent annually for the next five years

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

3.3 Provide opportunities for undergraduate students to participate in research.

**Related Measures:**

**M 8:** Percentage of students that engage in at least one internship or summer research experience by the end of their matriculation

Percentage of students that engage in at least one internship or summer research experience by the end of their matriculation

Source of Evidence: Academic indirect indicator of learning - other

**G 4:** Increase external recognition of program quality and student success - integration of research, education, and career guidance

Increase external recognition of program quality and student success through the integration of research, education, and career guidance

**SLO 12:** Host or participate in at least one nationally recognized professional or community event annually

Host or participate in at least one nationally recognized professional or community event annually, such as workshops, summer camps, competitions, etc

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

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

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

Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
4.1 Strengthen and expand DSU’s outreach, Extension, engagement, entrepreneurship and economic development programs to benefit the people of Delaware, the nation and the world.
4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

Related Measures:

M 12: Number of hosted events or events in which department participated
Number of hosted events or events in which department participated
Source of Evidence: Administrative measure - other

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

G 1: Continue to provide high quality research opportunities in support of student success and professionalism
Continue to provide high quality research opportunities in support of student success and professionalism

O/O 2: All student will complete a semester long mentored research project at the matriculation midpoint
All student majors will complete a semester long mentored research project at the matriculation midpoint

Relevant Associations:

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

Strategic Plan Associations:

Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
3.3 Provide opportunities for undergraduate students to participate in research.

**Related Measures:**

**M 2:** Percent of student at the matriculation midpoint that complete a semester long mentored research project
Percent of students at the matriculation midpoint that complete a semester long mentored research project

Source of Evidence: Capstone course assignments measuring mastery

**G 3:** Maintain quality academic advising and career guidance
Maintain quality academic advising and career guidance

**O/O 9:** 90% job or graduate school placement within one year of graduation
90% job or graduate school placement within one year of graduation

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

**Related Measures:**

**M 9:** Percentage of students obtaining a job or placing into graduate school within one year of graduation
Percentage of students obtaining a job or placing into graduate school within one year of graduation

Source of Evidence: Alumni survey or tracking of alumni achievements

**O/O 10:** All students advised in the Department will have at least one academic advising session and one career guidance session a year
All students advised in the Department will have at least one academic advising session and one career guidance session a year

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
3.3 Provide opportunities for undergraduate students to participate in research.

**Related Measures:**

**M 10:** Percentage of students having at least one academic advising and one career guidance session
Percentage of students having at least one academic advising and one career guidance session
Source of Evidence: Activity volume

**G 4:** Increase external recognition of program quality and student success - integration of research, education, and career guidance
Increase external recognition of program quality and student success through the integration of research, education, and career guidance

**O/O 11:** Maintain existing and obtain at least one national recognized program of quality every five years
Maintain existing and obtain at least one national recognized program of quality every five years

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 11:** Number of new and existing nationally recognized programs of quality every five years
Number of new and existing nationally recognized programs of quality every five years

Source of Evidence: Existing data

**O/O 13:** Build at least one long-term collaboration with a nationally recognized or prestigious research institution within five years
Build at least one long-term collaboration with a nationally recognized or prestigious research institution within five years

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
3.3 Provide opportunities for undergraduate students to participate in research.

**Related Measures:**

**M 13:** Number of long-term collaborations with a nationally recognized or prestigious research institution
Number of long-term collaborations with a nationally recognized or prestigious research institution
O/O 14: Increase first year retention rate to 5% above the institutional first-year retention rate within three years

Increase first year retention rate to 5% above the institutional first-year retention rate within three years

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University

2.1 Increase retention and graduation rates by at least two percent annually for the next five years

**Related Measures:**

M 14: First-year retention rate for students in the Department

First-year retention rate for students in the Department

Source of Evidence: Existing data

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

O/O 15: Increase the graduation rate to 10% above the institutional graduation rate within three years

Increase the graduation rate to 10% above the institutional graduation rate within three years

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University

2.1 Increase retention and graduation rates by at least two percent annually for the next five years

**Related Measures:**

M 15: Department graduation rate

Department graduation rate

Source of Evidence: Existing data

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Focus group**

Focus group was formed consisting of students and faculty to address lack of student engagement in planning and activities.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Finished  
**Priority:** High
Increase number of seminars

Increase number of planned research and professional seminars to at least two per semester.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will be encouraged to invite collaborators and colleagues at other institutions. Faculty are also encouraged to invite former students or alumni.
Projected Completion Date: 05/05/2011
Responsible Person/Group: Faculty
Additional Resources Requested: Honorariums for speakers.
Budget Amount Requested: $800.00 (recurring)

Weekly out-of-class activities

- Weekly out-of-class enrichment activities of the students' choosing - can even include video game competitions.
- Building computer activities or mobile/iPhone activities.

Established in Cycle: 2008-2009
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will lead out-of-class activities of interest to students.
Projected Completion Date: 05/06/2010
Responsible Person/Group: Computer Science Club and Faculty
Additional Resources Requested: Activities may require hardware or technology gadgets to implement.
Budget Amount Requested: $500.00 (recurring)

Implement a robust cloud system

Implement a robust cloud system that is capable of syncing to any machine from anywhere and is accessible from the web.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Implementation Description: Currently the storage is accessible from Linux computers on the university campus. The implementation for the coming year will
include a syncing system (similar to Dropbox) along with a web based access of the same data. In addition, availability via machines from within the Department will be possible.

**Responsible Person/Group:** Department system administrator  
**Additional Resources Requested:** Networking controllers and cards.  
**Budget Amount Requested:** $0.00 (no request)

**Increase graduate teaching assistants**  
Increase the number of graduate teaching assistant.

- **Established in Cycle:** 2013-2014  
- **Implementation Status:** Planned  
- **Priority:** High  
- **Implementation Description:** This requires action on the part of the Graduate School.  
- **Projected Completion Date:** 08/01/2014  
- **Responsible Person/Group:** Graduate School Dean and Department Graduate Director  
- **Budget Amount Requested:** $72,000.00 (recurring)

**Work on strategies to improve tutoring participation.**  
Work on strategies to improve tutoring participation.

- **Established in Cycle:** 2013-2014  
- **Implementation Status:** Planned  
- **Priority:** High  
- **Implementation Description:** Work with tutors and faculty to provide incentives for participation in tutoring.  
- **Projected Completion Date:** 09/12/2014  
- **Responsible Person/Group:** Chair and faculty members

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

**Unit(s) Profile**

**Connected Documents**
- Figure-1-2018TotalEnrollmentTrendsCIS  
- Figure-2-2018EnrollmentTrendsByMajor  
- Figure-3-2018GenderTrendsCIS  
- Figure-4-2018DegreeTrendsCIS

**Unit(s) Initiatives accomplished in this cycle**
A. The following are initiatives either in-progress or completed.

· Building a cyber warfare range that will train IT students in cyber security defense and teach them about offensive techniques

· Twenty students competed and placed in the online Cyber Quests Competition. The placement qualifies them for an invite at the US Cyber Challenge summer camp this summer, held at Wilmington University.

· Twelve CIS students competed in the CyberSEED competition at the University of Connecticut, Storrs, CT, October 2017.

· Four students competed in the Black Enterprise Smart Hackathon, California, October 2017.

· Two students attended AnacondaCon: Harness the Power of Data Science, Austin, TX, April 8 - 11, 2018.

· DSU CIS is working on new articulation agreement with DTCC’s Terry Campus computing programs. The meeting is scheduled for June 4, 2018.

· Fourteen students volunteered to teach computational thinking to sixth graders in the Caesar Rodney School District. The District has asked us to expand the program to both sixth and seventh graders next year.

· The CIS Department has established a partnership with the Navy SeaPerch program to host the SeaPerch competition at DSU. This year’s program took place on April 14th. The Navy has asked the Department to host the competition again next year.

B. The following are modifications to pre-existing courses in the CS and IT curricula.

C.

   o No modification was necessary this past academic year.

D. 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.

Professional Development Activities organized by the unit

Attendance at the seminars and workshops listed below reached an average of forty one percent this year. This is the largest attendance the Department has experienced since we began various incentive initiatives to increase student participations in seminars and activities across campus.

1. Seminars:
Robert Morris (DSU CS 2017), Software Developer, JP Morgan Chase & Co, Using IoT to Eliminate Uncertainty without breaking the bank, September 12, 2017

Karla Miletti, DSU Senior CS Major, NASA Intern, Git Gud, September 21, 2017

Tuba Abassi, DSU Senior CS Major, NASA Intern and Apple Scholar, Developing a Great Resume, September 26, 2017

Jaron Foster, (DSU CS 2013), Software Engineer, JP Morgan Chase U Co., 4 years of college. 4 years in industry. What I’ve learned so far, November 2017.


Jayvaun Young (DSU IT 2017), Operating System Engineer at Freddie Mac, OSD: Using Automation and Microsoft SCCM to deploy and manage operating systems, April 5, 2018.

Jagannadh Vempati, University of North Texas, Firewalls, April 10, 2018

Gokhan Kul, University of Buffalo, Database Management Systems, April 12, 2018.

Aesia Cohen, DSU Senior, The Advantages of Volunteering for Google Ignite CS, April 19, 2018

2. Workshops:

Karla Miletti, DSU Senior CS Major, NASA Intern, Git Workshop, September 22, 2017

Robert Morris (DSU CS 2017), Software Developer, JP Morgan Chase & Co, Writing Progressive Web Apps, February 1, 2018

Professional Development Activities not organized by the unit

1. Gary Holness

Summer Research Fellow, Visiting Scientist at US Army Research Lab, May 2017 - Aug 2017

Completed Term 1: Computer Vision and Deep learning, Dec 2017-April 2018, Udacity, Self-Driving Car Engineer Nano Degree Program

2. Fatima Boukari

“Research and Development of Biomedical Devices” By Dr. Rahman Tariq, Director of the Center for Orthopedics Research and Development Nemours, OSCAR Seminar Series, Delaware State University, OSCAR Building, January 25, 2018.

"Illuminating Dark Energy by Improving Photometric Calibration", by Dr. Joseph P. Rice, National Institute of Standards and Technology, Gaithersburg, MD, OSCAR Seminar Series, Delaware State University, OSCAR Building, February 15, 2018.

“Analysis of EHR data: Examples from a Kidney Disease Project and an Opioid Screening Tool Validation Study”, Dr. Claudine Jurkovitz, Physician Scientist at the Value Institute at Christiana Care and lead of the Epidemiology/Biostatistics core of the Delaware ACCEL-Center for Translational Research, OSCAR Seminar Series, Delaware State University,

¨ “Oncomodulin, the Little Protein With a Big Role”, by Dr Dwayne D. Simmons, Cornelia Marschall Smith Endowed Professor and Chair of the Department of Biology at Baylor University, OSCAR Seminar Series, Delaware State University, OSCAR Building, March 15, 2018.

¨ Delaware STEM Council Symposium, STEM Food & Agriculture, The Future of STEM & Healthcare and STEM and Information Technology (IT) in Delaware, Delaware State University's MLK Room at 1200 N Dupont Hwy Dover, Delaware 19901, May 2nd 2018.

D. Community, public, and business outreach programs, activities and events occurring during this past year

· Volunteer computer science teaching with the Caesar Rodney school district, January - February 2018.
  o Fourteen students (supervised by Dr. Marwan Rasamny) volunteered to teach from January to end of February computational thinking to sixth graders at two middle schools in the Caesar Rodney district.
  o The effort resulted in an invite back with an expansion to teach seventh graders as well.

· FIRST Lego League Kent County Delaware Regional Qualifier, DSU, Dover, DE, February 2018.
  o Dr. Fatima Boukari - Programming judge
  o Three (3) undergraduate CIS majors volunteered in various capacities at the FIRST Lego League qualifying and State championship competitions.

· Navy SeaPerch Program Competition, April 14, 2018.
  o Dr. Gary Holness - Co-Organizer and volunteer judge
  o Dr. Fatima Boukari - volunteer judge.
  o Dr. Kam Kong - volunteer judge.
  o Dr. Marwan Rasamny - Organizer.
  o Sixteen CS and IT students volunteered to serve on the triage, registration, and compliance tables as well as to serve as tour ambassadors. Tour ambassadors took high school students competing in the program on tours of our laboratory facilities in Physics/Engineering and Computer and Information Sciences.

E. Technology Integration

· Every member of the Department is on Slack, a collaborative platform for organizations and groups. Students and faculty create channels for communicating and exchanging of
documents in real time. Over 27K messages have been sent since the beginning of the fall 2017 semester and 7.5 GB of files have been shared by Department members on the platform.

· Incorporated Design Thinking projects into the freshmen level courses and incorporated robots and microcontrollers into the projects.

· Continue to incorporate various microcontroller boards and other IoT devices, such as the Arduino and the Raspberry Pi, in sophomore, junior, and senior courses.

· Used new Raspberry Pi-based robots for the first year programming courses.

· In the process of purchasing and implementing a Maker Space that will complement student projects and allow students to apply their creativity in building and designing various technology components.

F. Facility and/or infrastructure improvements.

· None.

G. Terminated Programs

· Terminated the Pre-CS major designation.

H. Enter any other comments important to the continued improvement of the Unit.

· Need to implement an institution wide laptop program so that the Department can convert its labs into design classrooms complete with whiteboard walls, collaborative tables, and multiple screens for 360 degrees viewing.

· Need to replace the antiquated audio visual systems in the classrooms our classrooms.

Unit(s) Honors/Awards and Achievements

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Strategic Objective: Write at least two large grants by the end of the 2018 - 2019 AY.

Strategy: Identify grants for which members of the Department can collaborate on writing or grants in which members can collaborate with faculty from other Departments.
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Person(s) Responsible</th>
<th>Date to be Completed</th>
<th>Resources Required</th>
<th>Potential Barriers or Resistance</th>
<th>Collaborators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask faculty members to propose 3 grants on which to work on</td>
<td>Faculty member</td>
<td>Sept. 30, 2018</td>
<td>None</td>
<td>Faculty are overloaded with courses and do not have time to search for grants</td>
<td>Other faculty members</td>
</tr>
<tr>
<td>Decide on two grants to submit for the year and sketch out a timeline to submission.</td>
<td>Faculty member</td>
<td>October 15, 2018</td>
<td>None</td>
<td>None</td>
<td>Chair or other designee</td>
</tr>
<tr>
<td>Work on ideas and budget, form necessary partnerships</td>
<td>PI and CO-PIs</td>
<td>Grant submission deadline</td>
<td>Release time for faculty</td>
<td>Lack of institutional support</td>
<td>Chair or other designee</td>
</tr>
</tbody>
</table>

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report. Please see attached document.

**Connected Document**
- 2018 KPI 1 and 10 Computer and Information Sciences

**Closing the Assessment Loop:** Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.

- a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?
- b) Have these changes been implemented? If not, when will they be implemented?
- c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?
1. **How has the unit used assessment results/findings to plan changes designed for improvements?**

1. Faculty members assess each course's learning outcomes, which is mapped to the program learning outcomes. A course assessment form is submitted to the chairperson at the end of the semester with the attainment levels for each course and program learning outcome. Outcomes with levels below 3 (out of a 5 point scale) are required to provide a description of the possible reasons and a recommended course of action for improving the outcome.

2. Student evaluations are used as part of the findings to drive pedagogy in the classroom. In addition, the Department is working on a plan to implement targeted formative assessment to help drive curricular changes and improve student-learning outcomes.

3. The CIS Department has developed a new set of objectives, outcomes, and measures to assess, understand, and improve the overall services that the Department offers its student majors.

2. **Have these initiatives been implemented? If not, when will they be implemented?**

1. The course assessment form has been in effect since spring 2011. The results are provided as an attachment to this section and can also be seen in the measurements section of both the Computer Science and Information Technology program.

2. The targeted formative assessment was planned to start in fall 2017, but due to the loss of several faculty members the initiative is delayed until the department is back to capacity.

3. The measurement of the new set of Department objectives has partially begun; however, due to the fact that the Department faculty had to carry overload this year, the measurement was suspended this year.

3. **When does the unit plan to conduct the assessments again to ascertain whether or not these initiatives have made a difference?**

1. Course assessments are conducted on a semester by semester base.

2. Some of the objectives are measured on an annual cycle, some will be measured every three years, and some every five years. Most will use the the baseline year at first measure (including data measured in this past year).

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**Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.**
Peer-Reviewed Journal Articles:


Peer-Reviewed Conference Presentations: (indicate whether published as a paper or abstract).

1. **Kam Kong**, Xiali Hei, Ting Zeng, Michael Peays, A countermeasure against face-spoofing attacks using an interaction video framework. October 2017, 2017 IEEE 3rd Information Technology and Mechatronics Engineering Conference (ITOEC)

Conference Presentations:

1. **Jian Zhao**, **Kam Kong**, Xiali Hei, Yazhou Tu, Xiaojiang Du, A Visible Light Channel based Access Control Scheme for Wireless Insulin Pump Systems, Communications for Connecting Humanity, IEEE International Conference on Communications 20-24 May 2018, Kansas City, MO.

**Connected Documents**
- 2018-BoukariFatima-FacultyProfile
- 2018-HolnessGary-FacultyProfile
- 2018-KamKong-FacultyProfile
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 percent (13 out of 13) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

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

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

**Findings (2017-2018) - Target: Met**
100 (13 out of 13) percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings (2016-2017) - Target: Met**
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

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

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

**Relevant Associations:**

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

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 percent (11 out of 11) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

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

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 percent (3 out of 3) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.
**Findings (2016-2017) - Target: Met**
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**M 2: Workshop and seminar attendance by students.**
Workshop and seminar attendance by students.

Source of Evidence: Activity volume

**Target:**
Average attendance at workshops and seminars should be 50 percent or better for the academic year.

**Findings (2017-2018) - Target: Partially Met**
Average attendance at all events organized by the Department is 45%.

**Findings (2016-2017) - Target: Not Reported This Cycle**
This measure was not reported this cycle due to loss of administrative and academic capacities.

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

**Work with student focus groups to come up with greater incentives**
*Established in Cycle: 2017-2018*

**SLO 9: Use current techniques, skills, and tools necessary for computing practice**
An ability to use current techniques, skills, and tools necessary for computing practice.

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

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

**Findings (2016-2017) - Target: Met**
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**M 2: Workshop and seminar attendance by students.**
Workshop and seminar attendance by students.

Source of Evidence: Activity volume

**Target:**
Average attendance at workshops should be 40 percent or better for the academic year.

**Findings (2017-2018) - Target: Partially Met**
Average attendance at workshops was 37%

**Findings (2016-2017) - Target: Not Reported This Cycle**
This measure was not reported this cycle due to loss of administrative and academic capacities.

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

**Work with student focus groups to come up with greater incentives**
Established in Cycle: 2017-2018
Work with student focus groups to come up with greater incentives

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

**Relevant Associations:**

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
• 2018CourseAssessmentPlan
• 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

M 4: Attendance at competitions
Attendance at competitions such as hackathons and cyber security CTFs.

Source of Evidence: Administrative measure - other

Target:
Students shall attend at least 1 hackathon or competition (could be online as well) during the academic year.

Findings (2017-2018) - Target: Met
Students attended an IBM Hackathon, the Black Enterprise BE Smart Hackathon, and T3 Student Competition.

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

Relevant Associations:

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

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

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

SLO 1: Apply knowledge of computing and mathematics

An ability to apply knowledge of computing and mathematics appropriate to the discipline

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports
Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 percent (13 out of 13) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

SLO 2: Analyze a problem, and identify and define the computing requirements

An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 (13 out of 13) percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

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

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

**Findings (2017-2018) - Target: Met**
100 percent (11 out of 11) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings (2016-2017) - Target: Met**
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

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

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

**Relevant Associations:**

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

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

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

**Findings (2016-2017) - Target: Met**
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

SLO 6: Communicate effectively with a range of audiences

An ability to communicate effectively with a range of audiences.

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

**Findings (2017-2018) - Target: Met**
100 percent (8 out of 8) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.
Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

M 3: Conference attendance
Conference attendance

Source of Evidence: Administrative measure - other

Target:
Students should attend at least 2 conferences a year.

Findings (2017-2018) - Target: Met
Students attended three conferences, AnacondaCon, Tapia, and NSBE.

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

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

Understands professional, ethical, legal, security and social issues and responsibilities.

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 percent (4 out of 4) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.
Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

M 4: Attendance at competitions
Attendance at competitions such as hackathons and cyber security CTFs.

Source of Evidence: Administrative measure - other

Target:
Students shall attend at least 1 hackathon or competition (could be online as well) during the academic year.

Findings (2017-2018) - Target: Met
Sixteen students attended the CyberSEED competition at the University of Connecticut, 20 students competed on the Cyber Quest online competition, and one student participated in the US Cyber Challenge Summer Camp last July.

SLO 7: Analyze the local and global impact of computing

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018CourseAssessmentPlan
- 2018CourseAssessmentReports

Target:
All assessed courses shall achieve an attainment level of 3 or better in each program level outcome.

Findings (2017-2018) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome. Only one course was assessed that assessed this outcome.
Findings (2016-2017) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Extracredit applied to any CS/IT course for which the student is enrolled.

After attending and satisfactorily participating in the workshop, students may use this to obtain extracredit in any course they wish of their choosing.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Student attends workshop. Workshop owner/presenter provides documentation that student satisfactorily completed workshop. Student submits evidence to main office along with a form to receive credit.
**Projected Completion Date:** 12/08/2011
**Responsible Person/Group:** Workshop presenter, Chair
**Additional Resources Requested:** None

Extracredit paper used for any CS/IT course
Include extra credit paper that can be used in any CS/IT course the student wishes. These papers will be short and addresses the outcome to be measured.

**Established in Cycle:** 2010-2011
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Each faculty will required to allocate 5% extra credit in syllabus. Student may submit paper with the appropriate form (possibly online) to the main office. Form indicates course for which extra credit is to be applied. Paper submitted to instructor.
**Responsible Person/Group:** Instructors, Chair
**Additional Resources Requested:** None

Implement Recommendations (Course Assessment Form)
Each faculty has submitted a course assessment form that outlines improvements for course and program outcomes that resulted in attainment levels less than 3. The faculty members teaching the courses in the future will need to understand the issues and adopt measures that will work toward improving the attainment levels.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High
Responsible Person/Group: Faculty member teaching a course

**Work with student focus groups to come up with greater incentives**

Work with student focus groups to come up with greater incentives

Established in Cycle: 2017-2018
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Workshop and seminar attendance by students. | Outcome/Objective:
  Recognizes the need for and able to engage in continuing professional development | Use current techniques, skills, and tools necessary for computing practice

Implementation Description: The Department has adopted a Culture Credit program whereby every faculty member provides 3-4% extra credit for attending a certain number of seminars and workshops a year. This program has become quite popular and has significantly improved attendance at seminar and workshops. To improve the attendance, we will need to work with several student focus groups to understand and design an incentive program that would increase the attendance to these events.

Responsible Person/Group: Chairperson
Additional Resources Requested: None to implement focus group.
Mission / Purpose

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

The MS program in computer science contributes to the university's mission in a number of ways. Specifically, the program contributes to intellectual climate and culture as graduate students participate in research. Graduate students gain exposure to new methods both at DSU as well as from the broader scientific community through reading and critical analysis of the research literature, attending and presenting research at conferences and professional meetings, and giving talks and seminars in the department. Moreover graduate students also impact the intellectual climate of the undergraduate population through their interactions in the department as well as service as teaching assistants. As graduate students learn how to pose scientific questions, design experiments, conduct experiments, and analyze and interpret results, and present in conferences, they increase and sustain excellence in scholarly and creative research. This brings visibility to DSU in the state, region, nation, and internationally. The MS program directly and significantly impacts and contributes to DSU's strategic goals, namely DSU PRIDE 2020.

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

G 1: rigorous training
Provide rigorous training beyond what is typical in an undergraduate program

SLO 1: rigorous training
The Master of Science degree in Computer Science trains students in breadth and depth in advanced Computer Science. To accomplish breadth across the discipline, students take a series of core courses in each of the three broad areas of computer science, namely Theory, Systems, and Computational Intelligence and Informatics. These courses survey key topics in each area at a level of rigor that builds beyond a typical undergraduate Computer Science curriculum. To accomplish depth within the discipline, students select and take a number of elective courses in their area of interest.

Students will develop a rigorous understanding and mastery of key advanced computer science topics across the three areas of the discipline- Theory, Systems, Computational Intelligence and Informatics.

Relevant Associations:
DSU Learning Goal Associations:
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.6 Evaluate and improve current graduate programs so that they effectively prepare students for employment or to transfer smoothly into top Ph.D. programs.
1.10 Improve the marketing and communication of our degree programs, including an attractive and informative web page.
2.1 Increase the annual funding available through active research grants by 50% over three years when compared to the 2005-06 budget, and increase the success rate of proposals.
2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.
5.1 Implement the College's strategic plan through clear departmental plans and goals, individual performance objectives, high expectations, and progress reviews.
6.1 Develop, implement, and utilize objective and credible processes to (a) assess student learning outcomes; (b) review and improve the quality and performance of programs, departments, and the College; (c) monitor progress on the goals in this strategic plan; and (d) report the results.

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise

Related Measures:

M 1:Placement in PhD program
Member of cohort from 1st year of program admitted in Fall 2011 was accepted to the PhD program in BioInformatics at University of Delaware. The student has passed his qualifying exams and is now
a PhD candidate. Anecdotally, the student has given feedback that for a number of his PhD level courses for subject material at DSU's MS in CS, he "learned more in the MS program at DSU."

Source of Evidence: Graduate/professional school acceptance rate

**Target:**
Graduate students are regular participants in weekly research lab meetings. This typically involves rotating responsibility for presenting a research publication or your latest research project results. The level of rigor expected of and reinforced in the coursework is further exercised in the research lab meeting. The meetings are scheduled and coordinated by the individual research lab directors.

The graduate students' ability to tackle the research literature in a laboratory setting provides evidence that the coursework is successful in exposing students to rigorous methods. These same methods are needed in order to understand and present on the modern research literature.

**M 2: increase in graduate applications**
The MS program has seen an average 50%+ increase year over year in applications to the MS program. In addition, the program has seen a 100% increase in average monthly web-site traffic. This correlates with the increase in graduate program applications.

Source of Evidence: Academic direct measure of learning - other

**SLO 2: critical thinking**

Students will develop and practice scientific skills in critical analysis of the research literature, scientific inquiry, the design and execution of experiments, and interpretation and articulation of results.

The elective courses address critical thinking through depth within the discipline. Students select and take a number of elective courses in their area of interest. Elective courses address advanced topics as well as current topics from the recent research literature. The elective courses also engage student in critical thinking and excursive experimental skills through substantial semester projects. This gives students the opportunity to reproduce, analyze and or improve results from the published research literature. Students gain both experience in research but exercise critical thinking required to fill in gaps typically not articulated in research publications.

**Relevant Associations:**

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**Strategic Plan Associations:**

**College of Mathematics, Natural Sciences, & Technology**

1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.

1.7 Develop and implement at least five additional competitive PhD Programs within the next five years.

1.8 Maintain accreditations and seek nationally recognized accreditations or certifications wherever they would be advantageous.

2.1 Increase the annual funding available through active research grants by 50% over three years when compared to the 2005-06 budget, and increase the success rate of proposals.

2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.

2.4 Identify and develop about four ‘flagship’ interdisciplinary and multi-departmental research areas in the College in which DSU becomes a recognized leader within five years.

5.2 Recruit and develop faculty to be effective and inspiring teachers and mentors, highly productive researchers, and sought-after colleagues and collaborators while contributing to their departments, the College, the University, the state, and their professional disciplines.

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1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally.

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics.

1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice.

2.1 Increase retention and graduation rates by at least two percent annually for the next five years.

3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.

3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

**Related Measures:**

**M 3: student publishing**

The number of graduate students publishing research with faculty has increased.

Mr. Abdullah Zubaer Imran: 2nd year MS student has 3 conference publications and 3 poster publications.
Mr. Piyush Sharma: PhD candidate in Applied Math, Dr. Holness (CIS) is his advisor.
Piyush has 2 conference and 1 poster publication

Mr. Kenneth Shim:

Source of Evidence: Academic direct measure of learning - other

Target:
Every elective course and core course in the curriculum has had semester project work requiring oral presentation and written report.

**SLO 4: experimentation**

Students will demonstrate competency in significant scholarly activity through participation in research activity, development of an M.S. Thesis or Project, and written and oral presentation of the Thesis or Project to a committee of faculty experts in their field and the general scientific community.

In addition to dissecting selections from the research literature, students gain experience in applying learned techniques in a semester project. The semester projects typically include posing of a research question, investigation of related material, the definition of an experiment, and development of a research prototype or implementation of experiment. The semester project includes both a defended oral presentation as well as a written report. For core courses, a key computer science topic is selected and reinforced. For elective courses, a modern topic from the research literature is selected. By the time students begin their MS thesis or project, he or she has gained substantial experience in the key skills for success. The culmination of the student's training in research and experimentation is the Thesis or Project itself. This is performed under the mentorship of the thesis advisor and thesis committee.

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4.1 Establish robust, diverse, lively, and effective communication methods to maximize information flow among College participants (students, staff, and faculty) and stakeholders on and beyond the campus.

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Source of Evidence: Academic direct measure of learning - other
Target:
Students are involved early in their graduate career in research activities.

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Piyush Sharma: Working on Manifold Methods and Information Theoretic Kernels in Dr. Gary Holness's Lab

G 2: critical thinking
Students will gain mastery in critical thinking by learning strategies for and practicing analysis of the research literature as well as key topics across the sub disciplines of computer science

SLO 1: rigorous training
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Source of Evidence: Academic direct measure of learning - other

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1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice.

2.1 Increase retention and graduation rates by at least two percent annually for the next five years.

3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.

3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

**Related Measures:**

**M 3: student publishing**

The number of graduate students publishing research with faculty has increased.

Mr. Abdullah Zubaer Imran: 2nd year MS student has 3 conference publications and 3 poster publications.

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Piyush has 2 conference and 1 poster publication.

Mr. Kenneth Shim:

Source of Evidence: Academic direct measure of learning - other
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Every elective course and core course in the curriculum has had semester project work requiring oral presentation and written report.

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Related Measures:

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Source of Evidence: Academic direct measure of learning - other

**Target:**
Students are involved early in their graduate career in research activities.

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G 3: gain mastery for inquiry
Students will learn modern methods and mathematical tools in order to support the identification of and posing of research questions.

SLO 3: mastery for inquiry
Students will demonstrate mastery of material articulated through written work, oral presentation, and reduction to practice

Development of student skill set in inquiry in the curriculum consists of a two-semester sequence of Graduate Seminar. During the first semester, in Graduate Seminar Survey, students read selections from the research literature, make presentations on studied topics, discuss professionalism, practice professionalism skills, and engage in discussion. Graduate Seminar-Survey gives students exposure to the research literature as they begin to develop their area of research interest. During the second semester, Graduate Seminar- Critical Thinking covers experimental design. In Graduate Seminar- Critical Thinking, students examine considerations and methods for posing research questions, designing experiments, analyzing data, and discussing results.

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Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.

1.5 Thoroughly evaluate the desirability and practicality of offering a bachelor's degree in engineering and a master's degree in computer science, in preparation for a decision and implementation, as appropriate.

1.6 Evaluate and improve current graduate programs so that they effectively prepare students for employment or to transfer smoothly into top Ph.D. programs.

2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.

5.1 Implement the College's strategic plan through clear departmental plans and goals, individual performance objectives, high expectations, and progress reviews.

5.2 Recruit and develop faculty to be effective and inspiring teachers and mentors, highly productive researchers, and sought-after colleagues and collaborators while contributing to their departments, the College, the University, the state, and their professional disciplines.

6.1 Utilize results of assessment with specific measurable targets to guide and drive the continuous improvement of programs and processes, to understand trends, and to inform decisions.

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Mr. Kenneth Shim:

Source of Evidence: Academic direct measure of learning - other
Target:
Students currently working on a Thesis

Mr. Kenneth Shim
Mr. Rexford Aboagye

Once a topic is selected, they generally do not have issues in developing a research question, designing experiments, and executing the experiments. By the time they are working on their thesis or project they are practiced enough in the requisite skills to be successful. This is evidence that their training (Core courses, elective courses, seminars) is effective.

G 4: gain mastery for experimentation
Students will learn strategies, approaches, varying viewpoints, and tools for design of experiments, execution of experiments, data collection, and data visualization. Students will also reinforce learned methodologies through rapid prototyping and scoped semester projects.

SLO 2: critical thinking
Students will develop and practice scientific skills in critical analysis of the research literature, scientific inquiry, the design and execution of experiments, and interpretation and articulation of results.

The elective courses address critical thinking through depth within the discipline. Students select and take a number of elective courses in their area of interest. Elective courses address advanced topics as well as current topics from the recent research literature. The elective courses also engage students in critical thinking and excursive experimental skills through substantial semester projects. This gives students the opportunity to reproduce, analyze and or improve results from the published research literature. Students gain both experience in research but exercise critical thinking required to fill in gaps typically not articulated in research publications.

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SLO 3: mastery for inquiry
Students will demonstrate mastery of material articulated through written work, oral presentation, and reduction to practice
Development of student skill set in inquiry in the curriculum consists of a two-semester sequence of Graduate Seminar. During the first semester, in Graduate Seminar Survey, students read selections from the research literature, make presentations on studied topics, discuss professionalism, practice professionalism skills, and engage in discussion. Graduate Seminar-Survey gives students exposure to the research literature as they begin to develop their area of research interest. During the second semester, Graduate Seminar- Critical Thinking covers experimental design. In Graduate Seminar- Critical Thinking, students examine considerations and methods for posing research questions, designing experiments, analyzing data, and discussing results.

Relevant Associations:

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

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.
1.5 Thoroughly evaluate the desirability and practicality of offering a bachelor's degree in engineering and a master's degree in computer science, in preparation for a decision and implementation, as appropriate.
1.6 Evaluate and improve current graduate programs so that they effectively prepare students for employment or to transfer smoothly into top Ph.D. programs.
2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.
5.1 Implement the College's strategic plan through clear departmental plans and goals, individual performance objectives, high expectations, and progress reviews.
5.2 Recruit and develop faculty to be effective and inspiring teachers and mentors, highly productive researchers, and sought-after colleagues and collaborators while contributing to their departments, the College, the University, the state, and their professional disciplines.
6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.

Delaware State University

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise

Related Measures:

**M 3: student publishing**
The number of graduate students publishing research with faculty has increased.

- Mr. Abdullah Zubaer Imran: 2nd year MS student has 3 conference publications and 3 poster publications
- Mr. Piyush Sharma: PhD candidate in Applied Math, Dr. Holness (CIS) is his advisor.
  Piyush has 2 conference and 1 poster publication
- Mr. Kenneth Shim:
  Source of Evidence: Academic direct measure of learning - other
  **Target:**
  Students currently working on a Thesis
  - Mr. Kenneth Shim
  - Mr. Rexford Aboagye
  Once a topic is selected, they generally do not have issues in developing a research question, designing experiments, and executing the experiments. By the time they are working on their thesis or project they are practiced enough in the requisite skills to be successful. This is evidence that their training (Core courses, elective courses, seminars) is effective.

**SLO 4: experimentation**
Students will demonstrate competency in significant scholarly activity through participation in research activity, development of an M.S. Thesis or Project, and written and oral
presentation of the Thesis or Project to a committee of faculty experts in their field and the general scientific community.

In addition to dissecting selections from the research literature, students gain experience in applying learned techniques in a semester project. The semester projects typically include posing of a research question, investigation of related material, the definition of an experiment, and development of a research prototype or implementation of experiment. The semester project includes both a defended oral presentation as well as a written report. For core courses, a key computer science topic is selected and reinforced. For elective courses, a modern topic from the research literature is selected. By the time students begin their MS thesis or project, he or she has gained substantial experience in the key skills for success. The culmination of the student's training in research and experimentation is the Thesis or Project itself. This is performed under the mentorship of the thesis advisor and thesis committee.

**Relevant Associations:**

**DSU Learning Goal Associations:**
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Strategic Plan Associations:**
College of Mathematics, Natural Sciences, & Technology
4.1 Establish robust, diverse, lively, and effective communication methods to maximize information flow among College participants (students, staff, and faculty) and stakeholders on and beyond the campus.
4.5 Utilize and further develop Internet 2, videoconferencing, and other capabilities to benefit learning, research, and partnerships.

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
1.5 Recruit and retain outstanding and engaged faculty
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

**Related Measures:**

**M 1: Placement in PhD program**
Member of cohort from 1st year of program admitted in Fall 2011 was accepted to the PhD program in BioInformatics at University of Delaware. The student has passed his qualifying exams and is now a PhD candidate. Anecdotally, the student has given feedback that for a number of his PhD level courses for subject material at DSU's MS in CS, he "learned more in the MS program at DSU."

Source of Evidence: Graduate/professional school acceptance rate

**M 3: Student publishing**
The number of graduate students publishing research with faculty has increased.

Mr. Abdullah Zubaer Imran: 2nd year MS student has 3 conference publications and 3 poster publications

Mr. Piyush Sharma: PhD candidate in Applied Math, Dr. Holness (CIS) is his advisor.
Piyush has 2 conference and 1 poster publication

Mr. Kenneth Shim:

Source of Evidence: Academic direct measure of learning - other

**Target:**
Students are involved early in their graduate career in research activities.

Jon Liddell: Working on GPU Acceleration for Computational Intelligence Algorithms in Dr. Tomasz Smolinski's lab

Redford Aboagye: Working on Manifold Methods accelerated through GPU architectures in Dr. Gary Holness's Lab

Abdullah Zubaer Imran: Working on Breast Phantom Simulation (for improved mammography) in Dr. David Pokrajac's lab

Kenneth Shim: Working on Hybridized Ant Optimization Algorithms for Bio-Sequence Alignment in Dr. Tomasz Smolinski's Lab

Vijaya Maringanti: Working on Database for Green Bean Genome in Dr. Tomasz Smolinski's Lab

Piyush Sharma: Working on Manifold Methods and Information Theoretic
G 5: career awareness and professionalism
Students will learn a broad variety of career choices, considerations, as well as professionalism skills important to the discipline.

SLO 3: mastery for inquiry
Students will demonstrate mastery of material articulated through written work, oral presentation, and reduction to practice.

Development of student skill set in inquiry in the curriculum consists of a two-semester sequence of Graduate Seminar. During the first semester, in Graduate Seminar Survey, students read selections from the research literature, make presentations on studied topics, discuss professionalism, practice professionalism skills, and engage in discussion. Graduate Seminar-Survey gives students exposure to the research literature as they begin to develop their area of research interest. During the second semester, Graduate Seminar-Critical Thinking covers experimental design. In Graduate Seminar-Critical Thinking, students examine considerations and methods for posing research questions, designing experiments, analyzing data, and discussing results.

Relevant Associations:

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

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.
1.5 Thoroughly evaluate the desirability and practicality of offering a bachelor's degree in engineering and a master's degree in computer science, in preparation for a decision and implementation, as appropriate.
1.6 Evaluate and improve current graduate programs so that they effectively prepare students for employment or to transfer smoothly into top Ph.D. programs.
2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.

5.1 Implement the College’s strategic plan through clear departmental plans and goals, individual performance objectives, high expectations, and progress reviews.

5.2 Recruit and develop faculty to be effective and inspiring teachers and mentors, highly productive researchers, and sought-after colleagues and collaborators while contributing to their departments, the College, the University, the state, and their professional disciplines.

6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.

Delaware State University

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement

3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.

3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise

Related Measures:

M 3: student publishing

The number of graduate students publishing research with faculty has increased.

Mr. Abdullah Zubaer Imran: 2nd year MS student has 3 conference publications and 3 poster publications.

Mr. Piyush Sharma: PhD candidate in Applied Math, Dr. Holness (CIS) is his advisor. Piyush has 2 conference and 1 poster publication.

Mr. Kenneth Shim:

Source of Evidence: Academic direct measure of learning - other

Target: Students currently working on a Thesis

Mr. Kenneth Shim

Mr. Rexford Aboagye

Once a topic is selected, they generally do not have issues in developing a research question, designing experiments, and
executing the experiments. By the time they are working on their thesis or project they are practiced enough in the requisite skills to be successful. This is evidence that their training (Core courses, elective courses, seminars) is effective.

**SLO 5: Outside speakers**
The department has hosted a number of guest speakers who have given technical and tutorial talks.
These include engineers, scientists, and programmers from Microsoft, Bureau of Labor and Statistics, University of Pennsylvania, and other corporate concerns.

**Relevant Associations:**

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

**Strategic Plan Associations:**
College of Mathematics, Natural Sciences, & Technology
7.1 Increase the percentage of freshmen declared majors in the College who enroll as sophomores to a total of 90% in four years by focusing on retaining declared majors and by attracting undeclared majors.

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise
6.6 Create a culture of accountability, high performance and service excellence.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Automate Recruitment Effort**
Investigate a more automated method for handling applications and recruitment. As applications increase, this will allow the department to scale its recruitment efforts. This will require collaboration with school of graduate studies.

**Established in Cycle:** 2014-2015
**Implementation Status:** Planned
**Priority:** High
**Projected Completion Date:** 01/30/2017

**Fundraising for Department-Wide Grants**
Engage faculty for department-wide research traineeship type grants to fund graduate program
activities including stipends, conference travel, minor equipment, supplies, etc.

**Established in Cycle:** 2014-2015  
**Implementation Status:** In-Progress  
**Priority:** High

**Research Advisor Training**  
Develop training materials or seminar on how to be an effective research advisor

**Established in Cycle:** 2014-2015  
**Implementation Status:** In-Progress  
**Priority:** High

**Sync meeting with each graduate student**  
Meet with every graduate student near beginning of semester and after end of semester

Beginning of semester meeting purposed with discussion of goals, concerns, etc.  
End of semester meeting purposed with post-analysis of how they did, areas for improvement, etc.

**Established in Cycle:** 2014-2015  
**Implementation Status:** In-Progress  
**Priority:** High

**Update and Execution of Marketing Plan**  
Create content
- photos  
- articles  
- video vignettes  
- training videos  
- personal accounts and interviews  
- explore press release with Associated Press and Local News

Engage public with Edutainment style videos.

Employ viral type marketing to drive additional applications  
Revamp YouTube channel

**Established in Cycle:** 2014-2015
Implementation Status: In-Progress
Priority: High
Mission / Purpose

The mission of the Campus Events Office is to complement the academic mission of the University by providing an experienced, reliable, and professional staff of event planners to assist faculty, staff, students and the local community with the planning and implementation of their special events. Excellence will be achieved through proactive customer service, consistent policies, focus on student development and revenue generation within an atmosphere of open communication, accountability, and fiscal responsibility.

Goals without Outcome/Objective Relationships Specified

G 1: To improve and enhance web event request

Streamline external clients request for use of DSU facilities. Improve reporting procedures on room use, availability, and class room occupancy rates.
Mission / Purpose

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

G 1: Research-based outreach education
To deliver unbiased, research-based programs to youths and adults through a network of educators at the universities, county and city offices, research and extension centers, and facilities located throughout the state.

O/O 1: Agriculture and Natural Resources programs

Agriculture and Natural Resources

Cooperative Extension provides minority and limited resource farmers with research-based education on production, marketing, management and finance. As the median age of farmers continue to increase, outreach programs that expose youths to opportunities in agriculture and encouraged them to pursue education at DSU are needed. Active agriculture extension programs and new initiatives include:

- The Outreach and Technical Assistance for the Socially Disadvantaged Farmers and Ranchers Program (2501), which assists socially disadvantaged farmers and ranchers with information and technical assistance in production, marketing, management, business planning and USDA programs. Demonstrations and applied research conducted at the Outreach and Research Center in Smyrna included pole lima bean trials, season extension trials using high tunnels, and growing a variety of ethnic vegetables. Through workshops, one-on-one assistance and field days, the small farms program reached 918 people directly this year. Another 2250 people were reached indirectly through newsletters, factsheets and mailings.

- The Risk Management and Community Outreach Program for Limited Resource and Underserved Producers in Delaware provides hands-on training in on-farm risk management tools for small, minority, and female farmers. More than 200 small farm owners attended Cooperative Extension's first "Profiting from a Few Acres" Risk Management
conference February 20 - 21, 2009, in Dover. Conference attendees learned how to effectively manage the financial, production, marketing and legal risks associated with an agribusiness. The conference provided risk management solutions and strategies from the five USDA defined areas of risk. The conference evaluations suggested 86 percent of participants increased their knowledge of agriculture risk management strategies. Additionally, 97 percent of participants rated the conference as excellent or very good. At least 100 small ag producers, DSU and USDA personnel are expected to attend the 2010 conference that is scheduled for November 10 - 11.

- **Soils Tests Program** - Extension Educators conducted soil tests for 42 small and limited resource to help farmers identify the appropriate soil amendments needed for maximum yield and minimal inputs and environmental impacts.

- The Small Ruminant Extension program provides research-based education to small ruminant producers in the sheep and goat industry, including small and beginning farmers. Workshops covered out of season breeding, FAMACHA, and fecal egg counting. More than 25 small ruminant producers in the Mid-Atlantic Region are participating in a SARE funded research project entitled, "Characterization of Anthelmintic Resistance in Small Ruminant Gastrointestinal Nematodes (GIN) in the Mid-Atlantic State".

- The Aquaculture Technical Assistance and Outreach Program seeks to foster the creation of a viable aquaculture industry in Delaware by identifying suitable aquaculture species for Delaware and the mid-Atlantic region, and exploring low input methods to raise them economically and environmentally. Methods used include applied research, information dissemination and demonstrations. Information was provided to 148 pond owners through tours and meetings on economic opportunities including fee fishing or developing niche markets an added income sources.

- The Master Gardener Program applies the train-the-trainer educational model to teach Delaware residents how to plan, plant and care for gardens and landscaping on their property. Delaware State University and the University of Delaware collaborate to address home, lawn and garden concerns through the Master Gardener volunteer program. Additionally, Extension's Backyard Gardening program helped interested Delawareans establish produce gardens to supplement their family meals and income.
• The Delaware Backyard Garden Program of Delaware State University Cooperative Extension helped establish a backyard garden for residents that have limited resources or reduced income due to current economical times. We also had two local Elementary schools establish a garden for their summer program. To get maximum production from the garden, it is important to have a soil test done and amend the soil according to the analysis, and to grow varieties that are adapted to Delaware's growing conditions. By providing opportunities for hands-on planting, growing and harvesting experiences anyone can be successful growing vegetable, herb and flowering plants. Thirty families and/or summer school programs contacted Delaware State University Cooperative Extension requesting help to establish a backyard garden, to supplement their families' meals and provide snacks with fresh, picked vegetables and herbs.

Relevant Associations:

Strategic Plan Associations:
College of Agriculture & Related Sciences
2.1 Increase small-scale agriculture sustainability.
2.2 Promote the use of alternative crops and products to limited resource, small farm owners.
Implementation Strategies
3.1 Expand research teaching and outreach activities of CARS in ecosystem management including soil, watershed and habitat restoration.
3.2 Increase programmable activities in sustainable agriculture production practices.
Implementation Strategies
3.3 Enhance CARS partnership with agencies working on environmental protection issues (DOGA, USDA, NRCS, EPA and DNREC).

O/O 2:Family and Consumer Sciences programs

Family and Consumer Sciences

Obesity and weight related medical conditions have become epidemic health issues in the United States leading to chronic health problems including diabetes, hypertension and heart disease. Cooperative Extension programs target people in all age ranges to teach them more effective ways to control their diets and to improve their overall health conditions. Education initiatives address nutrition and food safety, and the importance of daily exercise. Active Programs include:
· **Brown Bag Parenting program** The Brown Bag Parenting Education Program is an eight week correspondence program that provides research-based knowledge on topics aimed to improve the confidence and skill level of care providers. The program, whose targeted audience includes parents, grandparents and guardians of children under age 18, receives statewide referrals from social service agencies and family courts. It is offered as an alternative to on-site parenting programs where participants are able to complete parenting education requirements at times that are most convenient for them. At the completion of the program, participants receive a Certificate of Completion which is then presented to their respective case worker and thereby allows them to secure monthly subsidies for their children. To date the program has reached over 1,200 Delaware care providers.

· **EFNEP** - or Expanded Food and Nutrition Education Program - Extension paraprofessionals work with limited resource mothers of young children to promote healthful food choices, and to teach food safety and budgeting. One very popular summer EFNEP program involves teaching youths to cook healthy foods in the Foods Lab on the DSU campus.

· **SNAP-Ed** - or Supplemental Nutrition Education Program - offers a series of five lessons about healthful eating, food safety and physical activity to third and fourth grade elementary students in the New Castle, Kent and Sussex counties in which at least 50 percent of the student population is receiving free or reduced lunches. This year, the program reached 329 youths and was limited only by the availability of matching funds, and limited this year by the extended illness of the Nutrition Educator.

· **Thriving in Tough Times** - a series of 8 sessions offered monthly to a faith-based community in Dover, DE. It offered suggestions for saving money in a variety of activities of daily life - buying food; preventing serious illnesses; practicing food safety techniques; gardening; saving energy costs; gardening, etc.

**Relevant Associations:**

**Strategic Plan Associations:**

- College of Agriculture & Related Sciences
  - 4.1 Enhance the research, teaching and outreach efforts in food safety and security.
  - Implementation Strategies
  - 4.2 Expand education, research and outreach programs in nutrition and health.
  - 4.3 Enhance the economic viability of communities throughout Delaware and improve the quality of life of Delawareans by promoting healthy lifestyles and healthy eating habits.

**O/O 3:4-H Youth Development programs**
4-H Youth Development

The 4-H Youth Development Program at Delaware State University creates supportive environments to help culturally diverse, underserved youths (nine to 19 years of age) reach their fullest developmental potential. The program operates mainly in Kent and Sussex counties. 4-H is a national initiative operated through Cooperative Extension programs at land-grant colleges and universities throughout the country and rests on three national mandates: namely, Science, Engineering and Technology; Citizenship; and Healthy Living. DSU’s 4-H and Youth Development Programs reach more than 6,000 young people annually and include:

- 4-H Afterschool, which combines 4-H programming with academic tutoring for 9 - 19 year-old youths, in partnership with the Delaware Housing Authority.

- Ladies and Gentlemen's Clubs, which are hosted by schools in Sussex County to help students improve academically and develop better life-coping skills.

- Annual Farm Tour, which is held at DSU's Hickory Hill Farm and draws more than 2,000 youth and adults to learn about agriculture.
Goals without Outcome/Objective Relationships Specified

G 1: Sustainability of apparel disposal and consumption
Sustainability of apparel disposal and consumption

G 2: Small ruminant reproductive efficiency
Small ruminant reproductive efficiency

G 3: Integrated approaches to parasite control
Integrated approaches to parasite control

G 4: Characterization of dewormer resistance in the northeastern U.S.
Characterization of dewormer resistance in the northeastern U.S.

G 5: Sustainable pasture grazing management of multiple species
Sustainable pasture grazing management of multiple species

G 6: Transformation process of biochar following soil application
Transformation process of biochar following soil application

G 7: Biochar application for soil quality and carbon sequestration
Biochar application for soil quality and carbon sequestration

G 8: Stabilizing and upgrading of pyrolysis bio-oil as a biofuel
Stabilizing and upgrading of pyrolysis bio-oil as a biofuel

G 9: Propagation methodologies for Delaware herbs
Propagation methodologies for Delaware herbs

G 10: Evaluation of commercial mycorrhizal products for increased growth of herbs
Evaluation of commercial mycorrhizal products for increased growth of herbs

G 11: Development of intervention strategies to combat adult and childhood obesity in the State of Delaware.
Development of intervention strategies to combat adult and childhood obesity in the State of Delaware.
Mission / Purpose

Under the auspices of the Vice President for Student Affairs, Counseling Services unit is designed to help students to meet their personal, social, and academic needs. Counselors help students to explore their needs, feelings, interpersonal relationships and life goals. Student personal development workshops, individual, and group counseling sessions are provided for all categories of our student population.

The strategies employed by counselors are used to maximize students' growth and successful completion of the University experience. Our mission is consistent with the mission of the student affairs division and university as a whole in that it supports the empowerment of students to establish and maintain a collegiate atmosphere conducive to the highest level of academic and personal success.

Confidentiality: Counseling sessions take place in private, and the relationship between counselors and students are held in strictest confidence.

Our service approach is ecological: We recognize that our students come from diverse backgrounds and that their health and educational needs transcend individual factors and are impacted by surrounding cultural, institutional, socioeconomic, and political influences. We are committed to reaching students, including those from traditionally-underserved groups, and providing programming to help the DSU community realize its full potential to be psychologically healthy and socially just.

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

G 1: Provide outreach and counseling services to students
Outreach to student body via individual, group, workshops and mental health events.

SLO 3: Offer student personal development workshops as requested
Workshops will provide psychoeducational information to student body.

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

Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 1: Student Participation
activities/events/workshops and individual counselings will be offered each semester as needed.

Source of Evidence: Activity volume

Target:
Workshops will be provided to students at various forums as requested.

Findings (2016-2017) - Target: Met
Personal development workshops were facilitated with students in residence halls, university seminar classes, counseling resource center and MLK student center.

M 8: Education and Awareness of Counseling Resources/Services
Students will be made aware of counseling resources/services. Pre/Post Tests will be administered during personal development workshops.

Source of Evidence: Evaluations

Target:
Workshops will be provided as requested on a first come, first served basis.

Findings (2016-2017) - Target: Met
Workshops were provided as requested and as determined by prevalence of negative student behaviors.

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

G 1: Provide outreach and counseling services to students
Outreach to student body via individual, group, workshops and mental health events.

O/O 1: Conduct Counseling Sessions
Invite new and returning students for initial and subsequent sessions at beginning of each semester.

Related Measures:

M 1: Student Participation
activities/events/workshops and individual counselings will be offered each semester as needed.

Source of Evidence: Activity volume

**Target:**
All new students will be invited to initial counseling session no later than end of each semester.

**Findings (2016-2017) - Target: Met**
All new students were contacted via email, telephone, and hard copy invites.

**M 8: Education and Awareness of Counseling Resources/Services**
Students will be made aware of counseling resources/services. Pre/Post Tests will be administered during personal development workshops.

Source of Evidence: Evaluations

**Target:**
Contact will be made requesting individual sessions with all new and returning students by mid-semester (Fall & Spring)

**Findings (2016-2017) - Target: Met**
Individual counseling sessions were provided for 100 percent of students who were referred by self, or others.

**O/O 2: Provide crisis intervention services as needed 24/7**
Be available for students who experience psychological crisis.

**Related Measures:**

**M 8: Education and Awareness of Counseling Resources/Services**
Students will be made aware of counseling resources/services. Pre/Post Tests will be administered during personal development workshops.

Source of Evidence: Evaluations

**Target:**
Psychological emergency/crisis intervention services will be provided for all student's identified and/or referred.

**Findings (2016-2017) - Target: Met**
Crisis intervention for students experiencing psychological emergencies was provided 100 percent.

**M 9: Crisis Intervention Reports**
Crisis Intervention Reports will be completed in a timely manner.

Source of Evidence: External report

**Target:**
Crisis Intervention Reports will be completed within 24-hours of incident involving intervention by Counselors.
**Findings (2016-2017) - Target: Partially Met**

- 3 reports were completed same day as incident
- 5 reports were completed within 24-hrs
- 2 reports were completed on Monday following weekend
- 2 reports were one-day late.

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

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

**Late Crisis Intervention Reports**

*Established in Cycle: 2016-2017*

Counselors will be reminded at the beginning of each semester of the 24-hour commitment. Additionally, they will be required to exp...

**G 3: Collaborate with community partners (Violence Against Women Act grant)**

Implement sexual assault prevention activities as required by the Violence Against Women Act (VAWA) Grant. Victims will learn about support services provided on and off campus.

Students will receive educational information related to sexual assault.

**O/O 6: Continue implementing VAWA grant**

Title of Grant Awarded: Innovative Partnerships to Reduce Gender-Based Violence on Delaware Campuses. This is a collaborative grant between DSU and UD. Grant funding will provide Counseling with opportunities for more outreach, information, education, prevention and awareness to students on the issues of sexual assault, partner violence and stalking in accordance with Title #9, Cleary Act, and Campus SaVE Act.

**Tasks:**

1. Implement programming throughout school year.
2. Request Grant Extension
3. Request Grant Renewal

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 10:Grant Requirements**
Grant requirements are indicated and reported on bi-annually by Co-PI, Dr. Pauline Meek.

Source of Evidence: Government standards

**Target:**
Activities/Events/Workshops and individual counseling related to sexual assault, partner violence and stalking will be conducted each semester.

**Findings (2016-2017) - Target: Met**
Counseling professional staff and SARA students have completed various education, prevention and awareness activities during the entire school year.

**G 4:Conduct a self-assessment of Counselor’s skills**

Counselors conduct self-assessment utilizing Counseling Skills Inventories

**O/O 7:Conduct Counseling Self-Assessments**

The counseling skills inventory is a self-inspection tool used by counselors to assess their proficiency as it relates to utilizing various, evidence-based techniques. The Council on Higher Education CAS Standards are utilized to perform self-studies in an effort to identify strengths and needs of the overall counseling program. Data from the aforementioned assessments will enable Counseling to develop strategic plan to address deficiencies.

**Tasks:**

1. Conduct Counseling Skills Inventories - Annually
2. Conduct CAS Self-Study - Annually
3. Plan Strategy to Address DeficienciesCounselors conduct their individual Skills Inventory and CAS Self-Study no later than 30 June, 2017
4. Plan strategy to address items that are identified as deficient no later than 15 July, 2017
Relevant Associations:

Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

**M 5: Conduct Counseling Self-Assessments**

The counseling skills inventory is a self-inspection tool used by counselors to assess their proficiency as it relates to utilizing various, evidence-based techniques. The Council on Higher Education CAS Standards are utilized to perform self-studies in an effort to identify strengths and needs of the overall counseling program. Data from the aforementioned assessments will enable Counseling to develop strategic plan to address deficiencies.

**TASKS:**
1. Skills Inventory results
2. CAS Self-Study results
3. Review of Strategic Plan to address deficiencies.

Source of Evidence: Existing data

**Target:**
Target Date: 30 June, 2017 & 15 July, 2017

**Findings (2016-2017) - Target: Met**
Counseling Self Assessments were conducted in June 2017. All deficiencies were identified and will be addressed going forward.

**Findings (2014-2015) - Target: Not Reported This Cycle**
Completed...minimal discrepancies noted.

**Findings (2010-2011) - Target: Partially Met**
CAS Standards Review Completed. No major Descripancies.

**M 11: CAS Self-Study and Skills Inventory**
Conduct CAS Self-Study and Skills Inventory Annually.

Source of Evidence: Professional standards

**Target:**
Counselors conduct their individual Skills Inventory and CAS Self-Study no later than 30 June, 2017
Plan strategy to address items that are identified as deficient no later than 15 July, 2017

**Findings (2016-2017) - Target: Met**
Self-Assessments completed. No significant discrepancies reported.

**G 5: Revise Student Satisfaction Survey**
1. Some items are non-applicable and need to be revised.

**O/O 8: Revise Student Survey**

Current Satisfaction survey needs revision on question #4.

Tasks:

1. Revise survey and send out during spring semester 2018

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 4: Revised Student Survey Utilizing Survey Monkey**
Revision of student satisfaction survey questions utilizing an online instrument

Source of Evidence: Service Quality

**Target:**
Completed.

**Findings (2016-2017) - Target: Partially Met**
Question #4 of Survey under revision.

**M 12: Satisfaction Survey**
Student satisfaction with overall services will be assessed via revised Survey.

Source of Evidence: Client satisfaction survey (student, faculty)

**Target:**
Survey will be revised to address discrepancy on item #4 no later than Spring semester 2018.

**Findings (2016-2017) - Target: Partially Met**
Survey Monkey will continue to be used for the upcoming semester.

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 4: Recruit, train and supervise Peer Counselors**

Train Peer Counselors to be an extension of Counseling Services.
Relevant Associations:

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

Strategic Plan Associations:
Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 1: Student Participation
activities/events/workshops and individual counselings will be offered each semester as needed.

Source of Evidence: Activity volume

Target:
All new Peer Counselors will be trained during their first semester of their hiring.

Findings (2016-2017) - Target: Met
Peer Counselors were trained by Activity Director.

M 2: Documentation will be recorded by Activity Director
Activity Director will document hiring, training and outreach activities of Peer Counselors for each school year.

Source of Evidence: External report

Target:
Hire or rehire at least 13 students as peer counselors per academic year. Peer counselors will receive weekly supervision/training as a prevention/intervention method to educate all students on positive mental health.

Findings (2016-2017) - Target: Met
13 Peer Counselors were hired and trained during 2016-17 School Year.

Findings (2016-2017) - Target: Met
13 Peer Counselors were hired and trained during 2016-17 School Year.

Findings (2016-2017) - Target: Met
13 Peer Counselors were hired and trained during 2016-17 School Year.

SLO 5: Facilitate Peer Counselor anti-stigma activities and workshops
Peer Counselors will provide educational information to student body concerning good mental health and prevention of negative stigma.
Relevant Associations:

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

Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

**M 1: Student Participation**
activities/events/workshops and individual counselings will be offered each semester as needed.

Source of Evidence: Activity volume

**Target:**
Students will be provided with anti-stigma campaigns and workshops throughout campus community by Peer Counselors at least twice per semester.

**Findings (2016-2017) - Target: Met**
Peer Counselors (under Staff Counselor supervision) facilitated mental health anti-stigma campaign in accordance with requirements of Title III grant objectives.

**M 7: Mental Health Anti-Stigma Survey Administered**
Mental Health Anti-Stigma survey administered during tabling events (Health Fairs, etc.). Students' awareness of social stigmas that adversely affect individuals with acute and chronic mental illness is increased. Quantitative data is collected regarding general student body perceptions of individuals with and chronic mental illness.

Source of Evidence: Evaluations

**Target:**
Student Body at workshops, tabling events and health fairs.

**Findings (2016-2017) - Target: Met**
Workshops and campaigns centered on anti-stigma have been accomplished by Peer Counselors.

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

**O/O 9: Develop Pol & Procedures Manual for Vets**

**Veterans Affairs is no longer within this department.** Need to develop formal, streamlined (written) university policy in order to help veterans, pursue
personal, financial and academic needs without undue confusion and/or hardship. Need to obtain feedback from veterans about service delivery.

Tasks:

1. Analyze results of Student Feedback Survey NLT beginning of Fall Semester 2014

**Relevant Associations:**

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

**Related Measures:**

**M 6: Develop Pol & Procd Manual for Vets**

THIS DEPT. WAS MOVED TO FINANCIAL AID

Need to develop formal, streamlined (written) university policy in order to help veterans, pursue personal, financial and academic needs without undue confusion and/or hardship. Need to obtain feedback from veterans about service delivery.

1. Follow up with Veterans Affairs Coordinator et al, weekly
2. Feedback from US Department of Defense
3. Feedback from US Department of Veterans Administration
4. Feedback from DE Department of Education
5. Feedback from veteran students' survey

Source of Evidence: Existing data

**Target:**
Target Date: 30 May, 2012

**Findings (2016-2017) - Target: Not Reported This Cycle**

VETERAN’S AFFAIRS IS NO LONGER ASSIGNED TO THIS DEPARTMENT

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**BEGIN GRANT IMPLEMENTATION**

Counseling Department  Assessment Action Plan Form

Mission:
Our mission is designed to assist students by helping them to maintain good mental health. Programs are designed to meet their personal, social, and academic needs throughout their university experience.

Key Strategy/Goals/Enabling Objective:

Implement Collaborative Violence Against Women on Campus Grant which includes prevention and awareness programs for students in accordance with Title #9 and the Cleary Act.

Description/Explanation:

Title of Grant Awarded: Innovative Partnerships to Reduce Gender-Based Violence on Delaware Campuses. This is a collaborative grant between DSU and UD. Grant funding will provide Counseling with opportunities for more outreach and information to students on the issues of awareness/prevention of violence on campus.

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task(s)</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First planning session at UD</td>
<td>10/06/11</td>
</tr>
<tr>
<td>Second planning session at UD</td>
<td>10/14/11</td>
</tr>
<tr>
<td>Budgeted funds forwarded to DSU</td>
<td>Pending</td>
</tr>
<tr>
<td>Develop Job Description for Program Prevention Specialist and forward to HR</td>
<td>Feb 2012</td>
</tr>
<tr>
<td>Post Job Announcement for Prevention Program Specialist</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Responsibility:

Associate Director of Counseling Dept.

Budget:

$190,000. Awarded over 3-year period
Learning Outcomes:

Learning about these issues may result in students making informed and safe decisions when confronted with violence, or potential violence on campus.

Assessment:

1. Follow up with Grant Administrator - Weekly.

2. Feedback from student satisfaction surveys and workshop evaluations.

3. Conditions required by grant funding source.

**Established in Cycle:**  2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**GRANT IMPLEMENTATION**
Tasks: 1. Follow up with Grant Administrator - Weekly. 2. Feedback from student satisfaction surveys and workshop evaluations. 3. Conditions required by grant funding source. [Preview Formatting]

**Established in Cycle:**  2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Review/Revise Pol & Procd Manual**

Counseling Department  Assessment Action Plan Form

Mission:
Our mission is designed to assist students by helping them to maintain good mental health. Programs are designed to meet their personal, social, and academic needs throughout their university experience.

Key Strategy/Goals/Enabling Objective:


Description/Explanation:

Updated Policies and Procedures Manual will enable counseling staff to provide consistent service to students utilizing current, evidence-based best practices.

IMPLEMENTATION SCHEDULE/TIMETABLE

<table>
<thead>
<tr>
<th>Task(s)</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review current manual monthly beginning 1 November, 2011</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Identify revisions as required</td>
<td>50% Complete</td>
</tr>
<tr>
<td>Coordinate revisions with affected departments</td>
<td></td>
</tr>
<tr>
<td>Publish revised edition no later than end of spring semester 2012</td>
<td></td>
</tr>
</tbody>
</table>

Responsibility:

Director of Counseling & Staff

Budget: Allows implementation of all programs identified within the policies and procedures manual: Travel - $5900, Postage - $300, Fleet Services - $500, Reprographics - $1300, Contractual - $1400, Supplies - $2388. TOTAL $11788.00

Learning Outcomes:
1. Enable students to receive current, consistent services which will assist in their personal, social and academic development

2. Provide counseling staff with continuity manual to be used as guide for current and future employees.

**Assessment:**

1. Feedback from satisfaction surveys and workshop evaluations.

2. Feedback from affected on-campus departments.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

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**REVIEW/REVISE POL & PROCEDURES MANUAL**

Identify revisions as required  
Coordinate revisions with affected departments  
Publish revised edition no later than end of spring semester 2012 [Preview Formatting]

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

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**Continue to provide Crisis Intervention**

Continue to foster optimum care for students experiencing psychological crisis during upcoming school year. Also, review Memorandums of Understanding with local Mental Health Agencies periodically to ensure completeness.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Student Participation | Outcome/Objective: Provide crisis intervention services as needed 24/7

Implementation Description: Review MOUs with Kent General Hosp; Mobile Crisis; Kent/Sussex Community Services; and Dover Behavioral Health
Projected Completion Date: 08/31/2017
Responsible Person/Group: Director of Counseling

Late Crisis Intervention Reports
Counselors will be reminded at beginning of each semester of the 24-hour commitment. Additionally, they will be required to explain reason for late submissions to the Director.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Crisis Intervention Reports | Outcome/Objective: Provide crisis intervention services as needed 24/7

Projected Completion Date: 06/01/2018
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Theoretical Perspective
Students will develop a theoretical perspective using criminological and sociological theories.

SLO 1: Define Sociological and Criminological Theories
Students will be able to identify and define the primary sociological and criminological theories.

Relevant Associations:

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

Related Measures:

M 1: Sociological Theories Assignment Grade
Grade in Sociological Theories assignment.
Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will make a C or better on assignment defining theories.

Findings (2016-2017) - Target: Partially Met
86% of students received a C or better on assignment defining sociological theories.

Findings (2015-2016) - Target: Partially Met
88% of students received a C or better on assignment defining sociological theories.

Findings (2014-2015) - Target: Met
95% of students received a C or better in the Sociological Theories course.

Findings (2013-2014) - Target: Met
92% of students received a C or better in the Sociological Theories course.
Findings (2012-2013) - Target: Not Met
87% of students made a C or better in the Sociological Theories course.

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

Sociological Theories
Established in Cycle: 2015-2016
Only 88% of students made C or better on the assignment assessing understanding and application of sociological theories.

M 2: Criminology Theories Assignment Grade
Grade on criminology theories assignment.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 90% of the students will make a C or better on assignment defining criminological theories.

Findings (2016-2017) - Target: Partially Met
82% of students received a C or better on the criminological theory assignment. This is an 8% increase from the previous year.

Findings (2015-2016) - Target: Not Met
74% of students received a C or better on the criminological theory assignment.

Findings (2014-2015) - Target: Met
92% of students received a C or better in the Criminology course.

Findings (2013-2014) - Target: Met
91% of students received a C or better in the Criminology course. Note: Only one section of the Criminology course included in this assessment due to grading issues in the other two courses.

Findings (2012-2013) - Target: Not Met
Only 71% of the students made a C or better in the Criminology course.

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

Criminology Theory
Established in Cycle: 2015-2016
Only 74% of students made a C or better on assignment assessing understanding and application of criminological theories.

SLO 2: Use Theories
Students will be able to use criminological and sociological theories to explain issues related to the criminal justice discipline.
Relevant Associations:

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

Related Measures:

M 3: Capstone Theoretical Perspective
Ratings on Theoretical Perspective element of the Capstone Research Paper Grading Rubric. Capstone assignment is to write a critical argument explaining a criminal justice issue using a sociological theoretical perspective.

Source of Evidence: Capstone course assignments measuring mastery

Target:
At least 90% of students will receive an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric.

Findings (2016-2017) - Target: Partially Met
85% of students received an adequate or better rating.

Findings (2015-2016) - Target: Met
90% of students received an adequate or better rating.

Findings (2014-2015) - Target: Partially Met
87% of students received an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric. Although this is below the 90% target, it is a 5% increase from the previous academic year.

Findings (2013-2014) - Target: Not Met
82% of students received an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric.

Findings (2012-2013) - Target: Not Met
Only 80% of students received an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric.

SLO 3: Develop a Critical Argument
Students will be able to develop a sound, credible argument assessing a criminal justice issue using a sociological perspective.

Relevant Associations:

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

**Related Measures:**

**M 4: Capstone Research Paper Grade**

Grade on the capstone research paper. Capstone assignment is to write a critical argument explaining a criminal justice issue and its impact.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
At least 90% of students will receive a C or better on their final capstone research paper.

**Findings (2016-2017) - Target: Partially Met**
85% received a C or better on capstone research paper.

**Findings (2015-2016) - Target: Met**
92% received a C or better on capstone research paper.

**Findings (2014-2015) - Target: Not Met**
82% of students received a C or better on their final capstone research paper.

**Findings (2013-2014) - Target: Met**
90% of students received a C or better on their final capstone research paper.

**Findings (2012-2013) - Target: Not Met**
Only 81% received a C or better on their final capstone research paper.

G 2: Scientific Nature of Criminal Justice

Students will understand the scientific nature of the criminal justice discipline.

**SLO 4: Define the Scientific Process Used in the Criminal Justice Discipline**

Students will be able to identify and define the components of the scientific process used to examine criminal justice issues.

**Relevant Associations:**

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

**Related Measures:**

**M 5: Scientific Method**

Grade on assessment of understanding scientific method in Research Methods course.

Source of Evidence: Academic indirect indicator of learning - other
Target: At least 90% of students will receive a C or better on the scientific process assignment/test in the Research Methods course.

Findings (2016-2017) - Target: Partially Met
89% of students received a C or better on the assignment defining the scientific process. This is a 19% increase from the previous year.

Findings (2015-2016) - Target: Not Met
Only 70% of students received a C or better on the assignment defining the scientific process.

Findings (2014-2015) - Target: Not Met
83% of students received a C or better in the Research Methods course.

Findings (2013-2014) - Target: Not Met
79% of students received a C or better in the Research Methods course.

Findings (2012-2013) - Target: Met
90% of students received a C or better in the Research Methods course.

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

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

Improve understanding of scientific process
Established in Cycle: 2015-2016
Only 70% of students adequately identified and defined the elements of the scientific process. Need to further examine grades a...

SLO 5: Explain Primary Methodologies Used to Examine Criminal Justice Issues
Students will be able to identify and explain the primary methodologies used in the criminal justice discipline.

Relevant Associations:

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

Related Measures:

M 5: Scientific Method
Grade on assessment of understanding scientific method in Research Methods course.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will receive a C or better on the assignment/test explaining research methodologies in the Research Methods course.
Findings (2016-2017) - Target: Partially Met
80% of students received a C or better on the assignment/test explaining research methodologies. This is a 12% increase from the previous year.

Findings (2015-2016) - Target: Not Met
68% of students made a C or better on the assignment/test explaining research methodologies.

Findings (2013-2014) - Target: Not Met
79% of students received a C or better in the Research Methods course.

Findings (2012-2013) - Target: Met
90% of students received a C or better in the Research Methods course.

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

Improve understanding of research methods
Established in Cycle: 2015-2016
Only 68% of students adequately identified and explained various sociological research methods. Need to further examine grades....

Strengthen understanding of research methodologies
Established in Cycle: 2015-2016
88% of students made a C or better on research methodologies assignment.

SLO 6: Interpret Criminal Justice Research Findings
Students will be able to interpret qualitative and quantitative research findings in the criminal justice discipline.

Relevant Associations:

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

Related Measures:

M 6: Rating on Capstone Rubric QR element
Rating on Quantitative Reasoning element of the Capstone Rubric. Senior Seminar (Capstone Course) includes several assignments in which students interpret research findings. The capstone assignment also requires the use of statistical information to demonstrate understanding and use of quantitative information.

Source of Evidence: Academic indirect indicator of learning - other
Target:
At least 90% of students will receive a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

Findings (2016-2017) - Target: Met
95% of students received a satisfactory or better rating. This is a 2% increase from the previous year.

Findings (2015-2016) - Target: Met
93% of students received a satisfactory or better rating.

Findings (2014-2015) - Target: Met
97% of students received a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

Findings (2013-2014) - Target: Not Met
88% of students received a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

Findings (2012-2013) - Target: Not Met
Only 77% of students received a satisfactory or better rating on the Capstone Rubric QR element.

SLO 7: Critique Criminal Justice Research
Students will be able to assess and critique the validity and utility of criminal justice research.

Relevant Associations:

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

Related Measures:

M 7: Grade on Assignments Assessing Published Research
Students will be able to critique published research, assessing method and findings.

Source of Evidence: Academic direct measure of learning - other

Target:
At least 90% of students will receive a C or better on written assignments critiquing published research.

Findings (2016-2017) - Target: Partially Met
84% of students received a C or better on written assignments critiquing published research. This is a 4% increase from the previous year.
Findings (2015-2016) - Target: Partially Met
80% of students received a C or better on written assignments critiquing published research.

Findings (2014-2015) - Target: Not Met
76% of students received a C or better on written assignments critiquing published research.

Findings (2013-2014) - Target: Not Met
87% of students received a C or better on written assignments critiquing published research.

Findings (2012-2013) - Target: Met
93% of students received a C or better on written assignments critiquing published research.

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

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

Improve student ability to critique published research
Work with all instructors to increase assignments related to critiquing published research.

SLO 8: Develop a Research Proposal
Students will develop a sound, ethical, feasible research proposal to examine a criminal justice issue.

Relevant Associations:

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

Related Measures:

M 8: Grade on Research Proposal
Students will be able to design a research proposal.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 90% of students will receive a C or better on the written research proposal assignment.

Findings (2016-2017) - Target: Partially Met
87% of students received a C or better on the research proposal.
Findings (2015-2016) - Target: Met
90% of students received a C or better on the research proposal.

Findings (2014-2015) - Target: Not Met
76% of students received a C or better on written research proposal assignment.

Findings (2013-2014) - Target: Not Met
70% of students received a C or better on the written research proposal assignment.

Findings (2012-2013) - Target: Not Met
Only 74% of students made a C or better on the written research proposal assignment.

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

Improve student ability to design research proposal
Established in Cycle: 2012-2013
Curriculum Committee to identify ways to improve student ability to design research proposals.

SLO 9: Understand and apply statistical principles
Students will be able to apply standard statistical practices to examine criminal justice issues.

Relevant Associations:

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

Related Measures:

M 9: Rating on Quantitative Reasoning Rubric Application Element
Students will be able to apply basic statistical principles used in criminal justice research.

Source of Evidence: Academic direct measure of learning - other

Target:
At least 90% of students will be able to apply basic statistical principles used in criminal justice research.

Findings (2016-2017) - Target: Met
91% of students were able to apply basic statistical principles.

Findings (2015-2016) - Target: Met
92% of students were able to apply basic statistical principles.
Findings (2014-2015) - Target: Partially Met
89% of students received a satisfactory or better rating on the Quantitative Reasoning Rubric Application Element. Although this is slightly below the 90% target, it is a 10% increase from the previous academic year.

Findings (2013-2014) - Target: Not Met
79% of students received a satisfactory or better rating on the Quantitative Reasoning Rubric Application Element.

Findings (2012-2013) - Target: Met
92% of students received a satisfactory or better rating on the Application element of the Quantitative Reasoning Rubric.

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

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

Improve ability to apply statistical concepts

Increase assignments related to applying statistical concepts.

SLO 10: Use findings to support a criminal justice argument
Students will be able to use research findings to support a criminal justice argument.

Relevant Associations:

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

Related Measures:

M 10: Rating on Capstone Evidence
Rating on Evidence Element of the Capstone Research Paper Grading Rubric. Capstone assignment is to write a critical argument assessing a criminal justice issue and requires the use of credible research findings to support the argument.

Source of Evidence: Capstone course assignments measuring mastery

Target:
At least 90% of students will receive an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2016-2017) - Target: Partially Met
88% of students received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.
Findings (2015-2016) - Target: Met
94% of students received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2014-2015) - Target: Met
94% of students received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2013-2014) - Target: Not Met
74% of students received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2012-2013) - Target: Not Met
Only 69% of students adequately used scientific findings to support a critical argument.

G 3: Centrality of Inequality
Students will understand inequality as it relates to the criminal justice system.

SLO 11: Define and explain inequality
Students will be able to define and explain inequality as it relates to the criminal justice discipline.

Related Measures:

M 11: Grade on assignment explaining inequality
Grade on assignment explaining inequality in Social Stratification course.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will receive a C or better on the assignment/test defining and explaining inequality in the Social Stratification course.

Findings (2016-2017) - Target: Met
90% of students received a C or better on the inequality assignment. This is a 2% increase from the previous year.

Findings (2015-2016) - Target: Partially Met
88% of students received a C or better on the inequality assignment.

Findings (2014-2015) - Target: Not Met
82% of students received a C or better in the Social Stratification course.

Findings (2013-2014) - Target: Not Met
74% of students received a C or better in the Social Stratification course.

Findings (2012-2013) - Target: Met
93% of students made a C or better in the Social Stratification course.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Improve student learning related to understanding inequality
*Established in Cycle: 2013-2014*
Improve student learning related to understanding inequality.

**SLO 12:** Examine the intersection of race, class and gender
Students will be able to assess criminal justice issues in regards to race, class and gender differences.

**Relevant Associations:**

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

**Related Measures:**

**M 11:** Grade on assignment explaining inequality
Grade on assignment explaining inequality in Social Stratification course.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 90% of students will receive a C or better on the intersection assignment/test in the Social Stratification course.

**Findings (2016-2017) - Target: Met**
90% of students received a C or better on the intersection assignment. This is a 2% increase from the previous year.

**Findings (2015-2016) - Target: Partially Met**
88% of students received a C or better on the intersection assignment.

**Findings (2013-2014) - Target: Not Met**
74% of students received a C or better in the Social Stratification course.

**Findings (2012-2013) - Target: Met**
93% of students received a C or better in the Social Stratification course.

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

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

**Improve student learning related to understanding intersection**
*Established in Cycle: 2015-2016*
Only 88% of students demonstrated understanding intersection of race, class, and gender.

**SLO 13:** Critique inequality as it relates to the criminal justice system
Students will be able to critique inequality in the criminal justice system.
Relevant Associations:

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

Related Measures:

M 12: Rating on Capstone Impact

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
At least 90% of students will receive an adequate or better rating on the Capstone Research Paper Grading Rubric Impact element.

**Findings (2016-2017) - Target: Met**
93% of students received an adequate or better rating on the Capstone Research paper Grading Rubric Impact element. This is a 5% increase from the previous year.

**Findings (2015-2016) - Target: Partially Met**
88% of students adequately assessed impact on their capstone research paper.

**Findings (2014-2015) - Target: Met**
92% of students received an adequate or better rating on the Capstone Research paper Grading Rubric Impact element.

**Findings (2013-2014) - Target: Not Met**
74% of students received an adequate or better rating on the Casponte Research Paper Grading Rubric Impact element.

**Findings (2012-2013) - Target: Not Met**
Only 71% of students adequately examined inequality in the capstone research paper.

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

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

**Improve student ability to assess impact.**
*Established in Cycle: 2015-2016*
Only 88% of students adequately assessed criminal justice policy impact on their capstone paper.

**G 4: Global Perspective**
Students will develop a global perspective on issues related to criminal justice.

**SLO 14: Define and explain a global perspective**
Students will be able to define and explain a global perspective on criminal justice issues.

**Relevant Associations:**

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

**Related Measures:**

**M 13: Rating on Global Learning View Systemic Issues Element**

Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 90% of students will receive a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2016-2017) - Target: Partially Met**
86% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2015-2016) - Target: Met**
93% of students received a satisfactory or better rating on systemic issues element.

**Findings (2014-2015) - Target: Met**
96% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2013-2014) - Target: Not Met**
78% of students will receive a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2012-2013) - Target: Not Met**
Only 85% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**SLO 15: Define and explain multiculturalism**
Students will be able to define and explain multiculturalism as it relates to the criminal justice discipline.

**Relevant Associations:**

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

**Related Measures:**

**M 13: Rating on Global Learning View Systemic Issues Element**

Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 90% of students will receive a satisfactory or better rating on View Systemic Issues element of Global Learning rubric.

**Findings (2016-2017) - Target: Met**
90% of students received a satisfactory or better rating on View Systemic Issues element of Global Learning Rubric.

**Findings (2015-2016) - Target: Met**
93% of students received a satisfactory or better rating on the systemic issues element.

**Findings (2014-2015) - Target: Met**
96% of students received a satisfactory or better rating on View Systemic Issues element of Global Learning Rubric.

**Findings (2013-2014) - Target: Not Met**
74% of students will receive a satisfactory or better rating on View Systemic Issues element of Global Learning rubric.

**Findings (2012-2013) - Target: Not Met**
Only 85% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning rubric.

**SLO 16: Examine global issues related to the criminal justice discipline**
Students will be able to examine global issues related to the criminal justice discipline.

**Relevant Associations:**

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

**Related Measures:**

**M 14: Rating on Global Learning Rubric Able to Apply Global Perspective Element**
Target:
At least 90% of students will receive a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

Findings (2016-2017) - Target: Met
90% of students received a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

Findings (2015-2016) - Target: Met
93% of students received a satisfactory or better rating.

Findings (2014-2015) - Target: Met
96% of students received a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

Findings (2013-2014) - Target: Not Met
78% of students received a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

Findings (2012-2013) - Target: Not Met
Only 85% of students received a satisfactory or better rating on the Global Learning Rubric Able to Apply Global Perspective element.

G 5:Criminal Justice System
Students will understand how the criminal justice system functions.

SLO 17:Identify and define components of the criminal justice system
Students will be able to identify and define the components of the criminal justice system.

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

Related Measures:
M 15:Grade on assignments related to cjs components.
Grade on assignments related to cjs components in Introduction to Criminal Justice course.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will make a C or better on assignments/tests related to identifying and defining components of the criminal justice system.

Findings (2016-2017) - Target: Met
94% of students made a C or better on assignments related to identifying
and defining components of the criminal justice system. This is a 2% increase from the previous year.

**Findings (2015-2016) - Target: Met**
92% of students made a C or better on assignments related to identifying and defining components of the criminal justice system.

**Findings (2014-2015) - Target: Not Met**
84% of students will make a C or better in the Introduction to Criminal Justice course.

**Findings (2013-2014) - Target: Not Met**
86% of students received a C or better in the Introduction to Criminal Justice course.

**Findings (2012-2013) - Target: Met**
94% of students made a C or better in the Introduction to Criminal Justice course.

**SLO 18: Examine and critique criminal justice system functions**
Students will be able to examine and critique criminal justice system functions.

**Relevant Associations:**

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

**Related Measures:**

**M 15: Grade on assignments related to cjs components.**
Grade on assignments related to cjs components in Introduction to Criminal Justice course.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 90% of students will make a C or better on assignment/test critiquing functions of the criminal justice system.

**Findings (2016-2017) - Target: Met**
94% of students made a C or better on assignments related to critiquing the criminal justice system. This is a 4% increase from the previous year.

**Findings (2015-2016) - Target: Met**
90% of students made a C or better on assignments related to critiquing the criminal justice system.

**Findings (2014-2015) - Target: Not Met**
84% of students made a C or better in the Introduction to Criminal Justice course.
Findings (2013-2014) - Target: Not Met
86% of students received a C or better in the Introduction to Criminal Justice System course.

Findings (2012-2013) - Target: Met
94% of students made a C or better in the Introduction to Criminal Justice course.

SLO 19: Identify and Assess Ethical Issues
Students will be able to identify and assess ethical issues in the criminal justice system.

Relevant Associations:

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

Related Measures:

M 16: Rating on Ethical Issues element of the Contemporary Issues in CJ exam
Rating on the Ethical Issues in Contemporary Issues in CJ course exam.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 90% of students will receive a rating of satisfactory or better on the Ethical Issues element of the Contemporary Issues in CJ course exam.

Findings (2016-2017) - Target: Partially Met
88% of students received satisfactory or better rating on Ethical Issues in criminal justice. This is a 6% increase from the previous year.

Findings (2015-2016) - Target: Partially Met
82% of students received satisfactory or better rating on Ethical Issues in criminal justice.

Findings (2014-2015) - Target: Met
95% of students satisfactorily identified and assessed ethical issues in the criminal justice system.

Findings (2013-2014) - Target: Not Reported This Cycle
Measure not assessed this cycle due to lack of data specific to measure.

Findings (2012-2013) - Target: Met
93% of students received a satisfactory or better rating on the Ethical Issues element of the Contemporary Issues in CJ course exam.

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

**Improve student understanding of ethical issues**  
*Established in Cycle*: 2015-2016  
Only 82% of students adequately assessed ethical issues in the criminal justice system.

**SLO 20: Evaluate critical issues in the criminal justice system**  
Students will be able to evaluate critical issues in the criminal justice system.

**Relevant Associations:**

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

**Related Measures:**

**M 17: Grade on assignment assessing critical issues in Contemporary Issues in CJ course**  
Assignment grade assessing critical issues in Contemporary Issues in CJ course.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
At least 90% of students will make a C or better on the Contemporary Issues in CJ course exam.

**Findings (2016-2017) - Target: Partially Met**  
86% of students made a C or better on assignment/test evaluating critical issues in the criminal justice system. This is a 4% increase from the previous year.

**Findings (2015-2016) - Target: Partially Met**  
82% of students made a C or better on assignment/test evaluating critical issues in the criminal justice system.

**Findings (2014-2015) - Target: Not Met**  
84% of students satisfactorily evaluated critical issues in the criminal justice system.

**Findings (2013-2014) - Target: Not Met**  
86% of students received a C or better on the Contemporary Issues in CJ course exam.

**Findings (2012-2013) - Target: Met**  
93% of students will make a C or better on the final written exam of the Contemporary Issues in CJ course.
Related Action Plans (by Established cycle, then alpha):

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

Improve student learning related to evaluating critical issues in CJ
Established in Cycle: 2013-2014
Improve student learning related to evaluating critical issues in CJ.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Develop Relationship with IR to Analyze Major Course Grades
Work with IR to obtain and analyze course grades for majors only.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Working Relation with IR on Global Societies Course Grades
Work with IR to obtain Global Societies and Race and Ethnic and Cultural Anthropology course grades for Sociology majors.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Determine if new Writing Course improves critical thinking and writing skills
The Department developed a new writing course to begin in Fall 2012. The course is designed to improve critical thinking and analysis and improve writing skills. This course should have a direct impact on assessing understanding of inequality since that is demonstrated through critical writing exercises.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Continue assessment as designed. Track if assessment findings improve as students complete the new Writing course.
Responsible Person/Group: Department Assessment Chair
Additional Resources Requested: None

Identify direct assessment measure.
Identify direct assessment measure to assess objective.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Faculty to identify direct assessment measure to assess objective.  
**Responsible Person/Group:** Faculty  
**Additional Resources Requested:** None

**Identify new data source to assess multi-culturalism.**  
The current data source to assess student learning related to the multi-culturalism objective is the course grade for Global Societies. This measure is an indirect measure and the course is not in the Department, making the current data source weak and unreliable. A stronger (direct measure) data source that can be retrieved reliably will be identified.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Faculty to identify direct measure data source.  
**Responsible Person/Group:** Faculty in coordination with Department Assessment Committee Chair.  
**Additional Resources Requested:** None.

**Identify ways to Assess Data To Separate Majors and Non-Majors**  
Identify ways to better assess data to separate majors and non-majors. Work with adjuncts to ensure assessment and grading are consistent with Department standards.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Increase theory application in Criminology courses.**  
Continue to improve student ability to apply theories of crime and crime causation by increasing assignments requiring theory application.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High
Implementation Description:  Ensure that instructors teaching Criminology courses instruct students on theory application.
Responsible Person/Group:  Individual instructors.

Continue to increase emphasis on computer skill
Continue to increase skill building related to appropriate use of internet and other computer-based information sources.

Established in Cycle:  2011-2012
Implementation Status:  In-Progress
Priority:  High
Implementation Description:  Revise course learning objectives to ensure that computer skills are addressed. Increase course assignments related to identifying, accessing and using computer-based information sources.
Projected Completion Date:  05/25/2013
Responsible Person/Group:  Department Assessment Committee Chair to revise course learning objectives. Faculty responsible for increasing course assignments related to identifying, accessing and using computer-based information sources.
Additional Resources Requested:  None

Increase emphasis on critical thinking and writing
Continue to increase critical thinking and writing assignments and assessments in all curriculum courses.

Established in Cycle:  2011-2012
Implementation Status:  In-Progress
Priority:  High
Implementation Description:  Revise course learning objectives to strengthen emphasis on critical thinking and writing. Work with faculty to increase critical thinking and writing assignments and assessments.
Projected Completion Date:  05/25/2013
Responsible Person/Group:  Department Assessment Committee Chair to revise course objectives. Faculty responsible for increasing and improving critical writing and thinking assignments and assessments.
Additional Resources Requested:  None

Increase emphasis on multiculturalism
Revise course learning objectives in relevant courses to emphasize multiculturalism.

Established in Cycle:  2011-2012
Implementation Status:  In-Progress
Priority:  High
Implementation Description:  Department Assessment Committee Chair to revise course learning objectives. Faculty responsible for developing assignments emphasizing multiculturalism.
Responsible Person/Group:  Department Assessment Committee Chair to revise
course learning objectives. Faculty responsible for developing assignments emphasizing multiculturalism.

**Additional Resources Requested:** None

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**Improve student ability to design research proposal**

Curriculum Committee to identify ways to improve student ability to design research proposals.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** In-Progress
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Grade on Research Proposal
- **Outcome/Objective:** Develop a Research Proposal

**Implementation Description:** Research methods instructor will improve teaching strategies.

- **Projected Completion Date:** 05/31/2017
- **Responsible Person/Group:** Research methods course instructor
- **Additional Resources Requested:** None

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**Improve student learning related to evaluating critical issues in CJ**

Improve student learning related to evaluating critical issues in CJ.

- **Established in Cycle:** 2013-2014
- **Implementation Status:** In-Progress
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Grade on assignment assessing critical issues in Contemporary Issues in CJ course
- **Outcome/Objective:** Evaluate critical issues in the criminal justice system

**Implementation Description:** Increase assignments related to evaluating critical issues in CJ.

- **Projected Completion Date:** 05/31/2017
- **Responsible Person/Group:** Curriculum Committee

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**Improve student learning related to understanding inequality**

Improve student learning related to understanding inequality.

- **Established in Cycle:** 2013-2014
- **Implementation Status:** In-Progress
- **Priority:** Medium
Relationships (Measure | Outcome/Objective):
   Measure: Grade on assignment explaining inequality | Outcome/Objective: Define and explain inequality

Implementation Description: Increase assignments and activities related to understanding inequality.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors

**Improve ability to apply statistical concepts**

Increase assignments related to applying statistical concepts.

Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
   Measure: Rating on Quantitative Reasoning Rubric Application Element | Outcome/Objective: Understand and apply statistical principles

Implementation Description: Identify ways to increase assignments to apply statistical concepts across the curriculum.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Curriculum Committee

**Improve student ability to critique published research**

Work with all instructors to increase assignments related to critiquing published research.

Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
   Measure: Grade on Assignments Assessing Published Research | Outcome/Objective: Critique Criminal Justice Research

Implementation Description: Work with all instructors to increase assignments related to critiquing published research.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Curriculum Committee

**Criminology Theory**
Only 74% of students made a C or better on assignment assessing understanding and application of criminological theories.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: Criminology Theories Assignment Grade  |  Outcome/Objective: Define Sociological and Criminological Theories

**Implementation Description:** Faculty teaching criminological theories will strengthen teaching strategies.  
**Projected Completion Date:** 05/31/2017  
**Responsible Person/Group:** Faculty and Instructors

**Improve student ability to assess impact.**  
Only 88% of students adequately assessed criminal justice policy impact on their capstone paper.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: Rating on Capstone Impact  |  Outcome/Objective: Critique inequality as it relates to the criminal justice system

**Implementation Description:** Faculty and instructors will continue to strengthen teaching strategies related to assessing impact.  
**Projected Completion Date:** 05/31/2017  
**Responsible Person/Group:** Faculty and instructors

**Improve student learning related to understanding intersection**  
Only 88% of students demonstrated understanding intersection of race, class, and gender.

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: Grade on assignment explaining inequality  |  Outcome/Objective: Examine the intersection of race, class and gender

**Implementation Description:** Faculty and instructors will strengthen teaching strategies.  
**Projected Completion Date:** 05/31/2017
Responsible Person/Group: Faculty and Instructors.

Improve student understanding of ethical issues
Only 82% of students adequately assessed ethical issues in the criminal justice system.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Rating on Ethical Issues element of the Contemporary Issues in CJ exam
Outcome/Objective: Identify and Assess Ethical Issues

Implementation Description: Faculty and instructors will strengthen teaching strategies addressing ethical issues in the CJ system.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors

Improve understanding of research methods
Only 68% of students adequately identified and explained various sociological research methods. Need to further examine grades, identify areas of weakness/lack of understanding, and improve teaching strategies.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Scientific Method
Outcome/Objective: Explain Primary Methodologies Used to Examine Criminal Justice Issues

Implementation Description: Examine grades, identify areas of weakness/lack of understanding, and improve teaching strategies.
Projected Completion Date: 08/25/2017
Responsible Person/Group: Assessment Committee and Methods course instructors.
Additional Resources Requested: NONE

Improve understanding of scientific process
Only 70% of students adequately identified and defined the elements of the scientific process. Need to further examine grades and improve teaching strategies.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
    Measure: Scientific Method | Outcome/Objective: Define the Scientific Process Used in the Criminal Justice Discipline

Implementation Description: Examine grades and identify areas of lack of understanding. Work with instructors to improve teaching strategy.
Projected Completion Date: 08/25/2014
Responsible Person/Group: Assessment Committee and Methods course instructors.
Additional Resources Requested: NONE

Sociological Theories
Only 88% of students made C or better on the assignment assessing understanding and application of sociological theories.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
    Measure: Sociological Theories Assignment Grade | Outcome/Objective: Define Sociological and Criminological Theories

Implementation Description: Faculty and instructors addressing sociological theories will strengthen teaching strategies.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors

Strengthen understanding of research methodologies
88% of students made a C or better on research methodologies assignment.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
    Measure: Scientific Method | Outcome/Objective: Explain Primary Methodologies Used to Examine Criminal Justice Issues

Implementation Description: Faculty and instructors will strengthening teaching strategies related to understanding research methodologies.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Faculty and Instructors.
Mission / Purpose

To develop students' abilities to think critically and systematically about philosophical problems, both abstract and practical; to develop students' understanding of the history and current state of philosophy; and to develop students' appreciation of a diversity of viewpoints, cultural, political and religious as well as purely philosophical.

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

G 1: Ability to work within today’s philosophical methods and perspectives

Use current perspectives and methods to approach philosophical issues.

SLO 1: Apply methods of modern philosophy

Students demonstrate facility with the methods of modern, analytic philosophy.

Related Measures:

M 1: Portfolio

Portfolio of Work

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of portfolios chosen at random will achieve a satisfactory or better rating for this objective, as defined by established criteria and evaluated by a panel of faculty.

Findings (2009-2010) - Target: Not Met
83% achieved a satisfactory or better rating; 40% were excellent. Different faculty members completed evaluations. There was a curriculum change. A follow-up focus group will be conducted to find out more about these results.
Findings (2008-2009) - Target: Met
92% achieved a satisfactory or better rating; 50% were excellent.

M 2: Capstone papers
Papers in capstone course, scored by a standard rubric for the department

Source of Evidence: Capstone course assignments measuring mastery

Target:
85% of papers will meet or exceed these target levels on a 5-point scale on a departmental rubric, with 5 being high: 4 on methodology, 3 on current discussions, 4 on historical understanding, and 4 on construction of arguments.

Findings (2008-2009) - Target: Met
90% of papers received at least a 4 on methodology

SLO 2: Discuss current academic perspectives

Students will be able to discuss current academic perspectives on central philosophical topics.

Related Measures:

M 1: Portfolio
Portfolio of Work

Source of Evidence: Portfolio, showing skill development or best work

Target:
90% of portfolios chosen at random will achieve a satisfactory or better rating for this objective, as defined by established criteria and evaluated by a panel of faculty.

Findings (2008-2009) - Target: Met
90% achieved a satisfactory or better rating; 51% were excellent.

M 2: Capstone papers
Papers in capstone course, scored by a standard rubric for the department

Source of Evidence: Capstone course assignments measuring mastery

Target:
85% of papers will meet or exceed these target levels on a 5-point scale on a departmental rubric, with 5 being high: 4 on methodology, 3 on current
discussions, 4 on historical understanding, and 4 on construction of arguments.

Findings (2008-2009) - Target: Met
90% of papers received at least a 4 on current discussions

G 2: Working knowledge of philosophy’s past

Exhibit awareness of and facility with earlier themes and movements in philosophy.

SLO 3: Discuss historical themes and movements

Students will be able to discuss major themes and movements in the history of philosophy.

Related Measures:

M 2: Capstone papers
Papers in capstone course, scored by a standard rubric for the department

Source of Evidence: Capstone course assignments measuring mastery

Target:
85% of papers will meet or exceed these target levels on a 5-point scale on a departmental rubric, with 5 being high: 4 on methodology, 3 on current discussions, 4 on historical understanding, and 4 on construction of arguments.

Findings (2008-2009) - Target: Met
87% of papers received at least a 4 on historical understanding

G 3: Argumentation skills

Craft solid arguments based on an understanding of diverse viewpoints.

SLO 4: Construct logical and coherent arguments

Students will be able to construct logical and coherent arguments to support diverse cultural, political, religious, and philosophical viewpoints.

Related Measures:

M 1: Portfolio
Portfolio of Work

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of portfolios chosen at random will achieve a satisfactory or better rating for this objective, as defined by established criteria and evaluated by a panel of faculty.

**Findings (2008-2009) - Target: Met**
90% achieved a satisfactory or better rating; 51% were excellent.

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

Develop Common Approach to Better Argumentation.
*Established in Cycle: 2008-2009*
Faculty will develop a common approach to improving students’ understanding of the principles of argumentation. 300-level course...

M 2: Capstone papers

Papers in capstone course, scored by a standard rubric for the department

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
85% of papers will meet or exceed these target levels on a 5-point scale on a departmental rubric, with 5 being high: 4 on methodology, 3 on current discussions, 4 on historical understanding, and 4 on construction of arguments.

**Findings (2008-2009) - Target: Not Met**
75% of papers received at least a 4 on construction of arguments

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

Develop Common Approach to Better Argumentation.
*Established in Cycle: 2008-2009*
Faculty will develop a common approach to improving students’ understanding of the principles of argumentation. 300-level course...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Develop Common Approach to Better Argumentation.
Faculty will develop a common approach to improving students' understanding of the principles of argumentation. 300-level courses will incorporate related activities to develop students' abilities to construct logical and coherent arguments supporting diverse viewpoints.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Capstone papers | Outcome/Objective: Construct logical and coherent arguments  
Measure: Portfolio | Outcome/Objective: Construct logical and coherent arguments

**Responsible Person/Group:** All faculty members teaching 300-level courses
Mission / Purpose

The mission of Facilities Management is to provide essential services in the most efficient and economical manner and provide a safe, clean and attractive campus environment for students, faculty, staff, and visitors. This includes overseeing the planning/ construction of new facilities, while meeting environmental, health, and safety requirements.

Vision: The DSU Facilities Management will be the premier college Facilities Department in the state of Delaware. We will be a department characterized by excellent customer service, communication, teamwork, careful planning and innovation.

Motto: Always there, always the best

Goals without Outcome/Objective Relationships Specified

G 3: Enhance beautification
Enhance beautification of all campus buildings, landscaping, etc.

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

G 1: Attractive Campus
Develop and maintain facilities that contribute to achievement of the institutional mission.

O/O 1: Provide clean and efficient University facilities
Provide attractive campuses with clean and efficient facilities.

Related Measures:

M 1: Building Administrator Customer Satisfaction Survey

User satisfaction with facilities as indicated by the Building Administrator Customer Satisfaction Survey. This survey is administered to students, staff, and faculty members via online Survey Monkey email annually (tentatively April - May). Survey monkey data analysis reports are compiled, shared, and discussed at Annual Supervisors’ Retreat. Key findings are communicated to all staff in the unit during the monthly staff meeting in August.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
At least 85% good or excellent ratings on all items of the Building Administrator Customer Satisfaction Survey.
Findings (2013-2014) - Target: Not Met

Survey was not conducted annually due to budget and staff restraints. However, the survey was administered in March 2014 to faculty and staff only. The response rate was 40%. Only five items out of the total 15 items on the survey yielded 85% or more good or excellent ratings. Forty-five percent of all items were either average, good or excellent. Seventy-five percent of the respondents rated 2 items as poor or very poor. These items were: timely response on work orders and snow removal. Summary of survey results are attached.

Findings (2008-2009) - Target: Partially Met

54% of respondents rated overall satisfaction as "good" or "excellent." 90% of respondents rated overall satisfaction as "average," "good," or "excellent." Survey response rate was approximately 120 respondents out of approximately 500 possible respondents (24%).

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

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

Adjust desired target
Established in Cycle: 2008-2009
With budget reductions and the resulting impact on the Physical Plant unit, the target will be revised next year to "at least 85..."

O/O 3: Design and construct new facilities on schedule
Meet delivery time lines for designing and constructing new facilities.

Related Measures:

M 3: Progress report on new construction

Progress Report on actual versus scheduled completed timelines for new building construction.

Source of Evidence: Existing data

Target:
No owner-caused delays in completion of capital projects.

Findings (2013-2014) - Target: Met
New Library construction was completed in March 2014. This was 25% behind schedule due to severe winter storms. However, timelines are ahead schedule for renovation of the Science Center (East Wing).

Findings (2008-2009) - Target: Met
All current capital projects are on schedule. One project may possibly finish behind its original schedule, but this is due to weather-related factors.
G 2: Safe, Healthy Environment
Work within regulatory structures and other guidelines to achieve a safe, healthy environment.

O/O 2: Ensure compliance with laws and regulations
Ensure compliance with environmental, health and safety laws, regulations and directives.

Related Measures:

M 2: Number of violation notices
Number of violation notices received.

Source of Evidence: Existing data

Target:
No final violation notices should be received.

Findings (2013-2014) - Target: Partially Met
A warning violation was received for electrical wiring in Building C45 during annual inspection. Electrical team completed all requested changes by January 15, 2014. Follow-up inspection resulted in satisfactory report.

Findings (2008-2009) - Target: Met
No violation notices received.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Adjust desired target
With budget reductions and the resulting impact on the Physical Plant unit, the target will be revised next year to “at least 85% average, good, or excellent ratings.” This will more accurately reflect the budget constraints that have occurred over the last two years.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Building Administrator Customer Satisfaction Survey | Outcome/Objective: Provide clean and efficient University facilities
Implementation Description: Fall 2010
Mission / Purpose

The mission of the Office of Distance Education & Learning Technologies is to assist the University in the development, administration and expansion of online undergraduate and graduate degree programs and courses. We provide instructional and technical guidance and training for faculty to design, develop and deliver online and web enabled distance education courses and programs that serve non-traditional learners as well as online, hybrid and web-enhanced (technology-enabled) courses for traditional on-campus learners.

Our vision is for Delaware State University to become the premier online HBCU, ensuring excellence in both academic programs and support services for online learners. Delaware State University online doctoral, master’s and undergraduate degree programs will be known and sought after by students throughout the US and internationally for their reputation of both world-class quality and practical affordability. In connection with the promotion, facilitation and coordination of distance education and technology-enabled courses, the Office of Distance Education & Learning Technologies will be recognized regionally and nationally as a training and technical and instructional support center of excellence for colleges, departments and individual faculty members.

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

G 1: Increase distance education enrollments

Promote growth in numbers of technology-supported courses in order to increase the number of students enrolled in (distance education) technology-supported courses.

O/O 1: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

- Encourage colleges, departments and individual faculty members to increase the numbers of web-enhanced courses, hybrid and completely online courses.
• Communicate willingness of ODELT to assist selected departments to develop distance education courses that fall within their learning goals and assessment parameters.
• Work with receptive faculty and academic departments to establish online academic programs.

**Related Measures:**

**M 1: Number of departments that offer one or more online courses**

Of all academic departments, the number that offer one or more courses during the fall and spring semesters for years 2010-2011 and 2011-2012 were 18 and 10, respectively. This 44% decline in the number of departments suggests a growing disinterest of departments in sponsoring online courses. In May 2011, the Quality Assurance Checklist introduced a quality control that previously had not existed, requiring faculty to expend more effort to produce online instruction. Once college deans and department chairs are reminded that online courses and programs is a high enough institutional priority to warrant Central Administration financial support, the number of departments that sponsor online instruction may be expected to increase.

Source of Evidence: Activity volume

**Target:**

Compared with the number of departments that offered online courses in 2010-2011, increase by 10% the number of departments that offer online courses in 2011-2012.

**Findings (2011-2012) - Target: Not Met**

Comparing the Fall 10-Spring 11 data with the Fall 11-Spring 12 data, instead of increasing 10%, the number of departments offering one or more online courses declined 44% from 28 to 18.

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

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

**Central Administration encouragement of distance education as an institutional priority.**

*Established in Cycle: 2011-2012*

To reverse this decline and to increase the number of academic departments engaged in online instruction by 44% this coming year...
Encourage departments to expand their involvement with technology-enhanced instruction.
*Established in Cycle: 2011-2012*

Consult with college deans and department chairs about expansion of distance education and web-enhanced instruction.

Encourage departments to increase involvement in technology-assisted instruction for web-enhanced and online/hybrid courses.
*Established in Cycle: 2011-2012*

Provide technical assistance to faculty and departments to incorporate sound principles of distance education instructional desi...

Establishment of online distance education as an institutional priority
*Established in Cycle: 2011-2012*

To reverse this 44% decline, allocation of institutional resources, flowing from a renewed institutional emphasis on distance ed...

How we aim to increase the number of departments offering online/hybrid courses.
*Established in Cycle: 2011-2012*

We will produce a brochure that informs department chairs and faculty the benefits of offering online courses to working adult...

Promote creation of faculty incentives to develop online courses.
*Established in Cycle: 2011-2012*

Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

**M 2: Number of online courses offered**
The total number of online courses offered during the fall, spring and summer semesters 2010-2011.

Source of Evidence: Activity volume

**Target:**
The number of courses offered in 2011-2012 will increase by 10% over the previous academic year.

**Findings (2011-2012) - Target: Not Met**

In the absence of comparable 2012 summer session statistics, a comparison was made between the Fall and Spring Semesters for 2010-2011 and 2011-2012. Last year a total of 24 courses were offered. This year the number rose by 17% to a total of 28 online courses.
Findings (2010-2011) - Target: Partially Met
In 2010-2011, three of the colleges offered one or more online courses.

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

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

Articulate online distance education as a viable institutional high priority.
Established in Cycle: 2011-2012
Since May of 2010, distance education has not been mentioned as a viable University priority. The action plan for 2012-2013 will...

Increase the number of online courses.
Established in Cycle: 2011-2012

The Office of Distance Education and Learning Technologies will continue to offer orientation, training and consultation to fa...

Increased enrollments.
Established in Cycle: 2011-2012
As is the experience at numerous other universities, when online courses are multiplied that make possible student achievement o...

Promote creation of faculty incentives to develop online courses.
Established in Cycle: 2011-2012
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

Support departmental and faculty members' to expand the opportunities for their students to participate in online learning.
Established in Cycle: 2011-2012

We will prepare a trifold brochure describing the benefits (to students, faculty, and departments) of increased opportunities ...

M 3: Number of online academic programs offered
The number of academic programs that were offered online.

Source of Evidence: Activity volume

Target:
The target has been to establish the two online master's degree programs: the M.A. in Curriculum & Instruction and the M.Sc. in Sport Administration. Attainment of this target is dependent upon the University's submission of the request to the Middle States Commission on Higher Education and successful approval.
Findings (2011-2012) - Target: Not Reported This Cycle

The University is preparing a request to Middle States Commission on Higher Education to approve a substantive change that will allow delivery of online academic programs. The change will affect the M.A. in Education with a concentration in Curriculum & Instruction and the M.S. in Sport Administration. Other online programs are anticipated to follow.

Findings (2010-2011) - Target: Partially Met

The number (40) of online courses taught in 2010-2011 grew by 21% over the number (33) taught in 2009-2010.

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

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

Promote creation of faculty incentives to develop online courses. Established in Cycle: 2011-2012
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

M 4: Enrollments in technology-supported distance education courses

Number of residential (oncampus face-to-face) courses utilizing educational technology, categorized as web-enhanced courses.

Source of Evidence: Activity volume

Target:
At least a 10% total increase (over the previous year) in enrollment in all categories (web-enhanced, hybrid and online courses).

Findings (2011-2012) - Target: Not Met

Comparing only the fall and spring semesters for the two years, there was a 1% increase during the 2011-2012 academic year in the total number of technology-enabled (online, hybrid and web-enhanced) courses.

Findings (2010-2011) - Target: Not Met

In 2010-2011 the request to the Middle States Commission on Higher Education was not submitted. Hence the two target programs have yet to be established.

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

For full information, see the Details of Action Plans section of this report.
Advertise internal grant opportunities
*Established in Cycle: 2010-2011*
In process.

Articulation of online distance education and technology-enabled instruction as institutional priorities.
*Established in Cycle: 2011-2012*
As was indicated for the first three goals and targets, establishment of online distance education and technology-enabled instru...

Faculty incentives for online course creation.
*Established in Cycle: 2011-2012*
Although faculty incentives exist for faculty members to deliver online courses the first time they are offered, there are curre...

Increase online enrollments.
*Established in Cycle: 2011-2012*
Increased enrollments will be realized once the University is authorized to offer online programs to mature and working adults w...

Number of web-enhanced courses.
*Established in Cycle: 2011-2012*
Promote increased numbers of web-enhanced courses.

Promote creation of faculty incentives to develop online courses.
*Established in Cycle: 2011-2012*
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

Verify the request for Middle States Commission on Higher Education is ready for submission.
*Established in Cycle: 2011-2012*
We will make the rounds with the stake holders (Sport Science, Curriculum & Instruction and the Dean of the Graduate School) tha...

O/O 4:Contribute to institutional conditions propitious for distance education growth

- Advise the Office of the Provost, colleges, and academic departments to articulate establishment of the vital components of an effective and fully functioning distance education system as an institution-wide priority of paramount importance. For faculty to become engaged in online design, development and delivery, such components comprise enabling policies, adequate financial incentives to permit University-commissioning of selected online academic programs and selected high demand single courses, quality standards, faculty recognition and reward, essential technological applications, competence-building experiences, and technical assistance.
• Provide essential institutional supports to encourage and enable student engagement in online learning. Such supports comprise dissemination of information about online learning opportunities, orientation, training, and technical assistance.

**Relevant Associations:**

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

**Related Measures:**

**M 7: A comprehensive infrastructure for distance learning.**

Source of Evidence: Administrative measure - other

A comprehensive infrastructure consists of the following five subsystems that collectively comprise a complete distance education system:
Teaching subsystem: creation, production, distribution and evaluation of instruction.
Student subsystem: management and control of student progress, collection of tuition and fees, assessment of learning outcomes.
Regulatory subsystem: personnel, academic and administrative practices and policies with respect to governance and management, allocation of rewards and responsibilities within the institution.
Logistical subsystem: procurement and supply of required resources (personnel, finances, purchases and maintenance of equipment, purchase, maintenance).
Technological subsystem: information communications technology infrastructure; and procedures and processes required to orient, train and assist users of technology.
Target:
Before the close of the current academic year, our target will be to conduct a rigorous self-evaluation to determine the degree of alignment of the institution-wide policies, procedures and culture with the requirements of a highly effective distance education system as demonstrated by each of the five subsystems as they function here at Delaware State University.

- **Findings (2010-2011) - Target: Partially Met**
  We were able to install the enterprise version (9.1) of the Blackboard learning management system.

- The submission of the request for Middle States Commission of Higher Education approval of DSU's two initial online programs (the M.A. in Curriculum & Instruction and the M.Sc. in Sport Administration) was delayed.

- Multimedia resources that had the capacity for insertion in any and all web-enhanced and online courses were made available to all faculty teaching web-enhanced and online courses. In fact, of all the higher education institutions in the US, DSU had the highest frequency of use of the video resources of NBCLearn.

- We did not establish a system of recognition and reward for faculty members who engage in online teaching.

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

For full information, see the *Details of Action Plans* section of this report.
Promote creation of faculty incentives to develop online courses.
Established in Cycle: 2011-2012
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

G 2: Offer comprehensive training and support

Offer comprehensive faculty training and support needed to produce and deliver quality distance education and online courses.

O/O 2: Provide opportunities for DSU faculty to gain competence and confidence to design, develop, and deliver distance education

Enable faculty members who are willing to utilize information communications technologies to integrate distance pedagogical methods and techniques and educational applications of information communication technologies in their instruction of web-enhanced, hybrid and/or online courses.

Related Measures:

M 5: Training for faculty to utilize distance education technologies in their teaching.

Tabulation of all ODELT staff-faculty member training/consultation/coaching contacts maintained during the academic year.

Source of Evidence: Activity volume

- Target:
  Develop mentoring relationships between faculty teaching online courses and those who are new to online teaching.
  Create a discussion forum for faculty to share ideas, concerns and successes in online teaching experiences

Findings (2011-2012) - Target: Met

Mentoring and consulting relationships in connection with the implementation of web-enhanced and online courses have been maintained on a continuing basis. As revisions have been made to the Blackboard learning management system, new rounds of contacts and training have been implemented, resulting in a 24% increase in the number of web-enhanced courses over the previous year.

Findings (2010-2011) - Target: Met

Faculty members participated in training activities in the following areas:
• Systematic Online Course Design and Development: 17 faculty members
• The Quality Assurance Checklist. 9 faculty members
• Basic Blackboard 9.1 workshop: 42 faculty members
• Advanced Blackboard workshop: 38 faculty members
• NBC Learn (to add multimedia to their technology-supported courses): 9 faculty members

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

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

Inservice training for faculty to teach web-enhanced, hybrid and online courses.
Established in Cycle: 2011-2012
Conduct training for faculty to gain confidence and competence in using BlackBoard for web-enhanced courses and distance educati...

Promote creation of faculty incentives to develop online courses.
Established in Cycle: 2011-2012
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

Systematic training for would-be faculty subject matter experts to develop online courses.
Established in Cycle: 2011-2012
To support faculty members in their efforts to create high quality online academic courses that comprise quality online degree p...

O/O 4:Contribute to institutional conditions propitious for distance education growth

• Advise the Office of the Provost, colleges, and academic departments to articulate establishment of the vital components of an effective and fully functioning distance education system as an institution-wide priority of paramount importance. For faculty to become engaged in online design, development and delivery, such components comprise enabling policies, adequate financial incentives to permit University-commissioning of selected online academic programs and selected high demand single courses, quality standards, faculty recognition and reward, essential technological applications, competence-building experiences, and technical assistance.

• Provide essential institutional supports to encourage and enable student engagement in online learning. Such supports comprise dissemination of information about online learning opportunities, orientation, training, and technical assistance.
Relevant Associations:

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

Related Measures:

M 7: A comprehensive infrastructure for distance learning.

Source of Evidence: Administrative measure - other

A comprehensive infrastructure consists of the following five subsystems that collectively comprise a complete distance education system:
Teaching subsystem: creation, production, distribution and evaluation of instruction.
Student subsystem: management and control of student progress, collection of tuition and fees, assessment of learning outcomes.
Regulatory subsystem: personnel, academic and administrative practices and policies with respect to governance and management, allocation of rewards and responsibilities within the institution.
Logistical subsystem: procurement and supply of required resources (personnel, finances, purchases and maintenance of equipment, purchase, maintenance).
Technological subsystem: information communications technology infrastructure; and procedures and processes required to orient, train and assist users of technology.
Before the close of the current academic year, our target will be to conduct a rigorous self-evaluation to determine the degree of alignment of the institution-wide policies, procedures and culture with the requirements of a highly effective distance education system as demonstrated by each of the five subsystems as they function here at Delaware State University.

**Findings (2010-2011) - Target: Partially Met**

- We were able to install the enterprise version (9.1) of the Blackboard learning management system.
- The submission of the request for Middle States Commission of Higher Education approval of DSU’s two initial online programs (the M.A. in Curriculum & Instruction and the M.Sc. in Sport Administration) was delayed.
- Multimedia resources that had the capacity for insertion in any and all web-enhanced and online courses were made available to all faculty teaching web-enhanced and online courses. In fact, of all the higher education institutios in the US, DSU had the highest frequency of use of the video resources of NBCLearn.
- We did not establish a system of recognition and reward for faculty members who engage in online teaching.

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

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

**Promote creation of faculty incentives to develop online courses.**

*Established in Cycle: 2011-2012*

Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of online courses.
G 3: Provide comprehensive student support services equivalent to all on-campus services

Work with DSU student and administrative service departments to ensure distance education students have the same access to student services as on-campus students.

O/O 3: Increase the effectiveness and efficiency of online student services required to recruit and retain online students

- Work with DSU student and administrative service departments to verify that distance education students will have the same access to student services as on-campus students, i.e., financial aid, advising, career services, admissions, registration, disability support, bookstore services, and drop-add procedures, etc.

Related Measures:

M 6: Comprehensive student support services equivalent to on-campus services.

Administrative Working Group-identified services for students to access via the Internet.

Online orientation for students intending to participate in an online academic program.

A collection of policies that address online teaching and learning.

Helpdesk technical assistance 24/7.

Source of Evidence: Administrative measure - other
• **Target:**
  See that 100% of all student services may be delivered to remote students without their ever having to visit the DSU campus.

• Arrange for the Office of Distance Education and Learning Technologies (ODELT) uploads to the ODELT web pages an online orientation program to distance learning, complete with initial training on the Blackboard learning management system.

• Arrange with DSU faculty who teach online/hybrid courses during the coming academic year to submit their syllabi to the Registrar in time for placement on the web prior to the pre-registration period.

• Collaborate with the Registrar in order to notify students about access to course syllabi before they pre-register for the next semester.

• Arrange with college deans and department chairs to provide one-on-one student advising for remote students who will be seek admission and registering for online courses, once the MSCHE approves our graduate programs and courses for students who are not already on campus.

• Ensure that all courses include notification of accommodation for students with disabilities.

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**Findings (2011-2012) - Target: Met**

100% of student services are now available to remove students who may never need to visit the DSU campus. Our activities to verify their completeness will be reported closer to the end of the current academic year.

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

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

**All student services available via digital technology.**

*Established in Cycle: 2011-2012*

All student services provided by unit chairs who belonged to the Administrative Working Group made changes to their respective ...  

**Promote creation of faculty incentives to develop online courses.**

*Established in Cycle: 2011-2012*

Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

**O/O 4:Contribute to institutional conditions propitious for distance education growth**

• Advise the Office of the Provost, colleges, and academic departments to articulate establishment of the vital components of an effective and fully functioning distance education system as an institution-wide priority of paramount importance. For faculty
to become engaged in online design, development and delivery, such components comprise enabling policies, adequate financial incentives to permit University-commissioning of selected online academic programs and selected high demand single courses, quality standards, faculty recognition and reward, essential technological applications, competence-building experiences, and technical assistance.

- Provide essential institutional supports to encourage and enable student engagement in online learning. Such supports comprise dissemination of information about online learning opportunities, orientation, training, and technical assistance.

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Related Measures:**

**M 7: A comprehensive infrastructure for distance learning.**

Source of Evidence: Administrative measure - other

A comprehensive infrastructure consists of the following five subsystems that collectively comprise a complete distance education system:

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Logistical subsystem: procurement and supply of required resources (personnel, finances, purchases and maintenance of equipment, purchase, maintenance).

Technological subsystem: information communications technology infrastructure; and procedures and processes required to orient, train and assist users of technology.
Target:
Before the close of the current academic year, our target will be to conduct a rigorous self-evaluation to determine the degree of alignment of the institution-wide policies, procedures and culture with the requirements of a highly effective distance education system as demonstrated by each of the five subsystems as they function here at Delaware State University.

- **Findings (2010-2011) - Target: Partially Met**
  We were able to install the enterprise version (9.1) of the Blackboard learning management system.

- The submission of the request for Middle States Commission of Higher Education approval of DSU's two initial online programs (the M.A. in Curriculum & Instruction and the M.Sc. in Sport Administration) was delayed.

- Multimedia resources that had the capacity for insertion in any and all web-enhanced and online courses were made available to all faculty teaching web-enhanced and online courses. In fact, of all the higher education institutions in the US, DSU had the highest frequency of use of the video resources of NBCLearn.
We did not establish a system of recognition and reward for faculty members who engage in online teaching.

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

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

**Promote creation of faculty incentives to develop online courses.**
*Established in Cycle: 2011-2012*
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of online courses.

**G 4: Build a comprehensive infrastructure for distance learning**

Establish the essential institutional context (environment) for distance education to thrive.

**O/O 3: Increase the effectiveness and efficiency of online student services required to recruit and retain online students**

- Work with DSU student and administrative service departments to verify that distance education students will have the same access to student services as on-campus students, i.e., financial aid, advising, career services, admissions, registration, disability support, bookstore services, and drop-add procedures, etc.

**Related Measures:**

**M 6: Comprehensive student support services equivalent to on-campus services.**

Administrative Working Group-identified services for students to access via the Internet.

Online orientation for students intending to participate in an online academic program.

A collection of policies that address online teaching and learning.

Helpdesk technical assistance 24/7.
Source of Evidence: Administrative measure - other

- **Target:**
  See that 100% of all student services may be delivered to remote students without their ever having to visit the DSU campus.

- Arrange for the Office of Distance Education and Learning Technologies (ODELT) uploads to the ODELT web pages an online orientation program to distance learning, complete with initial training on the Blackboard learning management system.

- Arrange with DSU faculty who teach online/hybrid courses during the coming academic year to submit their syllabi to the Registrar in time for placement on the web prior to the pre-registration period.

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- Ensure that all courses include notification of accommodation for students with disabilities.

**Findings (2011-2012) - Target: Met**

100% of student services are now available to remove students who may never need to visit the DSU campus. Our activities to verify their completeness will be reported closer to the end of the current academic year.

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

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

**All student services available via digital technology.**

*Established in Cycle: 2011-2012*
All student services provided by unit chairs who belonged to the Administrative Working Group made changes to their respective ...

**Promote creation of faculty incentives to develop online courses.**
*Established in Cycle: 2011-2012*
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**O/O 4: Contribute to institutional conditions propitious for distance education growth**

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- Provide essential institutional supports to encourage and enable student engagement in online learning. Such supports comprise dissemination of information about online learning opportunities, orientation, training, and technical assistance.

**Relevant Associations:**

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

**Related Measures:**

**M 7: A comprehensive infrastructure for distance learning.**

Source of Evidence: Administrative measure - other

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Logistical subsystem: procurement and supply of required resources (personnel, finances, purchases and maintenance of equipment, purchase, maintenance).

Technological subsystem: information communications technology infrastructure; and procedures and processes required to orient, train and assist users of technology.

**Target:**
Before the close of the current academic year, our target will be to conduct a rigorous self-evaluation to determine the degree of alignment of the institution-wide policies, procedures and culture with the requirements of a highly effective distance education system as demonstrated by each of the five subsystems as they function here at Delaware State University.
• **Findings (2010-2011) - Target: Partially Met**
  We were able to install the enterprise version (9.1) of the Blackboard learning management system.

• The submission of the request for Middle States Commission of Higher Education approval of DSU's two initial online programs (the M.A. in Curriculum & Instruction and the M.Sc. in Sport Administration) was delayed.

• Multimedia resources that had the capacity for insertion in any and all web-enhanced and online courses were made available to all faculty teaching web-enhanced and online courses. In fact, of all the higher education institutions in the US, DSU had the highest frequency of use of the video resources of NBCLearn.

• We did not establish a system of recognition and reward for faculty members who engage in online teaching.

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

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

  **Promote creation of faculty incentives to develop online courses.**
  *Established in Cycle: 2011-2012*
  Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of onli...

**G 5: Market increased offerings**

Once Middle States Commission on Higher Education approves Delaware State University's plan to offer its first online academic programs to mature and working adult students beyond the campus, a comprehensive marketing plan will need to be devised.

**O/O 5: Identify different types of target students and their respective needs**

Once Middle States Commission on Higher Education authorizes Delaware State University's request to initiate DSU *Online*, assist the Departments of Education and Sport Science with the MA in Curriculum & Instruction and the MSc in Sport Administration to market their respective curricula to mature and working adult students beyond the campus.

  **Related Measures:**

  **M 8: Marketing analyses**

  ODELT will assist specific academic departments to conduct analyses of the markets that correspond to their respective disciplines and fields of study.
With respect to their interests in participating in online studies, ODELT will conduct a survey of current students and former students (both alumni and students who did not complete their studies at DSU).

Source of Evidence: Administrative measure - other

**Target:**
To determine the predisposition to participate in projected online degrees to be offered, survey students who comprise the following seven specific market segments for DSU Online:

- **Former DSU students** willing to return to DSU virtually to seek advanced degrees
- **Former DSU students** who formerly withdrew but who now are emotionally prepared to complete the degree they began in years past
- **Transfer students** from community colleges with associate degrees or who have accumulated credits at other institutions who now wish to complete a Bachelor of Integrated Studies
- **Active and former military personnel and other occupational groups** (e.g., police officers, non-degreed IT professionals, human service workers) who wish to convert demonstrable occupational competencies resulting from extensive occupational training into credits toward a Bachelor of Integrated Studies
- **New students** - mature women and men - already in the workforce who seek a higher education credential (Bachelor of Integrated Studies or a master's degree) required for career advancement
- **International students** - both those who come for residential learning (before and after they spend time in residence here in Dover) and those who study entirely from their home countries
- **Advanced secondary school students** who wish to accelerate their completion of higher education

**Findings (2011-2012) - Target: Not Met**
ODELT has been in discussion with a potential provider of marketing and recruitment services for distance education programs to be established once we have the approval of the Middle States Commission on Higher Education approval for the University's first two online academic programs. Rather than conduct marketing analyses prior to recruitment strategies for specific academic programs that ready to offer, we will wait until such programs are approved and in process of construction.

**G 6:Raise revenue and funding**
Establish policies and procedures to enable distance education courses to generate revenue and thus provide funding for development of online courses and programs.

O/O 6: Transform the Distance Learning Center from a cost center into a revenue-generating center.

Win Central Administration support to commit to communicate expansion of distance education as completely online programs (rather than a mere assortment of single courses) as a genuine operational institution-wide priority.

**Related Measures:**

**M 9: Revenue and Funding.**

Establish procedures for funding and revenue generation in connection with development and delivery of online distance education courses.

Source of Evidence: Administrative measure - other

- **Target:**
  Establish policies and procedures to enable distance education courses to generate revenue and thus provide a sufficient return on the investment (ROI) to cover all expenses, support continuing development of online courses and programs, and strengthen sponsoring departments.
  
  Propose implementation of the "effectual scheme" proposed in February 2011 to finance development of single online courses and online academic degree programs.
  
  Propose a distance education tuition rate. Confer with Sponsored Programs to identify sources of support for online course/program offerings.
  
  Encourage academic departments to consider grant opportunities to support online courses/programs in their respective fields of study/practice.

**Findings (2011-2012) - Target: Not Met**

Deans, chairs and faculty members are expected to respond to ODELT invitations to create online programs and courses once they are confident that they will obtain support to engage in the online program and course creation processes.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

An incentive scheme for faculty production and delivery of online courses
Delaware State University faculty members must receive some form of recognition and reward for their involvement in the online course design, development and delivery. During 2010-2011, 20 master's level courses will be created by faculty who will be given course release or faculty overload pay to develop the courses and a modest stipend when they teach the course for the first time. This incentive scheme is expected to result in increased numbers of faculty and department willing to dedicate their time to the creation of specific graduate and undergraduate level degree programs. It is anticipated that most of these students will be part-time, off campus, mature working women and men.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** The proposed rate of compensation was calibrated to the credit hour rate for overload teaching.  
**Responsible Person/Group:** Distance Education and Learning Technologies is responsible for proposing the scheme to the Office of the Provost and the Vice President of Finance and Administration. The expectation is that those Central Administration officers will take charge of implementation of the scheme.  
**Additional Resources Requested:** Peter S. Cookson, in collaboration with the University Provost and President. Additional Resources: Prior to the semester in which new, not-previously taught online courses are offered online, professors will be given course release for one course of their normal teaching load. Adjunct professors may need to be hired to teach the courses the online faculty will not be available to teach. No more than two course releases will be needed in any given semester.

**Blackboard Workshops**  
In 2010-2011 we will offer Blackboard workshops at both basic and advanced levels. Our aim is to provide such training for all new faculty appointments in September 2010. In addition we will announce the availability of such workshops at both basic and advanced levels for all faculty every month during the 2010-2011 academic year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** We will announced in the E-News, on posters distributed throughout the campus, our own e-learning newsletter, and e-mail the availability of these workshops.  
**Responsible Person/Group:** Marlene Cox and Andrea Pettyjohn  
**Budget Amount Requested:** $0.00 (no request)

**Continue to promote adoption of the 13-step Course Transformation Model**
Continue to encourage faculty members to adopt the CTM as a template to follow in the design and development of their online courses. We will invite faculty members to adopt the CTM to adopt the 13 steps of the Course Transformation Model (CTM) to apply to the design and development of online courses. Through a combination of individual and group face-to-face meetings and online tutorial assistance, we will assist faculty to develop their respective courses for delivery as part of DSU Online. We will extend the invitation to deans, chairs, and faculty members in college, department and other kinds of faculty meetings. To be sure all faculty are aware of the opportunity to participate, we will utilize posters, brochures, and email.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Promotion will be in the form of frequent announcements of open enrollment in the online training course for faculty subject matter experts and both one-on-one and face-to-face and virtual meetings.  
**Responsible Person/Group:** Peter S. Cookson  
**Additional Resources Requested:** There is an acute need for a viable incentive system of faculty recognition and reward. Otherwise, it will be difficult to involve more than a small number of faculty enthusiasts in online distance education course design, development and delivery.  
**Budget Amount Requested:** $0.00 (no request)

**Connected Documents**
- A Proposed Shell for a Blackboard Course
- Boilerplate information for all online courses

### Distance Education Teaching Forum

This series of bi-weekly forums will provide opportunities for DSU faculty to learn specific distance education teaching strategies they can deploy in both web-enhanced and online distance education courses. To expand DSU faculty members’ awareness and competencies they can apply to their teaching, different on-campus and off-campus speakers will be invited to lead practice-oriented sessions.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** The schedule for these forums will be arranged so as to complement the Center for Teaching and Learning-sponsored forum activities. Some speakers may need to make virtual presentations via the utilization of technology, e.g., videoconferencing rather than in-person visits to the campus.  
**Projected Completion Date:** 05/30/2011  
**Responsible Person/Group:** Peter S. Cookson  
**Additional Resources Requested:** Small and token honoraria may be needed to reward some of the speakers who will come from off campus.  
**Budget Amount Requested:** $0.00 (no request)

**Second Annual Survey of Faculty Blackboard Users**
In October 2009 Distance Education and Learning Technologies conducted the First Annual Survey of Faculty Users of Blackboard. The data are still in process of being analyzed. A report of the findings of the first annual survey will be released in time for release at the beginning of the 2010 Fall Semester. Capitalizing on these results, the Second Annual Survey of Faculty Users of Blackboard will be conducted in October 2010.

Established in Cycle: 2009-2010  
Implementation Status: Planned  
Priority: High  
Implementation Description: The survey will be conducted via either the Blackboard survey option or repeated using the Google Docs feature. Since the content and structure of much of the data will be similar to the First Annual Survey, the results will be analyzed using the Statistical Package for the Social Sciences in a much more timely manner.  
Projected Completion Date: 12/16/2010  
Responsible Person/Group: Peter S. Cookson  
Additional Resources Requested: Unless there is a need to obtain a separate user licence for SPSS, no additional resources will be required.  
Budget Amount Requested: $0.00 (no request)

Advertise internal grant opportunities  
In process.

Established in Cycle: 2010-2011  
Implementation Status: In-Progress  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Enrollments in technology-supported distance education courses |  
Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Projected Completion Date: 05/30/2012

Conduct information sessions with deans, department chairs, and faculty.  
During the academic year, the Director will request opportunities to meet with deans, selected department heads and individual faculty members to promote adoption of distance education technologies for their instruction.

Established in Cycle: 2010-2011  
Implementation Status: In-Progress  
Priority: High  
Implementation Description: The Director initiated appointments with deans and department heads to schedule presentations and organized a workshop for science instructors to a session presented by a visiting professor on the topic of online laboratory courses.
Increase number of online courses taught.
During the academic year, the Director will encourage individual faculty members to offer online courses that meet the essential standards that comprise the Quality Assurance Checklist.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: The Director provided feedback to professors with respect to their online courses. Courses that complied with the Quality Assurance Checklist were then referred to the Office of the Provost so that the Registrar could add them to the next semester schedule.
Responsible Person/Group: Director, Office of Distance Education and Learning Technology. Faculty members of courses selected for conversion to online delivery.
Additional Resources Requested: Funds to provide incentives for faculty members to engage in increased online course and program conversions.

Initiate academic program specific marketing plans.
An action plan will be devised once Middle States Commission on Higher Education approves DSU’s request to establish our first two online academic programs.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: A specific marketing plan to survey the specific market segments most likely to participate in DSU Online programs will be conducted as soon as Middle States Commission on Higher Education approval is given to launch our first two online academic programs.
Responsible Person/Group: Director, Office of Distance Education and Learning Technology, together with selected program chairs and individual faculty members.
Additional Resources Requested: ODEL T staff will consult with marketing faculty specialists in the DSU College of Business to devise a marketing plan for one or more specific distance education programs. Resources will be requested to cover the costs of recruiting program participants from each of the different market segments.

Number of colleges that offer one or more online courses.
During the academic year, the Director will request opportunities to meet with deans, selected department heads and individual faculty members to promote adoption of distance education technologies for their instruction.
Established in Cycle: 2010-2011  
Implementation Status: In-Progress  
Priority: High  
Implementation Description: The Director initiated appointments with deans and department heads to schedule presentations and organized a workshop for science instructors to a session presented by a visiting professor on the topic of online laboratory courses.  
Responsible Person/Group: Director, Office of Distance Education and Learning Technology.  
Additional Resources Requested: Besides Central Administration-provided funding for deans and department chairs to commission design and development of online courses,

**Number of online academic programs offered.**  
Once Middle States Commission on Higher Education approval is given to our request to establish the first two online degree programs, the University will be able to create additional online academic programs.

Established in Cycle: 2010-2011  
Implementation Status: In-Progress  
Priority: High  
Implementation Description: The Director provided feedback to professors with respect to their online courses. Courses that complied with the Quality Assurance Checklist were then referred to the Office of the Provost so that the Registrar could add them to the next semester schedule.  
Responsible Person/Group: Director, Office of Distance Education and Learning Technology. Faculty members of courses selected for conversion to online delivery.  
Additional Resources Requested: Funds to provide incentives for faculty members to engage in increased online course and program conversions.  
Budget Amount Requested: $185,000.00 (recurring)

**Produce net revenue in excess of distance education expenses.**  
Revenue that comprises tuition and fees paid by working adults who enroll in online academic programs, less all program expenses will constitute net revenue.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  
Implementation Description: To generate net revenue, DSU must offer completely online academic programs that award either an undergraduate or graduate degree to students drawn from a population different from the fulltime student population. Such students will constitute working adults whose social roles and geographical residence preclude their participation in face-to-face courses on campus. Excepting systematic analyses of specific market segments, marketing campaigns would be premature in the absence of MCHE approval.  
Responsible Person/Group: Staff members of the Office of Distance Education and Learning Technologies, in consultation with marketing specialists. With a marketing budget, drawn from a portion of the tuition and fees raised in the online
programs, will need to be applied to defray marketing costs.  
**Additional Resources Requested:** Advice from DSU marketing specialists (faculty), funds to advertise via the Internet and selected professional conferences/conventions.

**All student services available via digital technology.**
All student services provided by unit chairs who belonged to the Administrative Working Group made changes to their respective operations to enable the delivery of student services to all students without the need to actually visit the campus. All such services are now available through digital technology.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive student support services equivalent to on-campus services.  
- **Outcome/Objective:** Increase the effectiveness and efficiency of online student services required to recruit and retain online students

**Implementation Description:** To resolve the last remaining issues concerning student services for distance education students, coordination will be needed to enable students to receive and use book vouchers in the DSU bookstore.  
**Responsible Person/Group:** Besides all other student service providers refining their policies to serve distance students, the Executive Director of Admissions and the Manager of the DSU Bookstore will need to synchronize policies and procedures in order to enable remote students to order their course materials via the Internet.  
**Additional Resources Requested:** None at present. In the future, resources will be needed to cover the costs of additional student advising for distance education students.

**Articulate online distance education as a viable institutional high priority.**
Since May of 2010, distance education has not been mentioned as a viable University priority. The action plan for 2012-2013 will include renewal of institutional priority, as described in reference to the previous target of raising the number of departments actively engaged in the sponsorship of online undergraduate and graduate courses.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of online courses offered  
- **Outcome/Objective:** Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

**Implementation Description:** ODELT will communicate a technology strategic plan to the Office of the Provost that clearly articulates the need to announce online distance education as a high priority for the University.
Responsible Person/Group: ODELT in coordination with the Office of the Provost in communicating the high priority to college deans and department chairs.

Additional Resources Requested: As indicated in connection with the previous target, the following funds are necessary to advance the online distance education agenda: (1) $35,000 to convert the remaining 10 yet-to-be converted online courses for the University’s two initial online master’s, (2) $35,000 to convert 10 courses for a third online master’s, (3) $70,000 for 28 undergraduate courses for four focus areas of the Bachelor of Integrated Studies and (4) $12,500 for five undergraduate courses.

Budget Amount Requested: $0.00 (no request)

Articulation of online distance education and technology-enabled instruction as institutional priorities.

As was indicated for the first three goals and targets, establishment of online distance education and technology-enabled instruction will dramatically effect the planned outcomes with respect to number of departments engaged, number of online and technology-enabled courses offered and numbers of students enrolled.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Enrollments in technology-supported distance education courses |
Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: Similar to the previous targets.
Responsible Person/Group: ODELT in coordination with the Office of the Provost, in communication with deans, chairs and the faculty members.
Additional Resources Requested: These have been enumerated above.

Central Administration encouragement of distance education as an institutional priority.

To reverse this decline and to increase the number of academic departments engaged in online instruction by 44% this coming year, allocation of institutional resources, flowing from a renewed institutional emphasis on distance education as a high institutional priority, is essential support "work for hire" arrangements for departmental faculty to create and offer online courses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of departments that offer one or more online courses |
Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus
**Responsible Person/Group:** ODELT in coordination with the Office of the Provost, Deans of the Colleges, Department Chairs.

**Additional Resources Requested:** Funds are needed for (1) convert the yet-to-be converted courses for the M.A. in Curriculum & Instruction and the M.Sc. in Sport Administration (10 courses @ $3,500), (2) convert the courses for a third online master's degree, (10 courses @ $3,500), (3) convert four focus area courses for the Bachelor of Integrated Studies (28 @ $2,500), and (4) convert at least five General Education courses (@ $2,500).

**Budget Amount Requested:** $0.00 (no request)

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**Encourage departments to expand their involvement with technology-enhanced instruction.**

- Consult with college deans and department chairs about expansion of distance education and web-enhanced instruction.
- Publish a newsletter to keep everyone up-to-date on the merits of adoption of information communications technologies to produce more effective teaching and learning.
- Create an tri-fold brochure to publicize the mission of the Office of Distance Education and Learning Technologies.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of departments that offer one or more online courses |
- **Outcome/Objective:** Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

**Responsible Person/Group:** Office of Distance Education & Learning Technologies

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**Encourage departments to increase involvement in technology-assisted instruction for web-enhanced and online/hybrid courses.**

Provide technical assistance to faculty and departments to incorporate sound principles of distance education instructional design and to apply information communications technologies in their web-enhanced and online/hybrid instruction.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: Number of departments that offer one or more online courses | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Responsible Person/Group: Office of Distance Education & Learning Technologies
Additional Resources Requested: Additional software/hardware are needed to carry out the instructional innovations now being requested by individual faculty members.
Budget Amount Requested: $30,000.00 (recurring)

Establishment of online distance education as an institutional priority
To reverse this 44% decline, allocation of institutional resources, flowing from a renewed institutional emphasis on distance education as a high institutional priority, is essential support "work for hire" arrangements for departmental faculty to create and offer online courses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Number of departments that offer one or more online courses | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: Establishment of distance education as a high priority.
Projected Completion Date: 05/31/2013
Responsible Person/Group: Central Administration (Office of the Provost, Deans of the five colleges, chairs of the 22 departments), in coordination with the Office of Distance Education and Learning Technologies.
Additional Resources Requested: Funding to finance "work for hire" arrangements for 10 yet-to-be converted master's courses for the M.A. in Curriculum and Instruction and the M.Sc. in Sport Administration ($70,000), in addition to the 28 undergraduate Bachelor of Integrated Studies courses ($70,000) and five undergraduate General Education courses ($12,500).
Budget Amount Requested: $0.00 (no request)

Faculty incentives for online course creation.
Although faculty incentives exist for faculty members to deliver online courses the first time they are offered, there are currently no systematically awarded incentives for online course creation. Central Administration interest in providing such incentives has yet to be announced to the faculty. In connection with MSCHE authorization to offer completely online degree programs, an incentive system will be essential if additional online degree programs are to be established.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Enrollments in technology-supported distance education courses | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: One benchmark institution, Bowie State, reported creation of 80 courses after the Maryland State Higher Education Authority awarded a grant that enabled the University to pay $1800 to each faculty member to create an online course.

Responsible Person/Group: ODEL to assist faculty to understand and attain the essential high standards of quality online courses. Central Administration once it announces distance education as a central priority.

Additional Resources Requested: Funding to incentivise faculty to create online courses.

How we aim to increase the number of departments offering online/hybrid courses.

- We will produce a brochure that informs department chairs and faculty the benefits of offering online courses to working adults (as well as to on campus students).
- We will consult with the five deans about the desirability of engaging their respective departments and faculty in different aspects of distance education.
- We will make presentations to individual department chairs, following up with presentations to departmental faculty, regarding the merits and benefits of their involvement with online program (as well as selected individual course) offerings.
- Assuming we have a budget to provide financial incentives to individual faculty, we will encourage deans and department chairs to commission the design and development of selected high demand online programs and courses.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
   Measure: Number of departments that offer one or more online courses | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Responsible Person/Group: Office of Distance Education and Learning Technologies

Additional Resources Requested: Funding for the "Effectual Scheme" presented to the Office of the Provost in February 2011.
Increase online enrollments.

Increased enrollments will be realized once the University is authorized to offer online programs to mature and working adults who cannot presently participate in DSU academic programs.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Enrollments in technology-supported distance education courses | 
  Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: Implementation will be possible once MSCHE approves our first two academic programs, paving the way for additional programs to subsequently be established.

Responsible Person/Group: ODELT and academic departments committed to quality online instruction for student populations currently not associated with the University.

Additional Resources Requested: The additional resources needed will have to be proposed in consideration of the faculty compensation for creation of courses that will constitute intellectual property of the University and the necessity to mount professional quality and effective marketing efforts.

Increase the number of online courses.

The Office of Distance Education and Learning Technologies will continue to offer orientation, training and consultation to faculty who need to learn how to use the University learning management system (currently Blackboard). These services assist faculty to achieve the technical competence required to implement the Central Administration goal of converting all face-to-face courses to web-enhanced courses. Approximately half of all courses now taught at the University fit the description of web-enhanced courses.

Although only 10 courses were taught completely online during the Spring Semester of 2012, the fact that more than 600 courses were web-enhanced constitutes a vast reservoir of courses that could, with increased LMS applications, become either hybrid or online courses in the future.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Number of online courses offered | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: Implementation is ongoing.
Responsible Person/Group: Office of Distance Education and Learning Technologies (ODELT)
Additional Resources Requested: The University has agreed to supplement ODELT staff with a fulltime Instructional Designer. The University has also indicated willingness to upgrade the LMS functionality to replace the currently laborious manual tasks now required to process the currently overwhelming workload each semester.

Increased enrollments.
As is the experience at numerous other universities, when online courses are multiplied that make possible student achievement of certificates and degrees, student enrollments increase.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Number of online courses offered | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: Increased student enrollments.
Responsible Person/Group: ODELT and interested faculty members.
Additional Resources Requested: The most important additional resources are required to support faculty members who are enthusiastic about creating online courses and to support effective marketing efforts. Once the courses are created to support completion of academic degrees online, mature and working adults will be attracted to the online HBCU of DSU.

Inservice training for faculty to teach web-enhanced, hybrid and online courses.
Conduct training for faculty to gain confidence and competence in using BlackBoard for web-enhanced courses and distance education pedagogy and technology for online courses.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Training for faculty to utilize distance education technologies in their teaching. | Outcome/Objective: Provide opportunities for DSU faculty to gain competence and confidence to design, develop, and deliver distance education

Implementation Description: We make presentations in departments and provide training workshops as needed to enable faculty members to gain confidence and competence in applications of distance education technologies.

Responsible Person/Group: Staff members of the Office of Distance Education and Learning Technologies, responsible for faculty training on basic and advanced Blackboard utilization. That faculty implement BlackBoard for web-enhanced courses is the responsibility of deans, chairs, and individual faculty members.

Number of web-enhanced courses.
Promote increased numbers of web-enhanced courses.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Enrollments in technology-supported distance education courses | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Implementation Description: Our ultimate aim is have all of the approximate total number of 1200 courses to be offered each semester using the learning management system of BlackBoard. As a move in that direction we project a 10% increase this academic year.

Responsible Person/Group: Staff members of the Office of Distance Education and Learning Technologies, responsible for faculty training on basic and advanced Blackboard utilization. That faculty adopt BlackBoard for web-enhanced courses is responsibility of deans, chairs, and individual faculty members.

Additional Resources Requested: In addition to the funds the University has invested in the learning management system and staff salaries to complement available Title III funds, there is a need for funds to provide digital technology tools faculty members can use to enrich their web-enhanced courses.

Promote creation of faculty incentives to develop online courses.
Besides encouragement and training, DSU faculty members need incentives if they are to become involved with the creation of online courses. When funds are made available at other similar (HBCU) institutions to reward faculty for online course development, the number of online courses have increased dramatically. While it is the intent of Central Administration to provide such funds, it has not yet been possible to announce the availability of such funds that would represent a major improvement in the institutional climate for distance education activities. Middle States Commission on Higher Education approval of DSU's first two completely online academic programs will provide a major stimulus to the creation of financial incentives for increased faculty involvement.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure**: A comprehensive infrastructure for distance learning. | **Outcome/Objective**: Contribute to institutional conditions propitious for distance education growth
- **Measure**: Comprehensive student support services equivalent to on-campus services. | **Outcome/Objective**: Increase the effectiveness and efficiency of online student services required to recruit and retain online students
- **Measure**: Enrollments in technology-supported distance education courses | **Outcome/Objective**: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus
- **Measure**: Number of departments that offer one or more online courses | **Outcome/Objective**: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus
- **Measure**: Number of online academic programs offered | **Outcome/Objective**: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus
- **Measure**: Number of online courses offered | **Outcome/Objective**: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus
- **Measure**: Training for faculty to utilize distance education technologies in their teaching. | **Outcome/Objective**: Provide opportunities for DSU faculty to gain competence and confidence to design, develop, and deliver distance education

Implementation Description: Implementation hinges on MSCHE approval of our first two academic programs to be offered online.
Responsible Person/Group: Peter S. Cookson
Additional Resources Requested: Additional resources will need to be generated to support major course revisions and to finance significant marketing efforts. A budget amount was proposed in drafts of the MSCHE proposal.

Support departmental and faculty members’ to expand the opportunities for their students to participate in online learning.

- We will prepare a trifold brochure describing the benefits (to students, faculty, and departments) of increased opportunities to participate in distance learning.
- We will schedule meetings to consult with college deans, department chairs and individual faculty to discuss how we might raise the priority given to engagement in distance teaching.
- We will set up and man a table at the August faculty institute to promote greater awareness and interest in teaching both web-enhanced and disted courses.
- We plan to convert our modus operandi to include a more active teamwork approach to online course design and development.

Established in Cycle: 2011-2012
Implementation Status: Planned
Systematic training for would-be faculty subject matter experts to develop online courses.

To support faculty members in their efforts to create high quality online academic courses that comprise quality online degree programs, ODELT needs to develop exemplary courses that can serve as models of quality online teaching and learning. ODELT also needs to develop systematic training courses and workshops to enable faculty members committed to create online courses to develop the prerequisite competencies. Two developments will

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Training for faculty to utilize distance education technologies in their teaching. | Outcome/Objective: Provide opportunities for DSU faculty to gain competence and confidence to design, develop, and deliver distance education

Verify the request for Middle States Commission on Higher Education is ready for submission.

We will make the rounds with the stake holders (Sport Science, Curriculum & Instruction and the Dean of the Graduate School) that the proposal is ready for submission to the Middle States Commission on Higher Education.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Enrollments in technology-supported distance education courses | Outcome/Objective: Grow the number of distance education activities (web-enhanced and online courses) on the DSU campus

Responsible Person/Group: Office of Distance Education and Learning Technologies
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Content Knowledge

Develop content Knowledge/ Child Development and Learning

SLO 1: Children's Characteristics and Needs

Candidates will be able to know and understand young children's characteristics and needs

Relevant Associations:

DSU Learning Goal Associations:

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

Strategic Plan Associations:

College of Education, Health & Public Policy

1.1 Obtain and/or maintain accreditation of programs
values and ethical standards identified by their professional organizations and accrediting bodies
1.3 All curricula include service learning activities
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.2 Cultivate an environment of academic and professional excellence
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies
3.2 Support an environment of high quality teaching
3.3 Faculty are engaged in scholarship and/or research
3.4 Promote faculty service in the community
3.5 Faculty provide high quality advising and mentoring

Delaware State University

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.5 Recruit and retain outstanding and engaged faculty
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
4.1 Strengthen and expand DSU’s outreach, Extension, engagement, entrepreneurship and economic development programs to benefit the people of Delaware, the nation and the world.
4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

Related Measures:

M 1: Praxis

Source of Evidence: Standardized test of subject matter knowledge

Target:
State of Delaware passing score is 160. Program had a 100% pass rate with a mean score of 172.5. Met.

Findings (2016-2017) - Target: Met
Program had a 100% pass rate with a mean score of 172.5. Met.

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

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

Work with students to improve scores.
This is a new instrument for the state, that requires more complex thinking and extended content than the earlier ETS tests. Two...

G 2: Build Family and Community Relationships

Build Family and Community Relationships
(Professionalism)

SLO 2: Involving Families and Communities in Children's Learning
Candidates will demonstrate developed skills to involve families and communities in many aspects of children's development and learning

Relevant Associations:

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

**M 5: Partnership Binder**

The School, Family and Community Partnership Binder is constructed from the six major assignments in the 12-315 Family, School and Community Partnerships course. Pre-Education candidates take this course in their sophomore year, prior to entering the Teacher Education Program (TEP).

- National Standards for Family Involvement - Using the appropriate national standards for family involvement as a resource, candidates reflect on their own skills in this area and create goals for improvement.

- Families in the Media Journal Assignment - In this assessment, candidates watch five television programs in which family members are the main characters. Candidates keep a journal of their television viewing and analyze what they observe about the media's depiction of families, family life and parent and children roles. Candidates then compare these observations with the reality of family life and the roles of family members.

- Parent Newsletter - Candidates critique the content and format of a school or center newsletter according to readability, participation of students, teachers, administrators, parents; two way communication strategies and other qualities. Then give suggestions for improvement and draw a diagram or layout to show what an excellent newsletter might look like.

- Parent Involvement Plan - Candidates write an essay on the ways schools, parents, and communities should connect in the future. They also address their vision of the ideal family involvement, including a mission statement, goals, timeline for implementation, materials, provisions and cost.

- Early Field Experience Packet - Candidates spend ten hours in a school setting where they interview parents, teachers, and administrations regarding parent/teacher conferences, parent involvement, and school committee structures.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

On a rubric scale of 1-3, a 2 or better with no scores in the unacceptable range.

**Findings (2016-2017) - Target: Met**

100% pass rate with a mean score of 2.5. Met

**Findings (2015-2016) - Target: Met**

There were 4/5 completers in the Early Childhood Education program for this assessment. Pass rate for completers was 100% with a mean score of 96% (2.89/3.0), indicating that the objective was met well above the 85% minimum score.
Findings (2014-2015) - Target: Met
There were 13/16 completers for this course. Mean score for the assessment was 2.58/3.0, (86%) which is just above the cut score.

Findings (2013-2014) - Target: Not Reported This Cycle
There is no data for this assessment for AY 2013-14.

Findings (2012-2013) - Target: Met
There were 5/5 completers in the Early Childhood Education program for this assessment. Pass rate was 100% with a mean score of 95% (4.75/5), indicating that the objective was met well above the 85% minimum score.

Findings (2011-2012) - Target: Partially Met
There were 5/5 completers in the Early Childhood Education program for this assessment. Pass rate was 100% with a mean score of 78%. However, three out of the five students received "unacceptable" scores in the Oral Presentation category, indicating that the students may have some difficulty in presenting information to a group, expressing ideas, and making themselves understood.

Findings (2010-2011) - Target: Met
There were 39/43 completers. Pass rate was 91% Mean score was 4.55./5.

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

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

Action plan for oral presentation.
Established in Cycle: 2011-2012
Work to help students develop skill in confidence in delivering information to a group, possibly by adding some activities that ...

G 3: Assessment
Develop knowledge and understanding of assessment

SLO 3: Benefits and Uses of Assessment
Candidates will demonstrate knowledge and understanding of the goals, benefits, and uses of assessment.

Relevant Associations:

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

Related Measures:

M 2: Student Teaching Observation
The College of Education at Delaware State University has a Unit-wide Student Teaching Assessment Tool which is used to evaluate all K-12 candidates. Candidates are assessed four times during the semester by the University Supervisor and twice by the mentor teacher. An addendum has been created to complement the Unit-wide assessment tool and to align the tool with NAEYC standards.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
On a rubric scale of 1-3, a 2 or better with no scores in the unacceptable range.

**Findings (2016-2017) - Target: Met**
100% pass rate with a mean score of 2.78/3.0. Met

**Findings (2015-2016) - Target: Met**
There were 5/5 completers for the 2015-16 academic year. Mean score is 94.5 which is above the 85% target score.

**Findings (2014-2015) - Target: Met**
There were two completers for 2014-15. Mean score was 2.98, well above the cut score. No action needed.

**Findings (2013-2014) - Target: Met**
There were 5/5 completers for the 2013-14 academic year. Mean score is 86% (2.83/3.0) which is above the 85% target score.

**Findings (2012-2013) - Target: Met**
There were 3/3 completers for the 2012-13 academic year. Mean score is 96% (2.88/3.0) which is well above the 85% target score.

**Findings (2011-2012) - Target: Met**
There were 3/3 completers for this assessment. Mean score is 3.0 which is on target.

**Findings (2010-2011) - Target: Met**
There was 1/1 completer. Score for this element was 3 which is on target.

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

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

**Assessment**
*Established in Cycle: 2012-2013*
Data from several assessments (Teacher Work Sample, Student Teaching Observations, and Preschool Unit Plan), indicate low scores...

**M 6: Action Research Project - Exceptional Needs**
The Action Research Project-Exceptional Needs is an assignment in required course #333, Methods in Teaching the Preschool Child with Exceptional Needs. This course has a 10 hour field component. The assignment requires that candidates, during their field experience, select appropriate assessment tools for a child with observed developmental delays or disabilities, analyze the results, suggest referrals, and plan activities that would meet the needs of the child.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
A score of 85% is considered acceptable.

**Findings (2016-2017) - Target: Met**
100% completion with a mean score of 89%. Met

**G 4: Using Developmentally Effective Approaches**

Develop knowledge and skills in teaching and learning

**SLO 5: Understanding Content Knowledge and Early Education**
Candidates will demonstrate an understanding of content knowledge and early education

**Relevant Associations:**

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

**Related Measures:**

**M 3: Teacher Work Sample**

Source of Evidence: Project, either individual or group

**Target:**
A score of 85% is considered acceptable.

**Findings (2016-2017) - Target: Met**
100% pass rate with a mean score of 87%. Met

**Findings (2015-2016) - Target: Partially Met**
Scores for 3 completers is 20, 30, 50. Mean score is 33. Partially met. Plans already in place for improvement.

**Findings (2014-2015) - Target: Not Reported This Cycle**
The Education Department has a new capstone assessment that
replaces the Teacher Work Sample. The Praxis Performance Assessment for Teachers (PPAT) is administered and scored by Educational Testing Service. As of May 21, 2015 we have not received the scores for Spring 2015.

**Findings (2013-2014) - Target: Met**
There were 5/5 completers for the 2013-14 academic year. Mean score is 86% (2.6/3.0) which is above the 85% target score. A weakness identified last year (planning for student initiated inquiry and exploration) continues. This concept is being emphasized in earlier courses in order to strengthen students' understanding.

**Findings (2012-2013) - Target: Met**
There were 3/3 completers for the 2012-13 academic year. Mean score is 90% (2.70/3.0) which is above the 85% target score. Areas of weakness have emerged through data analysis. These included, establishing goals and objectives and aligning them with contextual factors, assessment, and student initiated inquiry and exploration.

**Findings (2011-2012) - Target: Met**
There were 3/3 completers for this assessment. Mean score is 2.8 which is within the desirable range.

**Findings (2010-2011) - Target: Met**
There was 1/1 completer.
Mean score from two assessors was 3, which the target score.

**G 5: Becoming a Professional**

Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

**SLO 6: Ethical Standards**
Candidates will demonstrate knowledge about and uphold ethical standards and other professional guidelines

**Relevant Associations:**

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

**M 4: Philosophical Statement**

The Personal Philosophy of Early Childhood Education assessment is completed in the 12-206 Introduction to Early Childhood Education course. In this assessment, candidates begin to develop an ongoing personal philosophy statement which includes their beliefs about how children learn, the necessary qualities and characteristics of an effective teacher, environments most conducive for teaching young children, a reflection of their role as a professional and advocate in the field of early care and education and the role theories play in setting the stage for current beliefs about best practice.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

A mean score on the rubric of 85% is acceptable.

**Findings (2016-2017) - Target: Met**

100% pass rate with a mean score of 88%.

**Findings (2015-2016) - Target: Met**

There were 10/10 completers for this assessment. Mean score was 90%. Met

**Findings (2014-2015) - Target: Met**

There were 10/10 completers for this assessment. Mean score was 2.7 out of 3. No action needed.

**Findings (2013-2014) - Target: Met**

In 2013-14 there were 9/9 completers in Education. Mean score was 90% (2.7/3) which is above the minimum score of 85%. Areas identified as weaknesses in previous years have been strengthened.

**Findings (2012-2013) - Target: Partially Met**

In 2012-13 there were 21/21 completers. Mean score was 83% (2.5/3) which falls slightly below the minimum score of 85%. Areas of weakness appear to be in the areas of theory and advocacy. As this assessment is course specific, steps will be taken to strengthen this content in the course to increase scores.

**Findings (2011-2012) - Target: Met**

There were 11/11 completers. Pass rate was 100%. Mean score for the entire assessment was 96%, which is an 8 percentage point increase over 2010-11. NAEYC Standard 1 includes objectives 1-2. Mean score for this set of objectives was 3 which is the target score.

**Findings (2010-2011) - Target: Met**

There were 19/20 completers. Pass rate was 96%. Mean score for the entire assessment
NAEYC Standard 5 includes objectives 15-19. Mean score for this set of objectives was 3 which is the target score.

Findings (2009-2010) - Target: Met
There were 13 completers. The pass rate for the total assignment was 92% and the mean score was 80.35. This assessment appears to be on target. For this objective, mean score was 2.54. No action needed.

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

Philosophy of ECE theory and advocacy
Established in Cycle: 2012-2013
Action needs to be taken to strengthen students' understanding of basic ECE theory and advocacy. Plans will be made in EDUC 206 ...

G 6: Using Content Knowledge to Build Meaningful Curriculum
Planning based on knowledge of academic disciplines.

SLO 4: Using developmentally Effective Approaches
Candidates will use developmentally effective approaches

Relevant Associations:

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

Related Measures:

M 3: Teacher Work Sample
Source of Evidence: Project, either individual or group

Target:
On a rubric scale of 1-3, a 2 or better with no scores in the unacceptable range.

Findings (2015-2016) - Target: Partially Met
Scores for 3 completers is 20, 30, 50. Mean score is 33. Partially met. Plans already in place for improvement.

Findings (2014-2015) - Target: Not Reported This Cycle
The Education Department has a new capstone assessment that replaces the Teacher Work Sample. The Praxis Performance
Assessment for Teachers (PPAT) is administered and scored by Educational Testing Service. As of May 21, 2015 we have not received the scores for Spring 2015.

**Findings (2013-2014) - Target: Met**
There were 5/5 completers for the 2013-14 academic year. Mean score is 86% (2.6/3.0) which is above the 85% target score. A weakness identified last year (planning for student initiated inquiry and exploration) continues. This concept is being emphasized in earlier courses in order to strengthen students' understanding.

**Findings (2012-2013) - Target: Met**
There were 3/3 completers for the 2012-13 academic year. Mean score is 90% (2.70/3.0) which is above the 85% target score. Areas of weakness have emerged through data analysis. These included, establishing goals and objectives and aligning them with contextual factors, assessment, and student initiated inquiry and exploration.

**Findings (2011-2012) - Target: Met**
There were 3/3 completers for this assessment. Mean score is 2.5 which is within the desirable range.

**Findings (2010-2011) - Target: Met**
There was 1/1 completer.
Mean score from two assessors was 3, which the target score.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Evaluate reasons for low scores, address issues of non-completion of assignments and field work.**
Action plan: Evaluate the reasons for low scores and respond the the reasons. Address issues of students completing assignments and completing field hours. Clarify scores for individual objectives

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Focus on these issues will continue throughout the fall 2010 semester.
- **Projected Completion Date:** 12/09/2010
- **Responsible Person/Group:** Early childhood faculty

**Action plan for oral presentation.**
Work to help students develop skill in confidence in delivering information to a group, possibly by adding some activities that will help the students develop their skills in speaking in front of a group.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Partnership Binder | Outcome/Objective: Involving Families and Communities in Children's Learning

Implementation Description: Conduct informal preassessments to determine if students are prepared for group speaking. Look for a pattern in future years.

Responsible Person/Group: Course instructor

Evaluate causes of low scores relating to parent involvement in TWS
It is difficult for student teachers to become involved in empowering families through "respectful and reciprocal relationships". Efforts need to be made to provide avenues for early childhood student teachers to involve families during their student teaching semester.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: Medium
Implementation Description: Students are made aware of this section of the TWS rubric and given more instruction as to how to emphasize parent involvement in their report. Drafts of the TWS are reviewed and returned, if needed.

Responsible Person/Group: Director of Clinical and Field Experiences; Early Childhood Program Coordinator

Additional Resources Requested: Discussions with mentor teachers in the schools.

Assessment
Data from several assessments (Teacher Work Sample, Student Teaching Observations, and Preschool Unit Plan), indicate low scores in candidates' understanding and abilities to use assessments to their best advantage. Plans are in place in several courses to strengthen students' background knowledge of assessment and to use more case study data to practice data analysis. Also exercises in assessment involving comparisons of typical and atypical children will be created.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Student Teaching Observation | Outcome/Objective: Benefits and Uses of Assessment

Implementation Description: Course adjustments

Responsible Person/Group: Hill, Kim, Williams

Child Development and Learning Binder
Continue to monitor the mean score for this assessment to determine if the increased emphasis on turning in work on time and produce better quality work is effective over time.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Child Growth and Development Binder**  
Continue to monitor the mean score for this assessment to determine if the increased emphasis on turning in work on time and produce better quality work is effective over time.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Family Theory**  
Data from several assessments (Teacher Work Sample, Student Teaching Observations, and Preschool Unit Plan), indicate low scores in candidates' ability to plan for parent involvement, which is a critical component of early childhood practice. Plans are in place to send a clear and consistent message throughout our curriculum about ways to involve families in planning.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Student Teaching Observation  
**Outcome/Objective:** Involving Families and Communities in Children's Learning

**Implementation Description:** Create a general sheet of "Talking Points" that will serve as a consistent thread throughout the ECE program.  
**Responsible Person/Group:** Hill, Kim, Williams  
**Additional Resources Requested:** none

**Inquiry, problem solving, critical thinking.**  
Data from several assessments (Teacher Work Sample, Student Teaching Observations, and Preschool Unit Plan), indicate low scores in student directed/initiated inquiry, problem solving, and critical thinking. Plans are in place to emphasize in several classes, the importance for children to develop in these areas. Plans include purchasing a video to model best practice in this area and to offer more opportunities to
plan lessons involving constructivist learning.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: High

Responsible Person/Group: Hill, Kim Williams  
Additional Resources Requested: Funds to purchase videos that model best practice.  
Budget Amount Requested: $0.00 (no request)

**Philosophy of ECE theory and advocacy**
Action needs to be taken to strengthen students' understanding of basic ECE theory and advocacy. Plans will be made in EDUC 206 to emphasize and conduct formative assessments in these areas prior to the Philosophy assessment.

Established in Cycle: 2012-2013  
Implementation Status: In-Progress  
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Philosophical Statement  |  Outcome/Objective: Ethical Standards  
  Understanding Content Knowledge and Early Education

Projected Completion Date: 05/25/2014  
Responsible Person/Group: Hill

**Adjust scoring for all assessment in this binder**
Scoring for all Education Unit rubrics are to be 1- unacceptable, 2- acceptable, 3- target. Although "unacceptable, acceptable, and target" are followed, the rubrics in this binder score from 30-50 and 60-100.

Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Partnership Binder  |  Outcome/Objective: Children's Characteristics and Needs

Implementation Description: Changes should be made before the rubrics are uploaded/transferred to Taskstream.

Work with students to improve scores.
This is a new instrument for the state, that requires more complex thinking and extended content than the earlier ETS tests. Two of the six completers took the test as many as three times. Plans are in place to adjust course instruction to help the students pass the test. For example, course tests are being designed that follow the same structure as Praxis and course activities are being designed to encourage critical thinking.

**Established in Cycle:** 2014-2015  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Praxis | **Outcome/Objective:** Children's Characteristics and Needs

**Implementation Description:** These actions will be ongoing as we redesign our NAEYC SPA assessments this year.  
**Responsible Person/Group:** Hill, Kim, Pogue, Marker
Mission / Purpose

As a University laboratory school, we aim to lead through excellence and innovation as we train undergraduate and graduate students in child development theory, research and its applications, while implementing national and state standards for quality toddler, preschool and full day kindergarten programs. We provide resources to parents and community members in child development and strategies to meet the needs of special populations. We welcome all majors to observe and learn in a nurturing, diverse educational environment.

Goals without Outcome/Objective Relationships Specified

G 6: Student Goals
   a) Prepare graduates to be competent communicators
   b) Prepare graduates to be effective inquirers, critical thinkers, and problem solvers to use appropriate quantitative and qualitative information
   c) Prepare graduates to be ethical, collaborative and productive citizens in a complex diverse world
   d) Prepare graduates to be independent learners able to integrate knowledge and technology to achieve personal and professional success

G 8: Administrative and Program Goals
   Institutional Goal 5.2 To improve and upgrade the physical environment for instruction

G 9: Physical Environment
   a) To update outdoor playground with safe, child-friendly equipment
   b) To phase out the Kindergarten program
   c) Phase in a Toddler 2 (24-35 months) classroom

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

G 7: Child and Family Goals
   Institutional Goal 8.1 To continue to develop, implement and utilize a comprehensive and integrated assessment process for institutional effectiveness and student learning outcomes
   Institutional Goal 6.5 To develop an integrated marketing strategy that strengthens the institution's image and identity

SLO 5: Improve Services to Children, Families & Community

   NAEYC 4d. Using own knowledge and other resources to design, implement and evaluate meaningful, challenging curriculum to promote positive outcomes

Relevant Associations:
Standard Associations:
   NCATE
   1.1 Content Knowledge for Teacher Candidates
   2.2 Element 2. Data Collection, Analysis, and Evaluation
   4.1 Element 1. Design, Implementation, and Evaluation of Curriculum and Experiences

Strategic Plan Associations:
   College of Education, Health & Public Policy
   2.2 Cultivate an environment of academic and professional excellence
   3.2 Support an environment of high quality teaching

SLO 6: Marketing
   a) To obtain STAR level 5 through the Delaware Institute for Excellence in Early Childhood
   b) To develop a link on the DSU website
   c) To develop a mentoring program for local child care providers in Kent & Sussex Counties

Relevant Associations:

Standard Associations:
   NCATE
   5.2 Element 2. Modeling Best Professional Practices in Teaching

Strategic Plan Associations:
   College of Education, Health & Public Policy
   3.5 Faculty provide high quality advising and mentoring
   4.1 Enhance community engaged partnerships and outreach
   8.1 Increase the income from grants and service contracts each year
   8.3 Enhance relationships with agencies, community based organizations and industry stakeholders
   8.7 Develop and implement a marketing plan for College

Delaware State University
   2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Connect with children and families
   NAEYC 4a. To understand and use positive relationships and supportive interactions as the foundation for their preservice teaching

Relevant Associations:

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

Related Measures:

M 1: Self reflection of early field experience
   Self reflection of knowledge gained on how to develop an understanding of positive relationships and supportive interactions with parents, staff and children.
Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
95% of participants strongly agree that they gained an understanding of how to connect with children and families through their field experience at the Lab School each semester.

**Findings (2013-2014) - Target: Partially Met**
2012-2013 67% of students AGREE that they gained an understanding of how to connect with children and families through their field experience. 33% STRONGLY AGREE

2013-2014 75% of students STRONGLY AGREE that they gained an understanding of how to connect with children and families through their field experience. 25% AGREE

**Findings (2010-2011) - Target: Partially Met**
Fall 2011 23% of students strongly agree that they gained an understanding of how to connect with children and families through this field experience. 59% agreed. 18% undecided
Spring 2011 14% of the students strongly agree. 86% agree.
Fall 2010 66% of the students strongly agree. 33% agree.

**Findings (2009-2010) - Target: Not Met**
Findings from Spring 2010 EFE Rating Scales:
38% of participants strongly agree that they gained an understanding of how to connect with children and families through their field experience. 56% agree
.06% undecided

**Findings (2008-2009) - Target: Partially Met**
Spring 2009 Findings: 84% of participants strongly agreed that they gained an understanding of how to connect with children and families from this field experience.
Fall 2009 Findings: 50% of participants strongly agreed that they gained an understanding of how to connect with children and families from this field experience.

**M 2: Early Field Experience Rating Scale**
Rating Scale for DSU Lab School Participants
(Completed each semester since Spring 2009)

1) During my field experience observation/participation, I gained an understanding of how to connect with children and families.
2) During my early field experience observation/participation, I gained an understanding of developmentally effective strategies, tools and approaches to influence children's development.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

3) During my early field experience observation/participation, I gained an understanding of the community and how it impacts a child's development.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

4) During my early field experience observation/participation, I became more interested in researching a particular aspect in my field of study.

Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

Source of Evidence: Student course evaluations on learning gains made

**Target:**
Maintain 95% of participants strongly agree that they gained an understanding of how to connect with children and families through their field experience in the Lab School each semester.

**Findings (2009-2010) - Target: Not Met**
Findings from the Spring 2010 EFE Rating Scales:
38% strongly agree
56% agree
6% undecided

**Findings (2008-2009) - Target: Partially Met**
83% of participants strongly agreed that they gained an understanding of how to connect with children and families through this field experience.
16% agreed. (Spring 2009)

50% strongly agreed. 50% agreed. (Fall 2009)

**SLO 2: Use developmentally effective approaches**

NAEYC 4b. To understand and use a wide array of effective strategies and tools to influence children's development.

**Relevant Associations:**

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

**Related Measures:**

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M 2: Early Field Experience Rating Scale

Rating Scale for DSU Lab School Participants
(Completed each semester since Spring 2009)

1) During my field experience observation/participation, I gained an understanding of how to connect with children and families.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

2) During my early field experience observation/participation, I gained an understanding of developmentally effective strategies, tools and approaches to influence children's development.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

3) During my early field experience observation/participation, I gained an understanding of the community and how it impacts a child's development.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

4) During my early field experience observation/participation, I became more interested in researching a particular aspect in my field of study.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

Source of Evidence: Student course evaluations on learning gains made

**Target:**
95% of participants strongly agree that they gained an understanding of developmentally effective strategies, tools and approaches to influence children's development through viewing classroom design, routines, transitions and climate.

**Findings (2013-2014) - Target: Partially Met**
2012-2013 67% of students AGREE they gained an understanding of a wide variety of effective tools and strategies to enhance children's learning. 33% STRONGLY AGREE.

2013-2014 75% of student STONGLY AGREE they gained an understanding of a wide variety of effective tools and strategies to enhance children's learning. 35% AGREE.

**Findings (2010-2011) - Target: Not Met**
Fall 2011 27% of the students strongly agree that they gained an understanding of how to use a wide array of effective strategies and tools to influence children's development. 68% agreed. 5% undecided.

Spring 2011 29% strongly agreed. 57% agreed. 14% were undecided.
Fall 2010 100% of the students agree that they gained an understanding of how to use a wide array of effective strategies and tools to influence children's development.

**Findings (2009-2010) - Target: Not Met**
Findings from Spring 2010 EFE Rating Scales:
- 44% strongly agree
- 56% agree

**SLO 3: Build relationships with the community**
NAEYC 2a. To understand the influences of community characteristics on the lives of children and their families.

**Relevant Associations:**

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

**Related Measures:**

**M 2: Early Field Experience Rating Scale**
Rating Scale for DSU Lab School Participants
(Completed each semester since Spring 2009)

1) During my field experience observation/participation, I gained an understanding of how to connect with children and families.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

2) During my early field experience observation/participation, I gained an understanding of developmentally effective strategies, tools and approaches to influence children's development.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

3) During my early field experience observation/participation, I gained an understanding of the community and how it impacts a child's development.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

4) During my early field experience observation/participation, I became more interested in researching a particular aspect in my field of study.
   Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

Source of Evidence: Student course evaluations on learning gains made
Target: 
Maintain 95% of participants strongly agreeing that they gained an understanding of the community and how it impacts a child's development.

Findings (2013-2014) - Target: Partially Met
2012-2013 67% of students were UNDECIDED if they gained an understanding of how the community impacts a child's development. 33% AGREE

2013-2014 75% AGREE they gained an understanding of how the community impacts a child's development. 25% UNDECIDED

Findings (2010-2011) - Target: Not Met
Fall 2011 18% strongly agreed that they gained an understanding of the community and how it impacts a child's development. 50% agreed. 32% undecided.

Spring 2011 29% strongly agree. 43% agree 14% undecided and 14% disagree

Fall 2010 66% of the students agree. 33% of the students were undecided.

Findings (2009-2010) - Target: Not Met
Findings from Spring 2010 EFE Rating Scales:
25% strongly agree
75% agree

Findings (2008-2009) - Target: Not Met
50% of participants strongly agreed that they gained an understanding of the community and how it impacts a child's development. 33% agreed. 17% Disagreed. (Spring 2009)
50% strongly agreed. 25% agreed. 12% Disagreed (Fall 2009)

SLO 4: Develop an attitude of inquiry
NAEYC 5d. To demonstrate self motivated and purposeful learning that directly influences their work with children and families.

Relevant Associations:

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

Related Measures:

M 2: Early Field Experience Rating Scale
Rating Scale for DSU Lab School Participants
(Completed each semester since Spring 2009)

1) During my field experience observation/participation, I gained an understanding
of how to connect with children and families.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

2) During my early field experience observation/participation, I gained an understanding of developmentally effective strategies, tools and approaches to influence children's development.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

3) During my early field experience observation/participation, I gained an understanding of the community and how it impacts a child's development.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

4) During my early field experience observation/participation, I became more interested in researching a particular aspect in my field of study.
Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree

Source of Evidence: Student course evaluations on learning gains made

**Target:**
Maintain 95% of participants strongly agree that they became more interested in researching a particular aspect in their field of study.

**Findings (2013-2014) - Target: Partially Met**
2012-2013 33% STONGLY AGREE they became more interested in researching a particular aspect in education after their early field experience in the Lab School. 33% AGREE and 33% DISAGREE

2013-2014 50% AGREE they became more interested in researching a particular aspect in education. 25% STONGLY AGREE, 25% UNDECIDED

**Findings (2010-2011) - Target: Not Met**
Fall 2011 27% of the students strongly agreed that they became more interested in researching a particular aspect in their field of study from this field experience. 50% agreed. 18% undecided. 5% disagreed.

Spring 2011 71% agree, 29% undecided

Fall 2010 66% of the students agree. 33% undecided.

**Findings (2009-2010) - Target: Not Met**
Findings from Spring 2010 EFE Ratings:
31% strongly agree
44% agree
25% undecided
Findings (2008-2009) - Target: Not Met
33% of participants strongly agreed that they became more interested in researching a particular aspect in their field of study. 50% agreed. 17% disagreed. (Spring 2009)
38% strongly agreed, 38% agreed 12% disagreed. 15% undecided. (Fall 2009)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Budgeting
Ensure all Lab School participants are paying tuition on time and decrease delinquent accounts

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Implementation Description: Meet with parent committee to discuss eliminating the "under $900 waiver" permitting children to remain in the program with an outstanding balance. Monitor child development lab accounts bi-monthly. Follow policies and procedures for delinquent accounts as stated in the Parent Handbook.
Projected Completion Date: 04/01/2012
Responsible Person/Group: Director, with assistance from student accounts and student services

Early Field Experience Self Reflection

Students respond to a rating scale about their experience in the Lab School
1. Did they gain an understanding of how to connect with children and families?
2. Did they gain an understanding of developmentally effective teaching strategies?
3. Did they gain an understanding of how to build relationships with the community and the impact of this relationship on a child's development
4. Did they become more interested in researching a particular aspect in their field of study?

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium
Implementation Description: A certified administrator will assist early field experience students in gaining the knowledge expected during their 10 hours of observation. Create poster describing purpose and expectations during EFE, require students to complete the rating scale prior to getting verification form signed. In the Fall of 2012, the rating scale will be distributed upon initial visit.
Projected Completion Date: 12/14/2012
Responsible Person/Group: All certified administrators and teaching staff
Marketing Strategies
To link the Department of Education homepage to the Lab School webpage.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: A one-page overview of the Lab School mission, purpose and curriculum including mini-biography of all staff will be submitted for approval by the Chair of the Department. Once approved, the webpage will be linked to the DOE homepage by Lynn McGinnis
Projected Completion Date: 07/01/2012
Responsible Person/Group: Director, Chair, Dean’s Administrative Assistant

Meaningful Curriculum
The Delaware Institute for Excellence in Early Childhood STARS program TA needs assessment will be conducted this spring. The results of the environmental rating scale will determine our star rating in the state.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Internal assessment using the environmental rating scale will be completed by one teacher and one education faculty member prior to the official STARS visit.
Projected Completion Date: 06/15/2012
Responsible Person/Group: Director, Teachers
Additional Resources Requested: Gazebo shade structures over picnic tables and sandbox on playground. Mr. Flowers (contractor) is working with Mr. Anderson to develop plans for installation
Budget Amount Requested: $8,000.00 (recurring)
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Economic Student Learning Goals

Our graduates will be able to explain economic events at both a micro and macro level of analysis.

SLO 1: Economic Models of Closed and Open Economies

Graduates will be able to explain classical, neoclassical, Keynesian, new classical, monetarist, and rational expectations models of closed and open economies.

SLO 2: Monetary and Fiscal Policies

Graduates will be able to discuss and explain the implementation and effectiveness of monetary and fiscal policies.

SLO 3: Theory of Product Demand

· Graduate will be able to describe, recognize, and apply the theory of product demand.

SLO 4: Price, Income and Cross Elasticity
· Graduates will be able to calculate and evaluate price, income, and cross elasticity coefficients.
Mission / Purpose

The Mission of the Education Unit is to prepare capable, caring, and culturally competent educators and to be a leading force in teaching, research, and service at the state, regional, national and international levels. This is consistent with the Mission of the University in providing meaningful and relevant education that emphasizes both the liberal and professional aspects of higher education. The Mission Statement was adopted in Spring 2008.

The Education Unit aspires to becoming relevant in the areas of teaching, research, and service in the region. Consistent with the University’s Vision statement, the Department will:

- Strengthen the undergraduate as well as graduate programs to provide quality instruction to all students that enroll in our programs
- Excel in the preparation of highly qualified teachers that will serve the state, the nation and the world.
- Engage in quality research that will focus on Achievement Gap in Education.
- Develop outstanding outreach programs that will connect the Education Unit with the three Counties in the State, Region, the nation and the world.
- Meet the needs of underserved populations through educational programs.

Goals without Outcome/Objective Relationships Specified

G 2: Increase Grant Applications for Funding
To increase the number of grant applications by Education faculty.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
G 3: Curriculum Development
To effectively align Program goals and outcomes with the Praxis II content area exam content.

SLO 3: Course alignment with Praxis II Content
To effectively evaluate course content with Praxis II content area outcomes to ensure students are receiving and learning the content included in Praxis II.

Relevant Associations:

Standard Associations:
NCATE
1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Strategic Plan Associations:
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

M 3: Curriculum Modifications
The Education Department Program Coordinators will align program/course outcomes with Praxis II content area outcomes to determine if there are any gaps in content that students may not be getting.

Source of Evidence: Government standards

Target:
Completion of the grid alignment to identify content area gaps.

Findings (2017-2018) - Target: Partially Met
Each Program Coordinator found particular gaps in their alignment and will take the next steps in the Fall, 2018 to correct this finding. Next steps will include the following:

1. Identify the Praxis II content that is not included in the program.
2. Determine which course the content will be included and implement the outcome(s) into the syllabus in that course.
3. Include how that content will be assessed (rubric) to ensure student learning occurs.

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans
O/O 1: Self-study requirements
Prior to the CAEP accreditation visit scheduled for April, 2018, the Education Department is preparing to submit a self-study report to CAEP for their review and feedback. The resulting feedback from this report will guide the department towards preparing for the CAEP visit.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs
values and ethical standards identified by their professional organizations and
accrediting bodies

Related Measures:

M 1: Self-study Standards Report
The Self-study report is an opportunity for the EPP to submit a self evaluation of the Unit and its' Programs to CAEP. CAEP will provide qualitative and quantitative feedback prior to our accreditation visit in April, 2018. The due date for the self-study report is August 24, 2017.

Source of Evidence: Professional standards

Target:
Submission of all Standards' sections of the self-study by August 24, 2017.

Findings (2017-2018) - Target: Partially Met
Preliminary work has been completed on each of the CAEP Standards for the self-study. Faculty will continue to analyze the data collected and make changes/corrections/modifications to the self-study report over the summer in preparation for the August 24, 2018 submission.

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Grant Writing

Write and submit Education grants to support the CAEP and DOE changes in Teacher Education.

Related Measures:

M 2: Grant Production by Education Faculty
The Education landscape is changing and the Education Department needs to stay current with these changes. Consequently, CAEP and DDOE has increased Institutions of Higher Education accountability. Associated with these changes
comes the increased needs for external funding. In an effort to fund the Clinical experience changes faculty need to write grants to support this purpose. Partnerships with schools is also a priority to effectively better prepare our teacher education students.

Source of Evidence: Administrative measure - other

**Target:**
To submit at least one Federal Education grant this year and to increase the writing of grants by one each consecutive year for the next 3 years.

**Findings (2017-2018) - Target: Met**
Dr. Martin, department Chair, submitted an extension to the Title III grant, Enhancing Teacher Education, in the amount of $200,000.00. This grant was approved by USDOE.

**Findings (2015-2016) - Target: Met**
Dr. Elaine Marker and Dr. Yvette Pierre submitted an Education grant proposal to the Federal Government. The grant was not funded. However, the Education department met their goal of writing one grant for this year. The expectation is to write at least 2 grants in the 2016-2017 academic year.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

Further investigation needed
Such fluctuation needs further examination in regard to retention of education students through their Teacher Education Program candidacy.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** The chair and the Director of Student Services will monitor enrollment and students need for support in their academic program areas. Advisement will be closely monitored for effectiveness.  
**Responsible Person/Group:** Academic Advisors and Director of Student Services

**NCATE Institutional Report Submission in progress**
Complete and submit report to NCATE in Fall 2010. Host Site Visit in March 2011.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Complete and submit report to NCATE in Fall 2010. Host Site Visit in March 2011.  
**Projected Completion Date:** 03/30/2011  
**Responsible Person/Group:** Billie L. Friedland, NCATE Coordinator  
**Additional Resources Requested:** Professional Education Unit NCATE Standards Committees are in process of writing their responses to the questions posed by
**Recruitment and Retention Committees**

At both undergraduate and advance levels, Education faculty have formed recruitment and retention committees. These committees monitor retention issues and efforts to recruit and retain students. They make recommendations to the Department and Professional Education Unit regarding recruiting and supporting our education candidates through their programs. In addition, the Unit has upgraded support for candidates to pass PRAXIS I and II exams.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Formation of Committees to monitor Recruitment and Retention efforts; Hire a full-time PRAXIS Activities Coordinator.
- **Projected Completion Date:** 10/29/2012
- **Responsible Person/Group:** Chair of the Professional Education Unit
- **Additional Resources Requested:** Funds
- **Budget Amount Requested:** $225,000.00 (recurring)

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

The Education Department participated in many activities in 2017-2018. The following activities represent a collective summary of the undertakings of the department.

**Activity 1:**
All Education programs submitted Program Reports and received National Recognition Report responses from the Council for the Accreditation of Educator Preparation (CAEP). Elementary Education, Physical Education, Middle Level Education and Educational Leadership (M. Ed. & Ed. D.) received National Recognition with Conditions. Early Childhood Education did not receive National Recognition but received Further Development Required. These programs will continue preparing their response to the Conditions and will resubmit their reports in September, 2018.

**Activity 2:**
Title II SAFRA grant titled, "Teacher Education Program Enhancement" through 2015-2020. This grant was approved for the 2015-2020, 5-year cycle with an award of $180,000.00 per year totaling $900,000.00 for the 5 years. This grant will allow the Education Department to address the major issue of our students having tremendous difficulty passing the Praxis II. The Department Chair, Dr. Bob Martin, wrote a supplementary proposal for this grant for $200,000.00 and it was approved by the USDOE. These funds were acquired to support a Summer Institute in which 4 partnerships were initiated with local schools. Principals, mentor teachers, and site supervisors were invited to attend and there were over 50 participants for the 2-day Summer Institute. The focus for the 2 days was to collaborate and to participate in co-
construction with our external partners.

Activity 3:
Recently, with the changes in Test Preparation at the Educational Testing Service, the bar has been raised and all teacher candidates are required to take and pass the PPAT. This is a state requirement for certification and all students must complete this assignment during student teaching. Their work is then reviewed by independent, trained personnel with ETS and teacher candidate scores are sent to the university and the students. 95% of our students that took the PPAT passed in the fall. We are still waiting for responses for 4 students that resubmitted sections of their PPAT for evaluation during the May/June window.

Activity 4:
With the hiring of our CAEP Coordinator, he has assembled groups that are collaborating and working on the CAEP Self-study that is due on August 24, 2018. Each group is addressing an individual CAEP Standard. The self-study will be evaluated by CAEP and they will render feedback on the report. This feedback will guide us in making any substantive changes/modifications prior to the CAEP visit scheduled in April, 2019.

Activity 5:
Title III has allowed us to test our students on the Praxis II exams. It was determined that many of our students were also struggling with the Praxis II exams. Consequently, we are offering a plethora of content area workshops to provide additional assistance to our students to prepare them for these exams.

To summarize briefly, the Education Department is undergoing significant landscape, program, and curricular changes. It is a department in transition as we continue our efforts to improve and provide the best prepared teachers in the state of Delaware.

Additional results show that we had thirty-three (10 in the Fall, 2017 & 23 in the Spring, 2018) student teachers complete their internships this academic year. Combine that with the 14 Doctoral students and 3 Masters students that graduated this past academic year and it is clear that the faculty in the Education department is working extremely hard to make us better every day.

**Unit(s) Profile**

**EMPLOYEE (faculty, professional/classified staff)**

**PROFILE AND ACCOMPLISHMENTS**

**May 2017-April 2018**

**All item responses must be related to this timeframe.**

**Items may not be applicable to all employees.**

Name: Joseph O. Falodun

Rank/Title: Associate Professor
Year Hired: 1997 Years of Service: 21
\_X\_ Tenured ___ Non-Tenured on tenure track ____ Not tenure-track ______ N/A

1. Courses taught

\textbf{Undergraduate Courses}

EDUC 204-04---Philosophical Foundations of Education
EDUC 204-90---Philosophical Foundations of Education
EDUC 318-03---Multicultural Education

\textbf{Graduate Courses}

EDUC 801-60---Contemporary Issues in American Education
EDUC 817-60---Dissertation Seminar 1
EDUC 819-61---Dissertation Seminar III
EDUC 822-60---Dissertation Research III
EDUC 888-60---Action Research

2. Participation in professional meetings, seminars, etc. (include date)

N/A

3. Research and publications (list the names of students involved)

Submit a manuscript

N/A

4. Proposals submitted but not yet funded (include funding agency)

N/A

5. Funded grants/funding source/amount/time period
N/A

6. Outreach Programs/Activities and dates

N/A

7. Service to department, college and/or University

Served on the following Committees:

(i) Personnel Committee
(ii) Bye Laws Committee
(iii) Graduate Committee

8. Innovative teaching strategies and/or student services strategies initiated

N/A

9. Assessment related activities

N/A

10. Advanced study or other professional development

N/A

11. Special honors and awards received

N/A

12. Other significant accomplishments
EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.
Items may not be applicable to all employees.

Name: Crystal M. Timmons
Rank/Title: Associate Professor/ Director, Office of Clinical and Field Experiences
Year Hired: 2017 Years of Service: 8 months

____ Tenured __x_ Non-Tenured on tenure track _____ Not tenure-track _______ N/A

1. Courses taught

Undergraduate Courses

EDU 416
EDU 400

Graduate Courses

2. Participation in professional meetings, seminars, etc. (include date)

NEA HBCU Summit (Nov. 2017)
Fall CAEPcon (Sept. 2017)
PK-12 Greater Philadelphia Education Leaders meeting (March 2018)
DOE EPP Workgroup (Feb., March, April 2018)
PK-12 Region Educators meeting (March 2018)
3. Research and publications (list the names of students involved)

Submit a manuscript

**Book Chapter proposal submitted 4/2018**

4. Proposals submitted but not yet funded (include funding agency)

N/A

5. Funded grants/funding source/amount/time period

N/A

6. Outreach Programs/Activities and dates

**Guest Speaker: Boys and Girls Club of Delaware, Lights on Afterschool program (October 2017)**

**Science Fair Judge: William Henry Middle School (January 2018)**

7. Service to department, college and/or University

Department: **Policy committee, Standard 2 committee, TEP committee**

College: **PEU**

University: **Service Learning Committee**

8. Innovative teaching strategies and/or student services strategies initiated

**Restructured clearance practices and policy for students enrolled in field courses**

9. Assessment related activities
Designed a seminar series focused on the Praxis Performance Assessment for Teachers that resulted in a higher average PPAT score

10. Advanced study or other professional development

N/A

11. Special honors and awards received

N/A

12. Other significant accomplishments

Collaborated with Student Health Services to provide TB tests for students at a discounted rate

Use of Social Media to communicate with students (Instagram and Remind)

Revised Student Teaching Handbook and ppt. orientation module

Planned an Intern Orientation with featured speakers from: DSU Counseling Center, DSU Career Center, Delaware Department of Education, DSU Campus Police, HR Colonial school district, ETS

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017 - April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Sae Yeol Yoon

Rank/Title: Assistant Professor

Year Hired: 2013 Years of Service: 5 years

_____ Tenured  X  Non-Tenured on tenure track  _____ Not tenure-track  ______ N/A
1. Courses taught

**Undergraduate Courses:** PSED 207 01/03, EDUC 210-01, EDUC 331A

**Graduate Courses**

2. Participation in professional meetings, seminars, etc. (include date)

- The annual meeting of the National Association for Research in Science Teaching 2018 Conference, March 2018, Atlanta, GA.
- The annual meeting of the Association for Science Teacher Education 2018 Conference, January 2018, Baltimore, MD.
- 2017 Fall CAEP conference (September 2017, St. Louis, MO)

3. Research and publications (list the names of students involved)

Submit a manuscript


4. Proposals submitted but not yet funded (include funding agency)

Spencer Foundation Small Grant (July, 2017) with Dr. Washington

Title: *Should I Stay or Leave STEM? The Impact of STEMap: a STEM Apprenticeship Program for Underrepresented Minority Students at HBCUs to Lift up Motivation, Develop STEM Identity and Career Goals*

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

- Serving Curriculum Committee Chair (Department)
- Serving Hospitality Committee Chair (Department)
- Serving CAEP Standards Committee Leader (Standards 4 and 5) (Department)
· Participating Chat and Chew (Department and College)
· Participating Delaware Stem Council Symposium (College and University)
· Serving a member of the working group on General Education Math (University)
· Serving a member of Steering Committee NASA Goddard Space Center MEI (Minority Education Institutions) (University)
· Serving Dissertation Committee Chair for two doctoral students (Ed.D.)

8. Innovative teaching strategies and/or student services strategies initiated

Designing two more STEM related activities which integrate recent technology for methods courses; Designing a one-day workshop for DSU students and schools in community, Designing a method that motivate K-12 students' interests in science by integrating activities such as using a telescope to explore solar systems and stars, and using LEGO to learn robotics and coding.

9. Assessment related activities

Assisting Dr. Chrisman (CAEP coordinator) to validate assessments and check reliability for the assessment both for undergraduate and graduate programs

10. Advanced study or other professional development

11. Special honors and awards received

12. Other significant accomplishments

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: J. Kent Chrisman

Rank/Title: Professor

Year Hired: 2016 Years of Service: 2
Tenured ___ Non-Tenured on tenure track _____ Not tenure-track ____ X ____ N/A

1. Courses taught

**Undergraduate Courses**

**Graduate Courses**

2. Participation in professional meetings, seminars, etc. (include date)

Panelist at the Mentoring Meeting, Delaware Association of Education College of Teacher Education

3. Research and publications (list the names of students involved)

Submit a manuscript

4. Proposals submitted but not yet funded (include funding agency)

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

Dept. Representative at 2 Open Houses and 3 Chat and Chews

Teacher Prep Representative for the Scorecard meetings held by DDOE

TeachDE representative

8. Innovative teaching strategies and/or student services strategies initiated

9. Assessment related activities

10. Advanced study or other professional development
EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACHIEVEMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Dr. Chetanath Gautam

Rank/Title: Assistant Professor Educational Leadership

Year Hired: 2016 Years of Service: 2

Tenured _X_ Non-Tenured on tenure track _____ Not tenure-track _______ N/A

1. Courses taught

Undergraduate Courses

Graduate Courses

Spring 2018 EDUC 816 --Ethics and Law in Higher Education

Spring 2018 EDUC 802 --Globalization of Higher Education: An International Perspective

Fall 2017 EDUC 802 --Leadership Theory and Practice in Higher Education

Fall 2017 EDUC 814 --Public Policy in Higher Education

Fall 2016 EDUC 680 - Leadership with Vision for Changing Society

2. Participation in professional meetings, seminars, etc. (include date)


3. Research and publications (list the names of students involved)

Submit a manuscript


4. Proposals submitted but not yet funded (include funding agency)

N/A

5. Funded grants/funding source/amount/time period

N/A

6. Outreach Programs/Activities and dates
· Chaired AERA Paper session at AERA 2018, April 13-17

· Served as an active member of international School Leadership Development Network (https://isldn.weebly.com/research-team.html)

7. Service to department, college and/or University

· Served as one of the key facilitators in dissertation/thesis writing boot camp organized by Graduate office at Delaware State University.

· Served in 3 Departmental committees in the Department of Education at Delaware State University.

· Served as CAEP self-study writer/coordinator for Educational Leadership Graduate programs (M.Ed and Ed.D.) at Delaware State University

· Serving as an active member of marketing and organizing committee of Transnational Education and Learning Society 2015-Present.

· Reviewer of five Peer-Review-Boards of academic journals.

8. Innovative teaching strategies and/or student services strategies initiated

· Designed individualized major assignment to meet students' personal needs.

· Included field-based study in each courses

· Infused technology in each class and presentations

9. Assessment related activities

· Developed M.Ed and Ed.D. internship portfolio evaluation rubrics

· Worked developing/improving graduate level CAEP common assessment.

10. Advanced study or other professional development

· Early Career Professors Professional Development (2 Day Mentorship Workshop, AERA 2018, April 12-13)

· 2017 Fall CAEP Conference September 24-26, 2017 Washington, D.C.
11. Special honors and awards received

- Awarded Research Travel Grant by Center For teaching and Learning at DSU.
- Awarded Professional Development Fund by Provost Office as recommended by Professional Development Committee DSU.
- Awarded Professional Conference Travel fund by the Education Department DSU

12. Other significant accomplishments

- A paper has been accepted at 15th International Congress of Organization of Educational Institutions (CIOIE). October 17th, 18th and 19th, 2018
EDUC 401 Assessment Strategies for Early Childhood Education

Student Teaching Supervision

2. Participation in professional meetings, seminars, etc. (include date)

None

3. Research and publications (list the names of students involved)

None

4. Proposals submitted but not yet funded (include funding agency)

None

5. Funded grants/funding source/amount/time period

none

6. Outreach Programs/Activities and dates

Del Tech Early Childhood Community Advisory Board 2015- present

7. Service to department, college and/or University

DSU Institutional Review Board

Department Curriculum Committee, Bylaws Committee,

Program co-coordinator - NAEYC SPA report (through SP 2017)

8. Innovative teaching strategies and/or student services strategies initiated

EDUC 206, 329, 337, 338: Substantial course revisions to meet the requirements for DOE Special Education, ECED PRAXIS II, Common Core, NAEYC SPA assessments.
9. Assessment related activities

NAEYC SPA Report

10. Advanced study or other professional development

none

11. Special honors and awards received

none

12. Other significant accomplishments

none

The above Profile and Accomplishment form is to be completed by each employee. If employee fails to provide the form, please include blank sheet with employee’s name, rank/title, years of service and whether tenured, not tenured on tenure track (as applicable).

EMPELOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name Richard Phillips_______________________________________

Rank/Title Associate Professor________________

Year Hire 2009_______ Years of Service 9 1/2__________________

__X__Tenured ___ Non-Tenured on tenure track ____ Not tenure-track ______ N/A

1. Courses taught

EDUC-603 History and Philosophy of Education
EDUC-605 Curriculum Design (Blackboard Enhanced)
EDUC-614 Human Growth and Development (Blackboard Enhanced)
EDUC-681 Human Relations in Diverse Populations (Blackboard Enhanced)
EDUC-658 Utilizing Technology in Adult Education
EDUC-683 Technology for Teachers
EDUC-625 Research Methods and Statistics
EDUC-686 Supervision and Leadership
EDUC-690 Graduate Internship
EDUC-809 Technology Applications
EDUC-804 Effective Administration
EDUC-805 Research Methods
EDUC-807 Change Agent
EDUC-809 Technology
EDUC-819, 820, 821 and 829 Dissertation Research
EDUC-890 Internship (Doctoral)

2. Participation in professional meetings, seminars, etc. (include date)
None in Spring 2018

3. Research and publications (list the names of students involved) SEE BELOW

**2015 Thesis Scholarly Research/Multi-Media**

**Eric Morgan:** An Examination of the Relationship of Common Core State Standards on Increasing Student Achievement and Narrowing the Achievement Gap (Chaired)

**Bruce Taylor:** Barriers within the classroom that stop educational technology from being used effectively (Chaired)

**Christopher Clarke:** Using Technology to Enhance Formative Assessment (Chaired)

**Lindsey Hyppolite:** An Examination of Retention Rates and Challenges Woman Face in Science, Technology, Engineering & Mathematics (Chaired)
Iseman, Scott: What Impact do School Facilities Really Have on a Student's Performance? (Chaired)

2016 Thesis Scholarly Research/Multi-Media

Patricia Gallo: Nontraditional Students: Linking the Influences of GPA and Confidence on Persistence to Graduation (Chaired)

Amy Geshay: Online Learning: Correlation of Student Interaction with Online Design to Promote Student Success (Chaired)

Jennifer Weber: A Study on the Influences of the Inclusion Classroom (Chaired)

2011 Dissertations

Watkins, Tammy: The Effects of an Integrated Cross-Curricular Learning Community on Developmental Students' Academic Achievement, Retention and Engagement at a Community College (Committee member)

Wynder, Brenda: Grouping and Achievement in Cooperative Learning (Committee member)

Mohammadi, Amir: A case Study of State Funding policies for Higher Education and their Effects on Postsecondary enrollment at Selected Historically Black Colleges and Universities (Committee member)

Madden, Heather: Delaware Technical and Community College Global Education Needs Assessment (Committee member)

Artis, Audrey: A Phenomenological Examination of a Job Corps Program's Transformative Improvement in HSD and GED Attainment (Committee member)

Watts, Karen: Sustaining Change while Retaining Identity: A Case Study Analysis of the
Community College Baccalaureate (Committee member)

2012 Dissertations

**MARIAN WATKINS:** An Investigation of the Effects of Employer Sponsored English as a Second Language (ESL) Classes on Non-Native English Speaking Employees' Self-Efficacy in Relation to Class Attendance and Employees' Educational Level (Committee Member)

2013 Dissertations

**Rosa Trotter:** Case Study: Investigating Hispanic English Language Learners' (ELLs') Patents' Perceived Self-Efficacy and the Factors that these Immigrants Parents Perceive as Affecting their Involvement (Chaired)

2015 Dissertations

**Erick Pugh:** An Investigation of the Impact Leadership behaviors & Teacher Self-Efficacy have on Academic Achievement for Elementary Schools in a Mid-Atlantic School District (Chaired)

2016 Dissertations

**James Short:** A Ninth Grade Academy and the Relationships among Participating Students, Their Behaviors Referrals and the Effects of Leadership Practices on Academic Achievement (Chaired)

**Kathleen Heacock:** Sustaining Change while Retaining Identity: A Case Study Analysis of the Community College Baccalaureate (Chaired)

**Chrystal Hass:** Case Study Analysis: Impact of Choir Teachers' Style on Choir Student's Self-efficacy (Chaired)
Joan Gregory: A Phenomenological Study of Leadership Practices, School Culture and Trust as Influences on Parental Involvement in a Secondary School (Chaired)

2017 Dissertations Chaired and Completed

Mahlet Getachew: The Impact of Process and Structure Quality on Children's Language Development (Chaired)

Erin Chioma: An Investigation of the Relationship between School Culture and Leadership Behavior on Organizational Commitment Moderated by Social Identity for Public School Administrators in the Mid-Atlantic Region (Chaired)

Renee Armstead: The Effects of Stress Management on College Students' Performance in Internationalization Programs (Chaired)

Stephen C. Hailey: The Impact of Leadership on Technology Integration Practices in K-12 Schools (Chaired)

Dawn Harmon: An Investigation of the Relationship between School Culture and Leadership Behavior on Organizational Commitment Moderated by Social Identity for Public School Administrators in the Mid-Atlantic Region (Chaired)

Deshawn Kenney: A Comparative Case Study Analysis of Ninth Grade Interventions and Student Outcomes (Chaired)

Nicole Rogers: The Relationship between Self-Efficacy and Academic Motivation on Student Achievement among Baccalaureate Nursing Students (Chaired)

Olayemi Lawanson: An examination of the effect of teacher professional development and teacher practices on student writing achievement (Chaired)
**Raymond Lee:** A Comparative Case Study Analysis of Collaboration and Perceptions of Merging Academic Affairs and Student Affairs Divisions and the Impact on Student Success (Chaired)

**Veronica Becton:** A Comparative Case Study Analysis: Assessing the Impact of Leadership Practices and Training on Student Achievement in Special Education Programs (Chaired)

**Liz Cole:** A Comparative Case Study Analysis of the Successful Transition from Alternative Program into Traditional Education Programs (Chaired)

**Leroy Hawkins:** Students’ Perceptions of Academic Advisors (Chaired)

**Terrell Holmes:** A comparative Case Study Analysis of the Impact of Leadership on the Implementation of Distance Education in Higher Education (Committee Member)

**Shelia Campbell:** Comparative Case Study Analysis: Effect of Mentor Practices on Non-Tenured New Teacher (Chaired)

**Jackie Malcom:** The Effects of Catholic Identity on African American College Students at the Catholic University of America (Chaired)

**2018 Dissertations Completed**

**Sandrine Kouassi AKA Miller-Bey:** THE IMPACT OF CULTURAL INTELLIGENCE ON ORGANIZATIONAL EFFECTIVENESS: A COMPARATIVE CASE STUDY ANALYSIS (Chaired)

**Abdullah R. Muhammad:** Comparative Case Study Analysis of SYSTEMIC RACISM IN EDUCATION AS SELF-PERPETUATING AND CAUSAL OF RACIAL DISPARITIES FOR AFRICAN AMERICANS (Chaired)

**JAMES O. GOLSON, JR:** deconstructing exclusionary discipline: A paradigm shift to restorative LEADERSHIP practices (Chaired)

**MICHELLE SHORTER:** THE effect of SELF-EFFICACY ON THE CHOICE OF MAJOR FOR FIRST-GENERATION, MINORITY STUDENTS: A Comparative case study analysis (Chaired)
LOUIS B. "SKIP" PERKINS, JR: AN EXAMINATION OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES’ (HBCU) INTERCOLLEGIATE ATHLETIC DIRECTORS’ UTILIZATION AND EFFECTIVENESS OF RESOURCES TO FOSTER STUDENT ACADEMIC SUCCESS: A COMPARATIVE CASE STUDY ANALYSIS (Chaired)

SARAH HUTTON: LEADERSHIP STYLES, TRAITS, AND BEHAVIORS THAT LEAD TO SUCCESSFUL DUAL LANGUAGE PROGRAMS (Chaired)

EVITA OLDENBURG: A STUDY OF INSTRUCTIONAL METHODS OF AN ENGLISH COMPOSITION COURSE AND ITS RELATIONSHIP TO FRESHMAN STUDENT RETENTION AND GRADE POINT AVERAGE AT A HISTORICALLY BLACK COLLEGE/UNIVERSITY (Committee Member)

Shelby Gordon: THE PRINCIPAL’S ROLE IN TEACHERS’ COMMITMENT AND RETENTION: A COMPARATIVE CASE STUDY ANALYSIS (Chaired)

Loida Carrion McDuffie: A Comparative Case Study Analysis of the Relationship between Leadership Practice's, Teacher Efficacy and Student Achievement (Chaired)

Tanna Jackson: EVALUATING THE ROLE OF FAMILY INVOLVEMENT AND THE IMPACT OF PARENTAL ADVOCACY ON SUCCESS OF ELEMENTARY SCHOOL STUDENTS WITH DISABILITIES (Committee Member)

Summer 2018 Proposals Pending

Phyllis Riley-Coleman: An examination of the Relationship of Self Esteem of Teachers, Extra-Curricular Activities, and Attendance on Academic Achievement

Proposals submitted but not yet funded (include funding agency)

None

Funded grants/funding source/amount/time period

None

Outreach Programs/Activities and dates

DSU Recruitment Activity at Heritage Shores (April 2017-18)

Service to department, college and/or University
Chair 24 dissertation committees and successfully defended 12 research dissertations in 2016-17

Chair dissertation committees and successfully defended research dissertations in 2017-14 dissertation completed and in 2018-9 dissertations completed and students graduated.

DOC Committee
Assessment Committee
Graduate Committee
Scholarship Committee

Facilitate and grade the Comprehensive Exam Review
Facilitate and grade the Challenge Exam Review
Facilitate the Internship Orientation

Innovative teaching strategies and/or student services strategies initiated

I am a serious scholar whose education reflects an atypical sensitivity to students. My teaching methodology is one that sets achievable realistic goals and objectives with practice of the learning materials, designed to master the desired skill sets. I possess excellent teaching skills and methods due to effective planning and preparation of my instruction and lecture. Mainly, I employ tiers in my presentations/lectures and layer my differentiated instruction to reach all the learning styles of the students. I engage in differential assessment to accommodate those that just don't tests well. With these techniques students are helped to extend and refine their acquisition of declarative and procedural knowledge through direct and indirect instruction which involved decision making, problem solving and inquiry. I also integrate technology into my instruction with demonstration and collaboration among students working on individual projects and group activities. This allows for rubric scored presentations and portfolios which have proven to be keys to success outcomes in adult learning theory. Additionally, I facilitate the transfer of learning for adults with learning activities, which are related and relevant to real world problems.

Assessment related activities

Participation in CAEP alignment for Student Learning Outcomes, CAEP Standards and Rubric Assessments (Continuous)

Participation ELCC CAEP continuous standards alignment and assessment review

Peer and Chair assessment and evaluations

DOC Committee Assessing Dispositions
Assessment Committee Assessing Rubrics
Graduate Committee Assessing Graduate Handbook
Scholarship Committee Assessing Scholarship Applicants
Facilitate and Assess the Comprehensive Exam Review
Facilitate and Assess the Challenge Exam Review
Facilitate the Internship Orientation and Assess Internships
Advanced study or other professional development
None
Special honors and awards received
Second time Nomination for Teaching of Excellence Award
Other significant accomplishments
Third Book sent to Publisher,
Graduated without pay and unprecedented number of doctoral students and took the comparative case study analysis to the next level with analysis of Atalis.ti.8 coding and theming software.
The above Profile and Accomplishment form is to be completed by each employee. If employee fails to provide the form, please include blank sheet with employee’s name, rank/title, years of service and whether tenured, not tenured on tenure track (as applicable).

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.
Items may not be applicable to all employees.

Name: Dr. N. K. Rathee
Rank/Title: Director, Education Graduate Programs & Associate Professor
Year Hired: March 2009 Years of Service: 9 years
__X__ Tenured ___ Non-Tenured on tenure track _____ Not tenure-track ______ N/A
1. Courses taught

Undergraduate Courses

Spring 2018: WMGS 240 - Women in Physical Education and Sports
Graduate Courses

Summer 2017: EDUC 829 - Sustaining Dissertation Research

Fall 2017: EDUC 829 - Sustaining Dissertation Research

Spring 2018: EDUC 829 - Sustaining Dissertation Research

2. Participation in professional meetings, seminars, etc. (include date)

· Mar. 2018: Advancing Women in Leadership Conference, Azusa Pacific University, CA
· Sept. 2017: 8th International Scientific Forum, Pembroke, NC
· July 2017: NOYCE Submit for NOYCE delegates' presentation of research, Washington, DC
· May 2017: 8th IJAS International Conference for Academic Disciplines, Harvard University, Cambridge, MA.

3. Research and publications (list the names of students involved)

Submit a manuscript

Research presented:

· Sept. 2017: 8th International Scientific Forum, Pembroke, NC
· July 2017: NOYCE Submit, Washington, DC - Poster presentation on Problem-Based Learning for Future Teachers.
· May 2017: 8th IJAS International Conference for Academic Disciplines, Harvard University, Cambridge, MA.

Advisor to the following Students at DSU Research Day 2018:

· Kyle Shephard
· Sabina M Szmajduch

Publications:

· Rathee, N. K. (2017). Relooking at the Common Core Standards through the lens of Equity

**Book Published:**

- Contemporary Yoga Education: Transforming the Body, Mind & Soul

4. Proposals submitted but not yet funded (include funding agency)

- Grant Submitted (Not funded): Explorers' Club, $75,000 grant proposal submitted to American Honda Foundation

5. Funded grants/funding source/amount/time period

NOYCE Scholarship Grant

6. Outreach Programs/Activities and dates

- Campus Compact Mid-Atlantic meeting at UD, Newark
- Superstars in Education, Wilmington University, New Castle
- Attended Graduate Open Houses many times
- Attended Undergraduate Chat & Chew

7. Service to department, college and/or University

- DSU Presidential Search Committee
- DSU Diversity & Inclusion Task Force
- Member of University Academic Committee
- Member of DSU WMGS Work-group Advisory Committee
- Peer evaluation, Department of Nursing, College of Education, Health and Public Policy
- Member, Council for Professional Education
- Dean's Leadership Committee
- Battle of Colleges Committee
- Member, College Curriculum Committee
- Member, College Diversity Committee
• Member: (i) Personnel Committee; (ii) Assessment Committee; (iii) Curriculum Committee, and (iv) Bylaws Committee

• Chair, Education Graduate Committee

• Provided supporting data for Grad Programs for SPA & CAEP Self-Study from time to time

• Contributed in Data Days

• Participated in Summer Institute 2017

8. Innovative teaching strategies and/or student services strategies initiated

• Comprehensive revision of the Ed. D. in Educational Leadership (K-12) curriculum. Revised and approved curriculum will be offered from Fall 2018.

9. Assessment related activities

• Participation in Data Days 2017

• Revision of Ed. D. and M. Ed. Internship Assessments

10. Advanced study or other professional development

11. Special honors and awards received

• Best Educational Research Presentation Award during International Journal of Arts & Science Conference, 2017

• Keynote Speaker, 8th International Scientific Forum, Pembroke, NC 2017

• Received the Global Teacher Role Model Award, 2017.

• Chair, Technical Session. 8th International Conference for Academic Disciplines, Harvard University, Cambridge, MA. May 2017

12. Other significant accomplishments

• Member of International Advisory Scientific Board. International Journal of Arts & Sciences, USA.

• Member of International Advisory Board of Reviewers. Journal of Physical Education and Sport, Romania.
EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Dr. Robert Martin

Rank/Title: Associate Professor

Year Hired: 2007 Years of Service: 11

__X__Tenured ___ Non-Tenured on tenure track ____ Not tenure-track ______ N/A

1. Courses taught

   Undergraduate Courses

   EDUC 221 - Movement Education: A Skill Theme Approach

   EDUC 223 - Teaching Territorial Games

   Graduate Courses

   2. Participation in professional meetings, seminars, etc. (include date)

   CAEP Conference - Fall, 2017
SHAPE Delaware Annual Convention - October, 2017

3. Research and publications (list the names of students involved)

Submit a manuscript

N/A

4. Proposals submitted but not yet funded (include funding agency)

N/A

5. Funded grants/funding source/amount/time period

Title III - Teacher Education Enhancement. (200K) - USDOE Fall, 2017 - Fall, 2020

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

Department:
- Served as Chair of the Department
- Served as the Chair for the Council for Professional Development (CPE)
- Reviewed and provided feedback to 20+ Doctoral candidate Proposals and Dissertation manuscripts

College:
- Served on the College Curriculum Committee

University:
- Served on the Chairs Council
- Partnership for Public Education
- Served on the Early College High School Executive Board
- Served as the Chair of the Academic Affairs Committee of the ECHS
- Served on the ECHS Personnel Committee
- Institutional Effectiveness Committee

8. Innovative teaching strategies and/or student services strategies initiated

- Implement the OBSERVA software in Methods class so that students can code and analyze their teaching behaviors

9. Assessment related activities

- Continued work on the Physical Education SPA Report
- Completed assessment reports for the PE program in WEAVE
- Completed assessment reports for the Department in WEAVE

10. Advanced study or other professional development

N/A

11. Special honors and awards received

- Promoted to Professor

12. Other significant accomplishments

- Obtained the first 4 partnerships for the Education department

EMPLOYEE (FACULTY, PROFESSIONAL/CCLASSIFIED STAFF)
PROFILE AND ACCOMPLISHMENTS
May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.
Name  Faith R. Newton ____________________________

Rank/Title  Professor of Education ____________________

Year Hired  2009 (tenure-track); 1998 (part-time)  Years of Service  8 full-time ______

___Tenured ___ Non-Tenured on tenure track ___ Not tenure-track ______ N/A

1. Courses taught EDUC 357, EDUC 208, EDUC 348

2. Participation in professional meetings, seminars, etc. Include date.

Red Clay Consolidated School District Board of Education; monthly board meetings; biweekly Board workshops


CFSAC Supporting the Needs of Educating Students with ME/CFS Working Group - bimonthly meetings throughout May 2016 - to present

3. Research and publications. List the names of students involved.

Myalgic Encephalomyelitis/Chronic Fatigue Syndrome ME/CFS Diagnosis and Management in Young People: A Primer - accepted for publication in the Journal of Frontiers in Pediatrics.

4. Proposals submitted but not yet funded. Include funding agency.

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

Member, Department Personnel Committee

University Supervisor, Student Teaching I and II

Interview prep for education graduates to obtain full-time jobs

First and Second year DSU Teachers' Support - see attached spreadsheet

AMLE SPA Report March 2017 Submission

Aligned the Praxis 2 for ELA, Math, Social Studies and Science to the Middle Level Curriculum, submitted and was approved for new curriculum effective September 2017.

Full MSCHHE Report for DSU - Edited for Dr. Alexa Silver - see attachment May 15, 2017
8. Innovative teaching strategies and/or student services strategies initiated
9. Assessment related activities - Data Days
10. Advanced study or other professional development
11. Special honors and awards received -
12. Other significant accomplishments -

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Chandra Aleong
Rank/Title: Associate Professor
Year Hired: 8/2002 Years of Service: about 16 years
___x__ Tenured ____ Non-Tenured on tenure track _____ Not tenure-track _______ N/A
1. Courses taught

Undergraduate Courses

- Fall 2017 [15414-Fall17] ASSESSMENT STRATEGIES K-8
- o [16277-Fall17] PHILOSOPHICAL FDNS OF ED
  o [16279-Fall17] UNIV SEM I-EDUCATION

Courses where you are: Instructor

- [17959-Spring18] ASSESSMENT OF INSTRUCTION
- o [18214-Spring18] ASSESSMENT STRATEGIES K-8

- Supervise student-teacher
Graduate Courses

- [15653-Fall17] STRATEGIC PLANNING & PRG ANLS
- [17960-Spring18] SUPT SCH VISION/EFF BUS & FIN

2. Participation in professional meetings, seminars, etc. (include date)

- Is There a Difference in Strategic Leadership Between Successful for-profit and University Institutions? Commonalities Based on Published Case Studies, Global Conference on Education and Research May 22-25, 2017 | Sarasota, Florida


3. Research and publications (list the names of students involved)

Submit a manuscript

- https://www.youtube.com/watch?v=ZZV2jbTHvmM

4. Proposals submitted but not yet funded (include funding agency)

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

University

- Member of University Finance Committee, Delaware State University.

- Member of University Professional Development Committee, Delaware State University

Department

- Member of the Department Personnel Committee

- Member of the Department Graduate Committee
8. Innovative teaching strategies and/or student services strategies initiated

9. Assessment related activities

10. Advanced study or other professional development

11. Special honors and awards received

12. Other significant accomplishments

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Dr. Yvette Pierre

Rank/Title:

Year Hired: Years of Service:

_____Tenured ___ Non-Tenured on tenure track _____ Not tenure-track ______ N/A

1. Courses taught

Undergraduate Courses

Graduate Courses

2. Participation in professional meetings, seminars, etc. (include date)

3. Research and publications (list the names of students involved)
Submit a manuscript

4. Proposals submitted but not yet funded (include funding agency)

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

8. Innovative teaching strategies and/or student services strategies initiated

9. Assessment related activities

10. Advanced study or other professional development

11. Special honors and awards received

12. Other significant accomplishments

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Dr. Elaine Marker

Rank/Title:

Year Hired: Years of Service:

_____Tenured ___ Non-Tenured on tenure track _____ Not tenure-track ________ N/A

1. Courses taught

Undergraduate Courses
Graduate Courses

2. Participation in professional meetings, seminars, etc. (include date)

3. Research and publications (list the names of students involved)

Submit a manuscript

4. Proposals submitted but not yet funded (include funding agency)

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

8. Innovative teaching strategies and/or student services strategies initiated

9. Assessment related activities

10. Advanced study or other professional development

11. Special honors and awards received

12. Other significant accomplishments

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017-April 2018

All item responses must be related to this timeframe.

Items may not be applicable to all employees.

Name: Sabrina Bailey

Rank/Title:
Year Hired: Years of Service:

_____ Tenured ___ Non-Tenured on tenure track _____ Not tenure-track ______ N/A

1. Courses taught

Undergraduate Courses

Graduate Courses

2. Participation in professional meetings, seminars, etc. (include date)

3. Research and publications (list the names of students involved)

Submit a manuscript

4. Proposals submitted but not yet funded (include funding agency)

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

7. Service to department, college and/or University

8. Innovative teaching strategies and/or student services strategies initiated

9. Assessment related activities

10. Advanced study or other professional development

11. Special honors and awards received

12. Other significant accomplishments
Unit(s) Initiatives accomplished in this cycle

Unit Initiatives Accomplished in this Cycle:

1. The Education faculty, as well as many other DSU and external committee members, worked extremely hard and the Education department graduated 14 Doctoral students and 3 Masters students this year.

2. This past academic year all of the Education department teacher education programs were responsible for submitting their Specialized Professional Associations program reports. As always, this is a huge undertaking and the program coordinators continue to work countless hours to ensure the revised reports are submitted on time with the appropriate data collection and analyses due in September, 2018.

Unit(s) Honors/Awards and Achievements

Unit Honors/Awards and Achievements:

Dr. Rathee:
- Best Educational Research Presentation Award during International Journal of Arts & Science Conference, 2017
- Keynote Speaker, 8th International Scientific Forum, Pembroke, NC 2017
- Received the Global Teacher Role Model Award, 2017.
- Chair, Technical Session. 8th International Conference for Academic Disciplines, Harvard University, Cambridge, MA. May 2017

Dr. Guatam:
- Awarded Research Travel Grant by Center For teaching and Learning at DSU.
- Awarded Professional Development Fund by Provost Office as recommended by Professional Development Committee DSU.
- Awarded Professional Conference Travel fund by the Education Department DSU

Dr. Phillips:
- Second time Nomination for Teaching of Excellence Award

Dr. Martin:
Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Student learning outcomes include:

1. Demonstrated lesson planning skills (undergraduate)/collected through rubrics scored in multiple courses

2. Demonstrated assessment skills (undergraduate)/data collected in Task 2 of the PPAT

3. Demonstrated professional dispositions/Collected in multiple courses

Graduate: learning goals:

4. Professional performance in the Internship /collected in new assignments

5. Professional dispositions performance/collection in field experiences

Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  b) Have these changes been implemented? If not, when will they be implemented?  c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Closing the Assessment Loop: Please share one or two prime examples of your program's assessment activities.

a. Validation of common rubrics for lesson planning and disposition (undergraduate and graduate) with both faculty and field partners

b. Reliability testing for lesson planning (undergraduate)

A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.
a) **List one or two examples** of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?

The validation process led to changes in the rubrics, instruction planning for the new rubric terms and examples for each rubric item.

b) **Have these changes been implemented?** If not, when will they be implemented?

Changes have been made for the lesson plan and undergraduate disposition. The graduate disposition rubric is still being field tested.

c) **When does the unit plan to conduct the assessments again** to ascertain whether or not these changes (initiatives) have made a difference?

The unit meets at the end of each semester (fall & spring) to analyze data and make conclusions.

**Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.**

**Bibliography:**

**Dr. Guatam:**


**Dr. Yoon:**

Dr. Aleong:


Dr. Rathee:


Book Published:

- Contemporary Yoga Education: Transforming the Body, Mind & Soul

Dr. Phillips:

2018 Dissertations Completed

**Sandrine Kouassi AKA Miller-Bey:** THE IMPACT OF CULTURAL INTELLIGENCE ON ORGANIZATIONAL EFFECTIVENESS: A COMPARATIVE CASE STUDY ANALYSIS (Chaired)

**Abdullah R. Muhammad:** Comparative Case Study Analysis of SYSTEMIC RACISM IN EDUCATION AS SELF-PERPETUATING AND CAUSAL OF RACIAL DISPARITIES FOR AFRICAN AMERICANS (Chaired)

**JAMES O. GOLSON, JR:** deconstructing exclusionary discipline: A paradigm shift to restorative LEADERSHIP practices (Chaired)

**MICHELLE SHORTER:** THE effect of SELF-EFFICACY ON THE CHOICE OF MAJOR FOR FIRST-GENERATION, MINORITY STUDENTS: A Comparative case study analysis (Chaired)

**LOUIS B. "SKIP" PERKINS, JR:** AN EXAMINATION OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES’ (HBCU) INTERCOLLEGIATE ATHLETIC DIRECTORS’ UTILIZATION AND EFFECTIVENESS OF RESOURCES TO FOSTER STUDENT ACADEMIC SUCCESS: A COMPARATIVE CASE STUDY ANALYSIS (Chaired)
SARAH HUTTON: LEADERSHIP STYLES, TRAITS, AND BEHAVIORS THAT LEAD TO SUCCESSFUL DUAL LANGUAGE PROGRAMS (Chaired)

EVITA OLDENBURG: A STUDY OF INSTRUCTIONAL METHODS OF AN ENGLISH COMPOSITION COURSE AND ITS RELATIONSHIP TO FRESHMAN STUDENT RETENTION AND GRADE POINT AVERAGE AT A HISTORICALLY BLACK COLLEGE/UNIVERSITY (Committee Member)

Shelby Gordon: THE PRINCIPAL’S ROLE IN TEACHERS’ COMMITMENT AND RETENTION: A COMPARATIVE CASE STUDY ANALYSIS (Chaired)

Loida Carrion McDuffie: A Comparative Case Study Analysis of the Relationship between Leadership Practice’s, Teacher Efficacy and Student Achievement (Chaired)

Tanna JAckson: EVALUATING THE ROLE OF FAMILY INVOLVEMENT AND THE IMPACT OF PARENTAL ADVOCACY ON SUCCESS OF ELEMENTARY SCHOOL STUDENTS WITH DISABILITIES (Committee Member)
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Success
Provide learning experiences that promote achievement, academic excellence and prepare the students as transformational and impactful leaders to contribute to a dynamic diverse society.

SLO 1: Demonstrate the ability to develop, articulate, and implement a vision of learning
Candidates will be able to demonstrate the ability to develop, articulate, implement and promote a vision of learning for educational institutions at district, state and national levels.

Relevant Associations:

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

Strategic Plan Associations:
College of Education, Health & Public Policy
2.1 Students are provided with leadership opportunities through course work and academic governance
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally

Related Measures:

M 1: Applied Administrative Experience (Activities/Project work)
Applied administrative experience in Ed. D. in educational leadership at DSU is grounded in strong research and is focussed on activities designed to solve high leverage problems of practice. This experience is intended to evaluate the candidates in the areas of leadership application, general operations, involvement with other team members & community, and resource management to determine the development of the candidate's professional growth. The students are required to complete their concentration specific activities/project(s) for this experience.

Source of Evidence: Field work, internship, or teaching evaluation
Target:
90% of the students who will enroll in applied administrative experience will successfully complete the required hours and earn a grade of B or higher to reflect their professional outlook and competence.

Findings (2017-2018) - Target: Partially Met
As per their cohort plan and the curriculum sequence sheet, all the Ed. D. students of 2016 cohort are working on their internship during Summer 2018. They will complete their internship by the end of summer semester. The findings of this measure will be updated accordingly.

Findings (2016-2017) - Target: Met
100% students enrolled in applied administrative experience course had completed all the required activities/project(s) and achieved a grade of B or higher demonstrating their competence in the areas of leadership application, general operations, involvement with other team members & community, and resource management to develop, articulate, and implement a vision of learning.

Findings (2015-2016) - Target: Partially Met
In the AY 2015-2016, the students of 2014 cohort were required to complete their internship hours. Out of 8 students, 7 have completed the internship hours and 1 student is working to complete the internship hours. Therefore, 87.5% students have successfully completed their internship experience and have achieved a Target or Acceptable category.

Findings (2014-2015) - Target: Met
All students completed the internship experience (EDUC 812 & EDUC 813).

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

Internship Experience
Established in Cycle: 2017-2018
As per the current cohort plan and the curriculum sequence sheet, the internship courses, i.e. EDUC 812 and 813 are offered in t...

M 2: Internship/Field Experience Portfolio
A standard-based portfolio will be a product of course specified activities and will include artifacts showing the understanding and use of relevant professional standards and a reflection document outlining the completed internship/field experience. The portfolio contains a candidate's reflective narratives, different plans and tools that the candidate developed in the field, and other creative reports that may include audio, visuals, candidate-developed web-based
materials etc. The portfolio also includes internship/clinical site supervisor's and/or site mentor's evaluations of the candidate's performance and responsible conduct, internship logs and reflections.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
90% of the students enrolled for internship/field experience will prepare their portfolio and will achieve a grade of B or higher for their applied work and professional conduct.

**Findings (2017-2018) - Target: Partially Met**
As per their cohort plan and the curriculum sequence sheet, all the Ed. D. students of 2016 cohort are working on their internship during Summer 2018. They will complete their internship by the end of summer semester. The findings on this measure will be updated accordingly.

**Findings (2016-2017) - Target: Met**
100% students who had enrolled for internship/field experience had developed their portfolio and had achieved a grade of B or higher in Summer 2017 for their clinical work and professional conduct demonstrating their ability to develop, articulate, and implement a vision of learning.

**Findings (2015-2016) - Target: Partially Met**
In the AY 2015-2016, the students of 2014 cohort were required to prepare their internship activities portfolio. Out of 8 students, 7 have completed their internship activities portfolio and 1 student is working on it. Therefore, 87.5% students have successfully completed their internship activities portfolio and have achieved a Target or Acceptable category.

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

**Internship Experience**
*Established in Cycle: 2017-2018*
As per the current cohort plan and the curriculum sequence sheet, the internship courses, i.e. EDUC 812 and 813 are offered in t...

**SLO 3: Ability to integrate knowledge, communication skills and technology applications**
The students will be able to develop high order analytical thinking abilities and demonstrate the ability to effectively integrate technology applications for planning, enhancing communication skills, and managing information to report research and collect data from a practitioner’s point of view.

**Relevant Associations:**

**DSU Learning Goal Associations:**
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.
Strategic Plan Associations:
College of Education, Health & Public Policy
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

M 4: Performance in Technology Applications course
As per the curricular requirements of EDUC 809 (Technology Applications), the students will demonstrate the knowledge of emerging technologies and their applications from the viewpoint of planning, enhancing communications, and managing information.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
90% of the students will be able to obtain a grade of B or above in their course EDUC 809: Technology Applications demonstrating their ability to effectively integrate emerging technologies and their applications in educational and professional settings.

Findings (2017-2018) - Target: Not Reported This Cycle
As per the approved new curricular changes in the program, the sequence of the course had undergone a change. Now EDUC 809 will be offered to the students of 2016 cohort in Fall 2018. The data will be then reported accordingly.

Findings (2016-2017) - Target: Met
91% of the students enrolled in this technologically enhanced course in Fall 2016 had obtained a grade of B or higher demonstrating their competency in integrating technologies and their applications from a practitioner's point of view to enhance efficiency and impact student learning.

Findings (2015-2016) - Target: Met
In AY 2015-2016, 91% students of 2015 cohort successfully complete project of technology applications as a part of course requirements of EDUC 809.

Findings (2014-2015) - Target: Met
All the graduating students were able to successfully defended their research dissertation.

SLO 4: Ability to think critically to solve problems by using information effectively
The students will be able to think critically and solve problems through knowledge comprehension and analytical inquiry to demonstrate their intellectual creativity and research based decision making.

**Relevant Associations:**

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

**Strategic Plan Associations:**
- College of Education, Health & Public Policy
  - 2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
- Delaware State University
  - 1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

**Related Measures:**

**M 5: Qualifying Examination**

The Qualifying Examination is a measure of a student's ability to think critically and analytically. It is an exhaustive exam designed to provide students an opportunity to demonstrate their ability to conceptualize, critically analyze, and present knowledge in an organized and cogent manner. It is administered to the students to gauge their readiness for future doctoral study. The responses of the students on the Qualifying Exam will be evaluated with the help of the Core Question Rubric, and the Research Question Evaluation Rubric.

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

**Target:**
90% of the students will obtain a score of 10 or above on the Core Question Rubric and a score of 28 or above on the Research Question Evaluation Rubric to pass the exam to demonstrate their ability to comprehend knowledge and conduct analytical inquiry.

**Findings (2017-2018) - Target: Met**
100% of the students who had taken the Qualifying Exam in AY 2017-2018 have passed the exam by obtaining a score of 10 or above in the core question and 28 or above on the research question.

**Findings (2016-2017) - Target: Met**
100% students of 2016 cohort who had appeared in the Qualifying Exam in August 2017 had passed the exam by obtaining a score of 10 or above on the Core Question Rubric, and a score of 28 or above on the Research Question Evaluation Rubric demonstrating their ability to
conceptualize, critically analyze, and present knowledge in an organized and cogent manner to emerge as highly informed 21st century skillful leaders.

**Findings (2015-2016) - Target: Met**
100% students of 2015 cohort have passed the Qualifying Exam, 2016.

**G 2: Student Competence**

Ensure quality learning environment that encourages the students to connect the concepts with practice and to use differing perspectives by engaging themselves in critical thinking, creative pursuits and collaborative problem solving relating to local and global contemporary issues.

**SLO 2: Understanding the major ethical issues and apply fair and equitable professional practices**

The students will be able to understand and exhibit the professional standards for responsible conduct of research in the discipline and comprehend the values and ethics for practicing the profession in society.

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Strategic Plan Associations:**

- **College of Education, Health & Public Policy**
  1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies

- **Delaware State University**
  1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

**Related Measures:**

**M 3: Preparation and submission of the IRB application**

After the completion of the research proposal, the students will prepare and submit an application to seek the IRB approval/exemption for responsible conduct of their research work to be eligible to achieve candidacy.

Source of Evidence: Academic direct measure of learning - other

**Target:**

After the successful proposal defense, 90% of the students will receive the IRB approval/exemption for their responsible conduct of research aligned with professional standards.

**Findings (2017-2018) - Target: Met**
100% students who had successfully defended their research proposal in AY 2017 - 2018 had submitted the IRB applications and have received approval/exemption as per their capstone options.
Findings (2016-2017) - Target: Met
100% students who had successfully defended their research proposal in AY 2016 - 2017 had submitted the IRB applications and had received approval/exemption for the responsible conduct of their research work by adopting fair and equitable professional practices.

Findings (2015-2016) - Target: Met
All the students who had successfully defended their research proposal in Fall 2015 - Spring 2016, and Fall 2016 - Spring 2017 had prepared and submitted their IRB applications and had received the IRB approval/exemption.

Findings (2014-2015) - Target: Met
All the students who had submitted IRB applications in 2014-2015 had received IRB approval for their research work.

SLO 5: Strategic inquiry and research based practices
The graduate students will be able to demonstrate their competence to conduct strategic inquiry and the application of data driven decision making through analytical review and scholarly writings.

Relevant Associations:

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

Strategic Plan Associations:
College of Education, Health & Public Policy
2.2 Cultivate an environment of academic and professional excellence
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

M 6: Final Capstone Defense
Doctoral students will demonstrate their written and oral communication skills, analytic inquiry, and information processing skills at the time of their final capstone defense as evaluated on the Graduate School's Report of Doctoral Capstone Outcomes.

Source of Evidence: Capstone course assignments measuring mastery

Target:
90% of the students who schedule their final capstone defense will receive an alternative of (a) or (b) by the Advisory Committee on the Graduate School's Report of Doctoral Capstone Outcomes to demonstrate their research competence.

Findings (2017-2018) - Target: Met
100% of the doctoral students who had scheduled their final capstone defense in AY 2017-2018 and successfully completed their defense and
had received an alternative of (a) or (b) by the Advisory Committee on the Graduate School's Report of Doctoral Capstone Outcomes.

**Findings (2016-2017) - Target: Met**
100% students who had scheduled their final capstone defense in AY 2016 - 2017 had successfully presented, defended and submitted their final capstone manuscript by receiving an alternative of (a) or (b) by the Advisory Committee on the Graduate School's Report of Doctoral Capstone Outcomes demonstrating their written and oral communication skills, analytic inquiry, and information processing skills to reflect their evidence-based research competence and professional practices.

**Findings (2015-2016) - Target: Met**
100% students who had scheduled their final capstone defense in Fall 2015, Spring 2016, Fall 2016 and Spring 2017 successfully presented and defended their research capstone.

**Findings (2014-2015) - Target: Met**
All the students of 2014 cohort were able to meet the Target set for this measure.

**G 3: High Quality Education Program**
Offer enriched curriculum and field experience that provide advanced knowledge and professional skills to prepare leaders for the 21st century who can solve life problems by connecting theory to practice through innovations.

**SLO 6: Offer enriched curriculum for successful outcomes**
To offer quality coursework, effective advisement and enriched field experience to the students to cultivate in a positive learning environment and to set-up high standard practices.

**Relevant Associations:**

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

**Strategic Plan Associations:**
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

**Related Measures:**

**M 7: Education Graduate Programs Exit Survey**
Curricular changes are being constantly planned to enrich program curriculum. Since the students' input is a vital part of our program's evaluation process, their feedback is utilized to assess and improve the quality of the program. Program's effectiveness will be evaluated by the Education Graduate Programs Exit Survey and the results of this survey contribute to the overall program assessment to maintain the quality of our program.
Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of the students completing the exit survey at the time of their graduation will perceive (i.e. Strongly Agree or Agree) that they were offered enriched curriculum and were advised effectively through their coursework and field experience.

***Findings (2017-2018) - Target: Met***
100% of the students who have completed the Education Graduate Programs Exit Survey after their graduation in the reporting cycle 2017-2018 have perceive (i.e. Strongly Agree or Agree) that they were offered enriched curriculum and were advised effectively through their coursework and field experience.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Internship Experience**
As per the current cohort plan and the curriculum sequence sheet, the internship courses, i.e. EDUC 812 and 813 are offered in the Summer semester. Since the Reporting Cycle usually closes in the first week of June, it is not possible to report the data derived from the student’s internship experience. Keeping in view this factor and some other curricular considerations, it is being planned to make changes in the curricular sequence and to shift the internship courses to Spring semester. However, for the current cycle, the findings on this measure will be updated at the culmination of the internship experience by the end of the Summer semester.

**Established in Cycle:** 2017-2018  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Applied Administrative Experience (Activities/Project work)  
- **Outcome/Objective:** Demonstrate the ability to develop, articulate, and implement a vision of learning

**Implementation Description:** Working with the graduate faculty, the Director, Education Graduate Programs will plan and implement the curricular changes.  
**Responsible Person/Group:** The Director, Education Graduate Programs and the Graduate Faculty.

**Internship Experience**
As per the current cohort plan and the curriculum sequence sheet, the internship courses, i.e. EDUC 812 and 813 are offered in the Summer semester. Since the Reporting Cycle usually closes in the first week of June, the students are not able to prepare their internship portfolios and therefore, it is not possible to report the data.
derived from the student's rich internship experience.

Keeping in view this factor and some other curricular considerations, it is being planned to make changes in the curricular sequence and to shift the internship courses to Spring semester. However, for the current cycle, the findings on this measure will be updated at the culmination of the internship experience by the end of the Summer semester.

Established in Cycle: 2017-2018  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship/Field Experience Portfolio | Outcome/Objective: Demonstrate the ability to develop, articulate, and implement a vision of learning

Implementation Description: The Education Graduate Programs will seek the active involvement of the Graduate Faculty
Responsibility Person/Group: The Director, Education Graduate Programs and the Graduate Education Faculty

Annual Report Section Responses

Executive Summary (1-2 pages)
For the cycle 2017 - 2018, four of the six objectives set for the program were Met. While one objective was reported as Partially Met, the remaining one was reported as Not Reported This Cycle (because as per the curriculum sequence, the required activities were not offered in AY 2017-2018 and will be offered to the students in Fall 2018).

Objectives Met:

Objective # 2: As reported in the findings for Measure - 3, 100% of the students who had successfully defended their research proposal in 2017-2018 had submitted the IRB applications and have received approval/exemption as per their capstone options, demonstrating their understanding of the values and ethics of practicing the profession in society.

Objective # 4: 100% of the students who had taken the Qualifying Exam in AY 2017-2018 have successfully completed the exam demonstrating their ability to conceptualize, critically analyze, and present knowledge in an organized and cogent manner.

Objective # 5: 100% of the students who had scheduled their final capstone defense in AY 2017-2018 successfully presented and defended their final capstone manuscript, thereby demonstrated their efficient oral and written communication skills.

Objective # 6: 100% of the students who have completed the Education Graduate Programs Exit Survey after their graduation in the reporting cycle 2017-2018 have perceive (i.e. Strongly Agree or Agree) that they were offered enriched curriculum and were advised effectively through their coursework and field experience.
Partially Met

Objective # 1:
Measure-1: As per their cohort plan and the curriculum sequence sheet, all the Ed. D. students of 2016 cohort are working on their internship during Summer 2018. They will complete their internship by the end of summer semester. The findings of this measure will be updated accordingly.

Measure-2: As per their cohort plan and the curriculum sequence sheet, all the Ed. D. students of 2016 cohort are working on their internship during Summer 2018. They will complete their internship portfolio by the end of summer semester. The findings of this measure will be updated accordingly.

Not Reported This Cycle

Objective # 3: As per the approved new curricular changes in the program, the sequence of the course had undergone a change. Now EDUC 809 will be offered to the students of 2016 cohort in Fall 2018. The data will be then reported accordingly.

Unit(s) Profile

Unit(s) Initiatives accomplished in this cycle
Initiatives accomplished in this cycle:

- Ed. D. in K-12 Program curriculum revised;
- CAEP approved assessments were aligned with the relevant professional standards, and the endeavor was also made to establish their interrater reliability.
- Internship assessments and rubrics for Ed. D. in Higher Ed. have been introduced.
- SPA report was completed
- Worked on the Self-study report

Unit(s) Honors/Awards and Achievements

Program Achievements:
(i) 15 doctoral students received their doctoral degrees in AY 2017-2018.
(ii) 77.78% of the students from 2015 Ed. D. cohort graduated on time as per their curriculum plan and received their degrees.
(iii) One of the doctoral students, Mr. Abdullah Muhammad, had presented his research on the Annual Research Day 2018.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.
Strategic Goal. Student Success: The Graduate Program will produce graduates who are critical thinkers with an ability to conceptualize, analyze and present research in a
cogent manner that prepares them as transformative leaders. Data will be collected on
the following:

(i) Students' comprehensive knowledge and analytical writing skills will be assessed
through their performance in the Qualifying Exam, as evaluated by using the Qualifying
Exam Rubrics.

(ii) The students' research abilities and interpretative skills will be assessed through
their final capstone presentation by utilizing the capstone outcomes measuring rubrics.

(iii) Student success will also be measured through the student retention and the
program completion rate.

"KPI # 1 and #10". Note: This section refers to undergraduates and their
participation in undergraduate research, study abroad, service learning,
internships, experiential learning and sustainability activities and courses. You
must upload IRPA spreadsheet in the Document Management section and connect
to this section of the Program Annual Report.

Not Applicable.

Closing the Assessment Loop: Please share one or two prime examples of your
unit's assessment activities. A complete assessment report is due October 30th
and should be reported for each measure in WEAVE under Findings and Action
Plans.  a) List one or two examples of how the unit used assessment
results/findings to plan changes (initiatives) designed for improvements?  b) Have
these changes been implemented? If not, when will they be implemented?  c) When
does the unit plan to conduct the assessments again to ascertain whether or
not these changes (initiatives) have made a difference?

Assessment Activity: Final Capstone Presentation & its Defense

(a) To diversify the research options for the students of the two concentrations, new
capstone alternatives i.e. the Case Study Analysis and the Project Study were
introduced in 2016 to effectively evaluate the students' research competence to connect
theory with practice.

(b) The rubrics were developed and utilized in 2017 to assess the students' final
capstone performance. It was observed that the Case Study Analysis rubric was not
meeting the CAEP's rubric sufficiency requirements.

(c) The rubric is being revised to increase and sustain excellence in scholarly and
creative research. Its interrater reliability will be established on the Data Days in Fall
2018 to meet the CAEP sufficiency level. The revised rubric is expected to be ready to
be utilized to evaluate the final capstone presentations in Spring 2019.

Bibliography of Scholarly Products published in 2017-2018 by unit members.
Colleges should just list the number of publication listed by the departments.

Undergraduate Program Information: Please use the Excel template (sent by email)
for reporting details about each undergraduate program in your department. Submit
data for each program as separate rows in the spreadsheet and include the
Department Name in the top section. You must upload the spreadsheet in the
Document Management section, connect to this section, and state “see attached”
below.
Not Applicable

For graduate program annual reports  TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.
Table - I regarding the admission data has been attached to this report.

Connected Document
• TABLE-I - Ed D Admission Data

For graduate program annual reports  TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)
Information regarding the graduate student enrollment in the Ed. D. the program has been provided in Table-2.

Connected Document
• TABLE II: Graduate Student Enrollment by Program 2017-2018

For graduate program annual reports:  TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)
The required information has been provided in Table-3 with regard to the Student Engagement/Productivity.

Connected Document
• TABLE – III: Graduate Student Engagement/Productivity 2017-2018

For graduate program annual reports  TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.
Table-4 has been uploaded to depict the gainful employment of the doctoral students.

Connected Document
• Table IV: Gainful Employment: 2017 – 2018
Detailed Assessment Report
As of: 9/27/2018 12:25 PM EST
2017-2018 Educational Leadership (M.Ed.)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

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

G 1: Student Success
Offer such learning opportunities that support students' progress and promote achievement, academic excellence and prepare the students as transformational and impactful leaders at building level to contribute to a dynamic diverse society.

SLO 1: Demonstrate the ability to develop, articulate, and implement a vision of learning
Candidates will be able to demonstrate the ability to develop, articulate, implement and promote a vision of learning for educational institutions at building level.

Relevant Associations:

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

Strategic Plan Associations:
College of Education, Health & Public Policy
2.1 Students are provided with leadership opportunities through course work and academic governance
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally

Related Measures:

M 1: Comprehensive Examination
The Comprehensive Exam is a capstone requirement designed to provide the students an opportunity to demonstrate their ability to conceptualize, critically analyze and present knowledge in an organized and cogent manner. It is a measure of a student's ability to think theoretically and analytically to articulate and implement a vision of learning. The responses of the students will be evaluated by the Comprehensive Exam Rubric.

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

Target:
90% of the students taking this exam will score 8 or above on the Comprehensive Examination Rubric in each of the 6 questions to pass the Exam to demonstrate their ability to think critically and analytically.
Findings (2017-2018) - Target: Met
100% of the students of M. Ed. 2016 cohort who had taken the Comprehensive Exam had successfully passed the exam by obtaining a score of 8 or above on all the six sections of the exam demonstrating their ability to think critically and analytically.

Findings (2016-2017) - Target: Met
100% of students of 2015 cohort who had taken the Comprehensive Exam in Spring 2017 had passed the exam by scoring 8 or above on the Comprehensive Exam evaluation rubric in each of the 6 questions of the exam demonstrating their ability to conceptualize, critically analyze and present knowledge in an organized and cogent manner to articulate, and implement a vision of learning.

Findings (2015-2016) - Target: Met
100% students have passed the Comprehensive Exam in Spring 2016.

Findings (2014-2015) - Target: Met
All the students had successfully met the target set for this measure.

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

Comprehensive Exam
Established in Cycle: 2015-2016
One student, though he passes in sections D, E, and F, but couldn't pass the exam in sections A, B, and C. He has been afforded ...

SLO 2: Ability to integrate knowledge and technology to enhance student learning
The students will be able to develop high order analytical thinking abilities and demonstrate ability to effectively integrate emerging technology applications for planning and managing information from a practitioner's point of view.

Relevant Associations:

DSU Learning Goal Associations:
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Strategic Plan Associations:
College of Education, Health & Public Policy
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
Related Measures:

M 2: Successful performance in the course: Using technology to enhance student learning
As a part of their program requirement, the students will successfully complete EDUC 683 (Using Technology to Enhance Student Learning) to demonstrate their ability to integrate knowledge and technology to ensure their professional and academic success. The students will be assessed as per the grading policy specified in the course syllabus.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
80% of the students will complete the course and attain a grade of B or above as per the grading policy specified in the syllabus to demonstrate their ability to integrate knowledge and technology to ensure their academic and professional growth.

Findings (2017-2018) - Target: Met
100% students who had completed the course EDUC 683 in Fall 2017 had obtained a grade of B or above as per the grading policy specified in the syllabus thereby demonstrating their ability to integrate knowledge and technology to ensure their academic and professional growth.

Findings (2016-2017) - Target: Met
100% students who completed the course EDUC 683 in 2016-2017 had attained a grade of B or above as per the grading policy specified in the syllabus demonstrating their ability to integrate knowledge and technology to ensure their professional and academic success.

Findings (2015-2016) - Target: Met
100% students of 2014 cohort completed the PowerPoint Project in EDUC 683 in Fall 2015 and attained a Target or Acceptable level on the project rubric.

100% students of 2015 cohort completed the PowerPoint Project in EDUC 683 in Fall 2016 and attained a Target or Acceptable level on the project rubric.

G 2: Student Competence
Provide quality learning experiences that equip the students with the skills to connect the concepts with practice and to use differing perspectives by engaging themselves in critical thinking, creative ideas and collaborative problem solving related to local and national contemporary issues.

SLO 3: Ability to think critically to solve problems by using information effectively
Demonstrating intellectual curiosity and evidence based decision making, the students will be able to think critically and solve problems in field-setting and execute an action-research project to support data-based decision making.

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

Strategic Plan Associations:
College of Education, Health & Public Policy
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

**M 3: Portfolio Development and Presentation**
The overall internship experience represents a synthesis of key content and high impact field-based experiences extended over time that result in the intern's demonstration of professional knowledge, skills, and dispositions articulated in the ELCC Building Level Standards 2011, and, most importantly, intern's success in improving student achievement within a school. Designed as a Professional Growth Plan and Clinical Internship, this experience is intended to evaluate the candidates in the areas of leadership application, general operations and resource management to determine the development of the candidate's professional growth. The candidates are required to complete field-based activities and document their internship experiences in the shape of an internship portfolio and present it before a committee of selected faculty members. The portfolio contains candidates' reflective narratives, different plans and tools candidates developed in the field, and other creative reports that may include audio, visuals, candidate developed web based materials etc. The Internship Presentation Rubric will be utilized to evaluate the portfolio presentations on Audience Engagement, Poise, Enthusiasm, Articulation, Subject Knowledge, Organization, Mechanics, Technology, and Integration.

Source of Evidence: Presentation, either individual or group

**Target:**
75% of the students will prepare and present the portfolio and attain Target or Acceptable scores on the Portfolio Presentation Rubric to demonstrate their ability to synthesize the key content and high impact field-based experiences extended over time.

**Findings (2017-2018) - Target: Partially Met**
As per the curriculum sequence, the students are currently completing their internship activities in Summer 2018 and will be preparing and presenting their internship portfolio on the completion of the course by the end of the Summer semester. These findings will be updated later on accordingly. That's why the Target has been reported as Partially Met at this stage.

**Findings (2016-2017) - Target: Met**
Out of the 4 students enrolled for internship, 3 students i.e. 75% of the students successfully prepared and presented the portfolio and attain Target or Acceptable scores on the Portfolio Presentation Rubric.
demonstrating their ability to think critically to solve the problems to improve student achievement within a school.

**Findings (2015-2016) - Target: Met**
100% students of 2014 cohort successfully completed their internship during Summer-I and II, 2016 and Fall 2016.

**Findings (2014-2015) - Target: Met**
All the students had successfully met the target set for this measure.

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

**Incomplete Contract**
*Established in Cycle: 2016-2017*
Under the supervision of the course professor, one student is working on the portfolio and will be completing and presenting it ...

**Internship Portfolio & its presentation**
*Established in Cycle: 2017-2018*
As per the current cohort plan and the curriculum sequence sheet, the internship course EDUC 690 is offered in the Summer semest...

**SLO 4: Understanding the major ethical issues and apply fair and equitable professional practices**
The students will be able to understand and exhibit professional attitudes, values, commitments and professional ethics for practicing the profession in society.

**Relevant Associations:**

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

**Strategic Plan Associations:**
*College of Education, Health & Public Policy*
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies

*Delaware State University*
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

**Related Measures:**

**M 4: Professional dispositions and successful completion of internship**
Successful completion of 240 hours of internship will help the students to develop as leaders who demonstrate ethical practices, professional dispositions and skills by undertaking collaborative activities and projects to shape the
educational environment in K-12 and higher education settings. The students will be administered Graduate Professional Disposition Rubric to assess their professional dispositions on the rubric elements: Professionalism; Vision; Decision-making; Adaptability; Considerations; and Attitude.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
90% of the students who will successfully complete the internship experience will obtain Target or Acceptable scores on the Graduate Professional Disposition Rubric to demonstrate ethical practices, professional dispositions and skills.

**Findings (2017-2018) - Target: Partially Met**
As per the curriculum sequence, the students are currently completing their internship experience in Summer 2018 and will be completing their internship hours and activities by the end of the Summer semester. They will be evaluated by the site and university supervisors for their professional dispositions. The findings of this measure will be reported later on accordingly. That's why the Target has been reported as Partially Met at this stage.

**Findings (2016-2017) - Target: Met**
100% students who had successfully completed the internship experience in Summer 2017 had obtained Target or Acceptable scores on the Graduate Professional Disposition Rubric. While undertaking collaborative activities and projects, the students demonstrated their understanding of the major ethical issues, and fair & equitable professional practices.

**Findings (2015-2016) - Target: Met**
100% students of 2014 cohort successfully completed their internship during Summer I and II, 2016, and Fall 2016.

**Findings (2014-2015) - Target: Met**
100% students successfully completed the internship experience and obtained Target or acceptable scores on the Graduate Professional Disposition Rubric.

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

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

**Internship Experience and Professional Dispositions**
*Established in Cycle: 2017-2018*
As per the current cohort plan and the curriculum sequence sheet, the internship course EDUC 690 is offered in the Summer semester...

**G 3: High Quality Education Program**
Ensure inclusive and equitable quality education through enriched curriculum and field experience to provide advanced knowledge and professional skills to prepare leaders at building level for the 21st century who can solve life problems by connecting theory to practice.

**SLO 5: Offer enriched curriculum for successful outcomes**
To offer quality coursework, effective advisement and enriched field experience to the students that result in a positive learning environment and high standard practices.

**Relevant Associations:**

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

**Strategic Plan Associations:**
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

**Related Measures:**

**M 5: Education Graduate Programs Exit Survey**
Curricular changes are being constantly planned to enrich program curriculum. Since the students’ input is a vital part of our program's evaluation process, their feedback is utilized to assess and improve the quality of the program. Program's effectiveness will be evaluated by the Education Graduate Programs Exit Survey and the results of this survey contribute to the overall program assessment to maintain the quality of our program.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
80% of the students completing the exit survey at the time of their graduation will perceive (i.e. Strongly Agree or Agree) that they were offered enriched curriculum and were advised effectively through their coursework and field experience.

**Findings (2017-2018) - Target: Met**
100% of the students who completed the exit survey after their graduation had marked the options of Strongly Agree or Agree in the survey indicating that they were offered enriched curriculum and were advised effectively through their coursework and field experience.
Findings (2016-2017) - Target: Met
100% students who completed this survey perceived (Strongly Agree or Agree) that they were offered enriched curriculum, prepared and advised effectively through their coursework and field experience.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Comprehensive Exam
One student, though he passes in sections D, E, and F, but couldn't pass the exam in sections A, B, and C. He has been afforded an opportunity to reappear.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Comprehensive Examination | Outcome/Objective: Demonstrate the ability to develop, articulate, and implement a vision of learning

Implementation Description: Reappear in the Comprehensive Exam.
Projected Completion Date: 06/21/2016
Responsible Person/Group: Director, Education Graduate Programs and the examiners.
Additional Resources Requested: No additional resources are required.

Incomplete Contract
Under the supervision of the course professor, one student is working on the portfolio and will be completing and presenting it in Fall 2017.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Portfolio Development and Presentation | Outcome/Objective: Ability to think critically to solve problems by using information effectively

Implementation Description: Working toward completing the Incomplete contract.
Projected Completion Date: 12/01/2017
Responsible Person/Group: The course professor and the concerned student.
Additional Resources Requested: None.

Internship Experience and Professional Dispositions
As per the current cohort plan and the curriculum sequence sheet, the internship course EDUC 690 is offered in the Summer semester. Since the Reporting Cycle usually closes in the first week of June, the students are not able to derive the full benefit of this experience to emerge as transformational leaders who demonstrate ethical practices, professional dispositions and skills by undertaking collaborative
activities and projects to shape the educational environment in K-12 and higher education settings. Apart from this, it is not possible to report the data derived from the student's rich internship experience.

Keeping in view this factor and some other curricular considerations, it is being planned to make changes in the curricular sequence and to shift the internship courses to Spring semester. However, for the current cycle, the findings on this measure will be updated at the culmination of the internship experience by the end of the Summer semester.

Established in Cycle: 2017-2018
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure:** Professional dispositions and successful completion of internship
- **Outcome/Objective:** Understanding the major ethical issues and apply fair and equitable professional practices

Implementation Description: The curricular sequence change will be made in consultation with the Graduate Faculty.

Responsible Person/Group: Director, Education Graduate Programs and the Graduate Faculty.

**Internship Portfolio & its presentation**
As per the current cohort plan and the curriculum sequence sheet, the internship course EDUC 690 is offered in the Summer semester. Since the Reporting Cycle usually closes in the first week of June, the students are not able to prepare and present their internship portfolios and therefore, it is not possible to report the data derived from the student's rich internship experience.

Keeping in view this factor and some other curricular considerations, it is being planned to make changes in the curricular sequence and to shift the internship courses to Spring semester. However, for the current cycle, the findings on this measure will be updated at the culmination of the internship experience by the end of the Summer semester.

Established in Cycle: 2017-2018
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- **Measure:** Portfolio Development and Presentation
- **Outcome/Objective:** Ability to think critically to solve problems by using information effectively

Implementation Description: The curricular sequence of EDUC 690 will be changed in consultation with the graduate faculty.
Responsible Person/Group: Director, Education Graduate Programs and the Graduate Faculty

Annual Report Section Responses

Executive Summary (1-2 pages)
For the cycle 2017 - 2018, three of the five objectives set for the program were Met while two objectives were reported as Partially Met because as per the curriculum sequence, the required activities have not taken place so far.

Objectives Met:
Outcome/Objective 1: 100% of the students of M. Ed. 2016 cohort who had taken the Comprehensive Exam had successfully passed the exam by obtaining a score of 8 or above on all the six sections of the exam demonstrating their ability to think critically and analytically.

Outcome/Objective 2: 100% students who had completed the course EDUC 683 in Fall 2017 had obtained a grade of B or above as per the grading policy specified in the syllabus thereby demonstrating their ability to integrate knowledge and technology to ensure their academic and professional growth.

Outcome/Objective 5: 100% of the students who completed the exit survey after their graduation had marked the options of Strongly Agree or Agree in the survey indicating that they were offered enriched curriculum and were advised effectively through their coursework and field experience.

Partially Met
Outcome/Objective 3: As per the curriculum sequence, the students are currently completing their internship activities in Summer 2018 and will be preparing and presenting their internship portfolio on the completion of the course by the end of the Summer semester. These findings will be updated later on accordingly. That's why the Target has been reported as Partially Met at this stage.

Outcome/Objective 4: The students of 2016 cohort are currently completing their internship experience in Summer 2018 and will be completing their internship hours and activities by the end of the current Summer semester. At the culminating phase of their internship experience, they will be evaluated by the site and university supervisors for their professional dispositions. The findings of this measure will be reported later on accordingly. That's why the Target has been reported as Partially Met at this stage.

Unit(s) Profile
PROGRAM FACULTY PROFILE
Program's distinguished faculty members include nationally and internationally known authors, researchers, and academicians. The faculty members have achieved notable distinction in their respective fields. The faculty combines academic expertise with direct experiences in the field of education. Their knowledge, skills, and experience enable them to offer practical guidance and mentorship, helping students adapt to the professional world and make wise career choices.
Program Faculty:
Dr. Joseph Falodun, Associate Professor
Dr. Chandra Aleong, Associate Professor
Dr. Elaine Marker, Associate Professor
Dr. Nirmaljit K. Rathee, Professor
Dr. Richard Phillips, Associate Professor
Dr. Chetanath Gautam, Assistant Professor
Dr. Kim K Keun, Associate Professor
Dr. Sae Yeol Yoon, Assistant Professor

Name: Dr. Joseph O. Falodun, M.S., Ph.D.
Rank: Associate Professor
Email: jfalodun@desu.edu
Work Phone: (302) 857-6578
Research Interests: • Cultural issues that impact teaching and learning • Literacy Learning in the Content Areas
Professional Organizations and Memberships: • International Reading Association (IRA) • Association of Literary Scholars and Critics (ALSC) • Kappa Delta Pi (KDP) • Association of Teacher Educators (ATE) • African Studies Association (ASA) • International Association for Language Development

Name: Chandra Aleong, M.B.A., Ed.D.
Rank: Associate Professor
Email: caleong@desu.edu
Phone: (302) 857-7690
Education: • Ed.D. 2001 Higher Education Administration (University of Pennsylvania); • M.B.A. 1971 Business Administration (University of Toronto); • B.A. 1967 Economics & Spanish (University of the West Indies)
Research Interests: • Strategic Planning & Administration as they relate to Higher Education institutions.
Professional Organizations and Memberships: • American Statistical Association (ASA); • Academy of Management (AOM)

Name: Elaine S. Marker, M.S., Ed.D.
Rank: Associate Professor
Position: Coordinator, Elementary Education
Email: emarker@desu.edu
Phone: (302) 857-7176
Education: • Ed.D. 2000 Reading/Language Arts Concentration in Clinical Reading (Widener University, Chester, PA) • M.S. 1991 Reading Specialist (Widener University, Chester, PA.) • B.S. 2007 Early Childhood Education / Montessori (Chestnut Hill College, Philadelphia, PA)
Research Interests: • Reading/Literacy: writing development, reading difficulties, comprehension, literacy assessment, teacher/literacy specialist preparation • Instructional Technology • Inquiry Practices, Literacy across the curriculum • Social Constructivist Learning • Goal Setting • Common Core: implications for diverse and underserved populations
Professional Organizations and Memberships: • American Association of Colleges for Teacher Education (DACTE) • International Reading Association • Association for
Name: Nirmaljit K Rathee, M.A., Ph.D.
Rank: Professor of Education
Position: Director, Graduate Programs
Email: nrathee@desu.edu
Phone: (302) 857-7170
Education: • Ph.D. in Education 1993, Panjab University, Chandigarh, India • M.A. 1985 Physical Education (Gold Medalist) Panjab University, Chandigarh, India • B.P.Ed. 1982 Physical Education (Roll of Honor), Panjabi University, Patiala, Punjab, India
Research Interests: Educational Leadership Development: Research & Practice; Sustainable Development: Responsibility, Ethics and Accountability in Leadership; Diversity & Equity Issues in Higher Education and K-12; Emotional & Cultural Intelligence in Educational Leadership; Women Empowerment & Educational Leadership; Innovations in Curriculum; Educational Psychology; Yoga & Mindfulness; Management & Organization in Higher Education
Professional Organizations and Memberships: • American Association of Colleges for Teacher Education • International Organization of Scientific Research • National Consortium for Physical Education and Recreation for Individuals with Disabilities • American Association of University Professors • International Honor Society in Education KAPPA DELTA PI • British Association of Sport & Exercise Sciences • All India Association for Educational Research

Name: Richard Phillips, M.S.Ed., Ph.D.
Rank: Associate Professor
Email: rphillips@desu.edu
Phone: (302) 857-6975
Education: Ph.D. 2007 Organizational Leadership (University of Maryland Eastern Shore, MA) M.S.Ed. 2003 Information Technology Program of Study (Johns Hopkins University, MA) B.S. 1996 Business Management (University Of Baltimore, MA)
Research Interests: Comprehensive Intervention Programs Instructional Leadership and Transformational Leadership Differentiated Instruction and Differentiated Assessment Educational Technology Leadership
Professional Organizations and Memberships: Johns Hopkins University CTE Hopkins Club Chesapeake College Mid-Shore Advisory Board Wilmington College ITAC Knights of Columbus

Name: Chetanath Gautam, Ph.D.
Rank: Assistant Professor
Email: cgautam@desu.edu
Phone: (302) 857-6949
Education: Ph.D.
Research Interests: Educational Leadership

Name: Keun Kyu Kim, Ph.D.
Rank: Associate Professor
Email: keunkim@desu.edu
Phone: (302) 857-6744
Name: SaeYeol Yoon, Ph.D.
Rank: Assistant Professor
Email: syoon@desu.edu
Phone: (302) 857-6726

Education:
- Ph.D. 2008 Early Childhood Education (University of Georgia, GA)
- M.A. 2000 Early Childhood Education (Chung-Ang University, Korea)
- B.S. 1996 Early Childhood Education, (Kyung-Nam University, Korea)

Research Interests:
- Fathers' Involvement, Sport Daddy, Children' Social Competence, Early Childhood Pre-service Teacher, Home-School Partnerships.

Professional Organizations and Memberships:
- American Educational Research Association (AERA)
- National Association for the Education of Young Children (NAEYC)
- Association for Childhood Education International (ACEI), Chair-
- Korean SIF, Board member - Research Committee
- Organisation Mondiale pour l’Education Prescolaire (OMEP-USA)
- Korean-American Early Childhood Educational Researchers Association (KECERA), President
- Pacific Early Childhood Education Research Association (PECERA)
- Korean Association of Child Studies (KACS)
- The Korea Society for Early Childhood Education (KSECE).

Unit(s) Initiatives accomplished in this cycle

- Comprehensive revision of Comp Exam rubric and the alignment of the other rubrics with professional standards
- Revision of course syllabi and alignment with professional standards
- Completion of the SPA report
- Completion of the Self-study

Unit(s) Honors/Awards and Achievements

Students' Achievements:

- 100% of the students from 2016 M. Ed. cohort graduated on time as per their curriculum plan and received their degrees.
One of our M. Ed. students Kyle Sheppard honored with Biden Courage Award.

Kyle Sheppard had presented research at the DSU Annual Research Day

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Not Applicable

Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
b) Have these changes been implemented? If not, when will they be implemented?  
c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Assessment Activity: Comprehensive Exam

(a) Our comprehensive exam is an evaluation that measures the student's competency and acts as a verification that students are well prepared and thoroughly grounded in their field of study. The responses of the students were being evaluated by using the Comprehensive Exam Rubric.

(b) While examining this rubric through CAEP friendly lens, it was noticed that it requires comprehensive revision to meet the rigors of CAEP requirement. Consequently, it is being comprehensively revised.

(c) It will be ready to be used by the time next Comprehensive Exam is to be conducted in Spring 2019 and at that stage, it will be evaluated if the revision of the rubric has achieved the desired results by establishing its validity and reliability.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

Not Applicable

For graduate program annual reports TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

Please find Table - I pertaining to M. Ed. Admission Data uploaded with the report.
For graduate program annual reports TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

Table -II has been uploaded.

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

Table -III has been uploaded.

For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

Table -IV has been uploaded.
Goals without Outcome/Objective Relationships Specified

G 8: Learning Differences
The student will understand, recognize, and plan for learning differences and diverse needs.

Education Department Goal 7: Acknowledge the value of diversity and diverse cultures in Education
Education Department Outcome 6: Acknowledge the value of diversity and diverse cultures in Education

Associated Goals

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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

G 1: Content area knowledge
Students will develop comprehensive knowledge in the four major content areas required of elementary education teachers. using connections such as digital learning opportunities and other content areas such as the fine and performing arts.
Related to Education Department Goal 1: To design recognized, comprehensive, innovative programs

SLO 1: Reading / Language Arts Content Knowledge
The elementary education candidate will demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking

CAEP K-6 Elementary Teacher Standards

2. a - Candidates demonstrate and apply the elements of literacy (phonological awareness; phonics; comprehension; fluency; vocabulary; critical thinking; and writing) critical for
purposeful print or digital communication, as presented in the rationale for the CAEP Literacy Content for Elementary (K-6) Teachers.

InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASCStandard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Relevant Associations:

**Common Core State Standards**

The Common Core State Standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. Forty-three states, the District of Columbia, four territories, and the Department of Defense Education Activity (DoDEA) have voluntarily adopted and are moving forward with the Common Core (CCSS, 2010). All educators must have a deep understanding of these standards. Preparation of teachers in any area must include developing a working knowledge of the CCSS.

English Language Arts Standards: The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the standards”) represent the next generation of K-12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.
The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

It is important to note that the grade 6-12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

Mathematics Standards: For more than a decade, research studies of mathematics education in high-performing countries have concluded that mathematics education in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country. To deliver on this promise, the mathematics
standards are designed to address the problem of a curriculum that is "a mile wide and an inch deep."

These new standards build on the best of high-quality math standards from states across the country. They also draw on the most important international models for mathematical practice, as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators, parents and students, and members of the public.

The math standards provide clarity and specificity rather than broad general statements. They endeavor to follow the design envisioned by William Schmidt and Richard Houang (2002), by not only stressing conceptual understanding of key ideas, but also by continually returning to organizing principles such as place value and the laws of arithmetic to structure those ideas.

In addition, the "sequence of topics and performances" that is outlined in a body of math standards must respect what is already known about how students learn. As Confrey (2007) points out, developing "sequenced obstacles and challenges for students…absent the insights about meaning that derive from careful study of learning, would be unfortunate and unwise." Therefore, the development of the standards began with research-based learning progressions detailing what is known today about how students' mathematical knowledge, skill, and understanding develop over time. The knowledge and skills students need to be prepared for mathematics in college, career, and life are woven throughout the mathematics standards. They do not include separate Anchor Standards like those used in the ELA/literacy standards.

The Common Core concentrates on a clear set of math skills and concepts. Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems.

Understanding Mathematics

These standards define what students should understand and be able to do in their study of mathematics. But asking a student to understand something also means asking a teacher to assess whether the student has understood it. But what does mathematical understanding look like? One way for teachers to do that is to ask the student to justify, in a way that is appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. Mathematical understanding and
procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.


The InTASC standards stress that teachers build literacy and thinking skills across the curriculum [and] help learners address multiple perspectives in exploring ideas and solving problems.

**Standard Associations:**

NCATE
1.1 Content Knowledge for Teacher Candidates
1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Elementary Education Standards - ACEIS
2.1 Reading, Writing, and Oral Language

**DSU Learning Goal Associations:**

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

**Strategic Plan Associations:**

College of Education, Health & Public Policy
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.2 Cultivate an environment of academic and professional excellence
2.5 Develop and/or expand student recruitment and retention strategies
3.3 Faculty are engaged in scholarship and/or research
3.5 Faculty provide high quality advising and mentoring

**Related Measures:**

**M 1:Praxis II: Elementary Education Content Knowledge**
Delaware has changed the required Praxis II for Elementary Education candidates although the subject matter remains the same. The new Praxis II exam, Elementary Education: Multiple Subjects (5031), is a more rigorous exam that is structured to have four subtests instead of four sections of the same test. In the past candidates only had to earn an overall passing of 151. Currently, candidates must pass each of the four subtests by meeting the cut score for each subject. The Multiple Subject Praxis has not been administered long enough to know how well students are doing on the test. Many students still do not report scores to DSU until they pass. However, our Praxis assistance program, funded by Title III, has been able to fund exam fees for a greater number of students, so the data we receive is more likely to reflect a more accurate picture of how students fare. This information will be invaluable in revealing patterns of errors that could uncover areas of program weakness. We anticipate that the Elementary Education Program will be able to learn from analysis of unsuccessful attempts on Praxis II to improve the program.

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Presently, I have no access to Praxis II data.

Source of Evidence: Certification or licensure exam, national or state

Connected Document
Praxis II Elementary Education Data

**Target:**
All Elementary candidates (100%) will achieve a passing score on the Reading/Language Arts Subtest (165) of the Elementary Education: Multiple Subjects (5031).

**Findings (2015-2016) - Target: Not Met**
There has been no improvement in the pass rate for the Reading / ELA Praxis II subtest (5002). In fact, the pass rate has decreased slightly. However, the test has also changed. I took the 5002 test. The major difference is that the test longer 80 questions in a 90 minute time frame, increased from 50 questions in a 60 minute time frame. Although the topics have not changed, the distribution of questions from 50% reading /50% writing, speaking, and listening to a 47%/53% split. I have not had access to the subtest data yet to determine if the distribution change explains the decrease in pass rate.

**Findings (2011-2012) - Target: Met**
For the current academic year, 2011-2012, sixteen students passed Praxis II, Elementary Content Areas. All 16 of these students showed mastery of the Reading/Language Arts content. Eight of these students taught in either spring or fall of the 2011-2012 academic school year. Seven of the sixteen are scheduled to student teach in Fall 2012. The remaining student will student teach in Spring 2013 in order to complete courses outside the Elementary Education major. Only one student scheduled to student in Fall 2012 has not taken the Praxis II; the student must take and pass the exam in order to student teach.

**Findings (2010-2011) - Target: Met**

Reading / Language Arts Content Knowledge
Means Scores /Year
2008 22.5/30
2009 18.5/30
Total Mean Score: 21.17

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

Established in Cycle: 2015-2016

My plan is to add a Program Assessment to EDUC 335 to better track acquisition of this content knowledge. I have primarily focus...

M 2: Grade Point Averages for Content Knowledge

Evidence of content knowledge in each of the seven areas required for Elementary Education majors consists of sets of grades that apply to each of the seven content areas. Grades from courses required of every elementary education major are the only grades reported in this assessment. All data is drawn from the most recent of available sources and includes only program completers.

1. Reading, Writing and Oral Language, is clearly the most expansive content area because Language Arts requires that the processes of reading, writing, speaking, listening, and viewing all be addressed. Thus, courses were selected that expressly address each of these components. Composition I and II (ENGL 101, ENGL 102) were necessary to include because these courses are designed to develop skills and competence in writing prose compositions, reading, and listening. Problems in logical thought, organization of ideas, and comprehension in reading also receive special attention. Speech (ENGL 200) is included because it provides the fundamentals of effective oral expression. Developing Reading in Elementary School (EDUC 335) and Integrating Children's Literature through Language Arts (EDUC 340) are the first two courses required in the Elementary Education literacy block.

2. Science has several contributing to content knowledge. Our elementary education candidates have a sound general education background in science with the required courses, BIOL-110 Essential Topics in Biology (4 credit hours), PSED 201 Physical Science Survey, and PSED 207 Earth/Space Science. Their experience is rounded out with EDUC 331a Elementary Science Methods.

3. Elementary Education majors will begin the mathematics sequence with MTSC 100 starting in Fall 2017 to assist them in passing Core Praxis Mathematics and Praxis II Mathematics subtest. If they pass the Core Praxis test they may take a mathematics elective in spring of the freshman year. If the Praxis test has not been passed, they may choose from MTSC 107, 108, or 109 for mathematics. In the Fall Sophomore semester, students will take MTSC 205 Math for Teachers I.

4. Social Studies, is another expansive standard because so many disciplines are integrated into the teaching of Social Studies. Our candidates are required to take the following general education courses contributing to their content knowledge: HIST 201 American History to 1865 or HIST 203 African American Experience to 1865, and GEOG 201 World Geography. Beginning in the 2009-10 academic year, students will no longer be able to substitute African American Experience for American History in the pursuit of an education degree. Additionally, our candidates are required to take EDUC 318 Multicultural Education, which also satisfies the University's requirement for Global Societies. Elementary Education candidates also take EDUC 303 Methods of Teaching Social Studies in Elementary and Middle Schools.

5. Candidates must take Introduction of Art (ART 101) or Music (MUSC 101) to gain an appreciation of those disciplines and understand the nature of the content in each discipline. The choice of Integrating the Visual Arts into
Elementary Education (ART 201) or Integrating Music into Elementary Education (MUSC 201) offer the basic methodologies of art and music that are appropriate for integrating art and music in elementary school. Although candidates are required to construct a unit of instruction in these courses, there is no field experience attached to either course.

6. One of the first courses all University students are required to take is Lifetime Fitness and Wellness (MVSC100), which teaches the concepts of wellness, including good nutrition and concepts for maintaining fitness. The course also includes HIV/AIDS awareness as well as drug abuse prevention.

7. In addition to Lifetime Fitness and Wellness, elementary education candidates are required to have Motor Development/Movement Education for Children 0-8 (EDUC 257), which focuses on understanding motor development and fine and gross body movement, as well as adaptations for children who are developmentally delayed.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
- Course Grade Data

**Target:**
Teacher candidates must have a composite GPA of 2.5 or higher for all English courses.

- **2008-9 Composite English GPA 3.37**
- **2009-10 Composite English GPA 3.06**

Teacher candidates must have a composite GPA for all Language Arts/Literacy courses.

- **2008-9 Composite Education GPA 3.61**
- **2009-10 Composite Education GPA 3.38**

**Connected Document**
- Elementary Student GPA’s in the Major Content Areas

**Findings (2011-2012) - Target: Met**

The GPA chart demonstrates that the students enter TEP with reading, writing, and speaking competencies in place. This also shows them to be competent communicators, thus meeting University Student Learning Goal one.
2011-12

N=20

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<thead>
<tr>
<th>Course</th>
<th>Avg Grade</th>
<th>Range</th>
<th>% Candidates meeting minimum expectation</th>
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<tbody>
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<td>ENGL-101</td>
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<td>ENGL-200</td>
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<td>100</td>
</tr>
<tr>
<td>EDUC-335</td>
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</tr>
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<td>EDUC-340</td>
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<td>(1.0-4.0)</td>
<td>95%</td>
</tr>
</tbody>
</table>

**Connected Document**
- *Elementary Student GPA’s in the Major Content Areas*

**M 5: Integrated Literacy Lesson Set**

The Integrated Literacy Lesson Set is an assignment specifically for the Elementary Education Program. This assignment, completed in Integrating Reading Methods Through Elementary Curriculum, draws upon the candidate’s ability to use one text upon which to base plans for four literacy lessons, a word study lesson, a fluency lesson, a comprehension lesson, and a writing lesson. Candidates write these lessons using the Professional Education Unit (PEU) lesson plan format. The purpose of this assessment is to provide evidence of the candidate’s ability to motivate students to engage in reading, writing, and oral language for personal growth, knowledge development, and enjoyment through thoughtful and well-constructed literacy planning that integrates the language arts in a meaningful way. For this assignment, students are required to use authentic text. Typically, Integrating Reading Methods Through Elementary Curriculum is taken in the last semester before Elementary Education candidates student teach. Thus, the expectation is that candidates will display a high level of proficiency in lesson planning. Although these lessons are taught in class microteaching sessions, they are not taught in the early field placement. However, candidates are required to plan parallel lessons using the curricular materials supplied by the school. At least one of these lessons will be observed and evaluated by the course instructor. This adjustment was necessary due to
the number of schools in the area implementing Reading First curriculum, specifically scripted lessons and phonetically based guided reading materials in the primary grades.

As of Fall 2011, we are trying to have students teach as many of these lessons as possible in a classroom instead of planning parallel lessons. This limits the students' flexibility and variety in reading material because they are required to teach only district curriculum. The lesson plan rubrics may require revision to account for this change in planning expectations. While this limits students in planning, it allows the students to engage in more classroom instruction.

Integrated Literacy Lesson Set (ILLS):

After studying the data for the ILLS, I have several observations.

1. The assignment is no longer integrated. In order to make it possible to teach the lessons in a classroom during practicum. It has become quite difficult to find teachers that will allow students to teach these lessons. Literacy lessons are predominantly taught directly from the manual. In Capital School District, most reading lessons are semi-scripted. It seems that the best opportunity to plan integrated lessons would be combine literacy and a content area, such as social studies or science. I plan to talk to some of the teachers I have worked with to figure out what would fly in most districts. I have to add that the type of planning and teaching I am talking about is absolutely congruent with the intent and instructional shifts of the Common Core.

2. Students omitted several parts of the instructional sequence of the Literacy Lesson Plan. The Unit Lesson Plan I used to create the LLP is quite cumbersome. I think we need to revisit adopting a new, more streamlined PEU Lesson Plan. Often the lesson plan my students submitted were 10 or more pages. That is excessive.

3. The instructional sequence also had the lowest class mean (2.13) suggesting that I need to revisit how I teach developing an instructional sequence in literacy and that we need to do more in class lesson development.

4. My students did surprisingly well at citing CCSS - ELA Literacy, considering the struggles they had in class.

5. Students that begin TEP in the fall are not ready to complete the ILLS assignment. I will need to:
a. revisit EDUC 335 and 418 to redistribute some of the content without cutting any content I have to teach in EDUC 335 ECE and Spec Ed.

b. redesign the ILLS assignment. I would love to be able to integrate this assignment with an EDUC 331A assignment. Dr. Yoon and I have discussed incorporating this type of assignment into the Climate Change section of the course. I hope he will teach the course in the fall so we can implement these plans.

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

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Class Mean</th>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td>6.2 A/B</td>
<td>2.65</td>
</tr>
<tr>
<td>6.2 C</td>
<td>2.50</td>
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<tr>
<td>6.2.D</td>
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<td>TOTAL</td>
<td>37.80</td>
</tr>
<tr>
<td>MEAN</td>
<td>2.68</td>
</tr>
</tbody>
</table>
**Connected Documents**

- Performance Mean Scores on Integrated Literacy Lesson Set
- Performance Means Scores on Integrated Literacy Lesson Set 2008-2010

**Target:**
85% of students should achieve rating of 2 or better. Sections 3.0 a & b and 6.2 a of the Integrated Literacy Lesson Set are indicators of the application of reading/language arts content knowledge in the planning and implementation of literacy instruction. The aggregated mean score for this group on these sections was 2.54, indicating that all students performed at acceptable or target level. The highest mean for the group was 2.65 for teaching comprehension.

**Findings (2012-2013) - Target: Met**

For the 2012 - 2013 assessment cycle, students are performing equally as well as in past cycles. There are no statistically significant differences in student achievement in students gaining competency in planning for writing instruction. The course content has been adjusted in each of the three literacy courses in the Elementary Education to address writing in a different way in each course. EDUC 335 focuses on the developmental stages of writing. EDUC 340 focuses on writing in response to literature. EDUC 418 focuses on writing instruction and integration as well as writing assessment.

**Comparison of mean class scores in each Reading / Language Arts focus area**

<table>
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<tr>
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<td>3</td>
<td>2.63</td>
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<td>Fluency</td>
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<td>3</td>
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<tr>
<td>Comprehension</td>
<td>2.33</td>
<td>3</td>
<td>3</td>
<td>2.65</td>
<td>2.57</td>
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</table>
SLO 2: Content Knowledge in Science

The elementary education candidate will know, understand, and use fundamental concepts of physical, life, and earth/space sciences to implement age-appropriate inquiry-based science instruction.

Relevant Associations:
The Praxis II Science subtest (5005) assesses science content knowledge for Elementary Education majors. This test has proven to be more challenging than the former test (included in 5031). Dr. Yoon, who teaches the methods course for elementary students, has agreed to take 5005 in order to ascertain what elements of the test are more difficult.

Students should have acquired the content knowledge to be successful on this test by taking BIOL 110 Essential Topics in Biology, PSED 201 Physical Science Survey (physics and chemistry content), and EDUC 207 Earth/Space Science according to the topic guide provided by ETS yet the pass rate for this subtest is below 50% on the administration.

Standard Associations:

NCATE
1.1 Content Knowledge for Teacher Candidates
1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Elementary Education Standards - ACEIS
2.2 Science

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

Related Measures:

M 1: Praxis II: Elementary Education Content Knowledge

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Presently, I have no access to Praxis II data.

Source of Evidence: Certification or licensure exam, national or state

**Connected Document**
- *Praxis II Elementary Education Data*
Target:
All Elementary candidates (100%) will achieve a passing score on the Science Subtest (159) of the Elementary Education: Multiple Subjects (5031).

Findings (2011-2012) - Target: Met
For the current academic year, 2011-2012, sixteen student passed Praxis II, Elementary Content Areas. All 16 of these student showed mastery of the Science content knowledge. Eight of these students student taught in either spring or fall of the 2011-2012 academic school year. Seven of the sixteen are scheduled to student teach in Fall 2012. The remaining student will student teach in Spring 2013 in order to complete courses outside the Elementary Education major.
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7. In addition to Lifetime Fitness and Wellness, elementary education
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for Children 0-8 (EDUC 257), which focuses on understanding motor
development and fine and gross body movement, as well as adaptations
for children who are developmentally delayed.

Source of Evidence: Academic direct measure of learning - other

Connected Document

- Course Grade Data

Target:
Teacher candidates must have a composite GPA of 2.5 or higher for all
general education science classes.

- 2008-9 Composite Science GPA 3.12
- 2009-10 Composite Science GPA 2.9

Teacher candidates must have a GPA of 2.5 or higher for all EDUC 331A Science Methods.
No data is available at this time.

Connected Document

- Elementary Student GPA’s in the Major Content Areas
**Findings (2011-2012) - Target: Met**

The GPA chart also shows that Elementary TEP students demonstrate competencies necessary for success in the sciences. This includes University Learning Goal two, effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

2011-12

N=20

<table>
<thead>
<tr>
<th>Course</th>
<th>Avg Course Grade &amp; Range</th>
<th>% of Candidates meeting minimum expectation</th>
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<tbody>
<tr>
<td>BIOL-110</td>
<td>3.05 (1.0-4.0)</td>
<td>95</td>
</tr>
<tr>
<td>PSED-201</td>
<td>3.88 (2.0-4.0)</td>
<td>100</td>
</tr>
<tr>
<td>PSED-207</td>
<td>3.56 (2.0-3.0)</td>
<td>100</td>
</tr>
<tr>
<td>EDUC-331a</td>
<td>3.07</td>
<td>95</td>
</tr>
</tbody>
</table>

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- Elementary Student GPA's in the Major Content Areas

**SLO 3:Mathematics Content Knowledge**

The elementary education candidate will know, understand, and use the major concepts and procedures that define mathematic content and operations and processes included in the CCSS Mathematics and CAEP K-6 Elementary Standards to instruct K-6 students in mathematics.

**Relevant Associations:**

**Standard Associations:**
- **NCATE**
  - 1.1 Content Knowledge for Teacher Candidates
  - 1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

**Elementary Education Standards - ACEIS**

2.3 Mathematics

**DSU Learning Goal Associations:**

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

**Related Measures:**

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Presently, I have no access to Praxis II data.

Source of Evidence: Certification or licensure exam, national or state

**Connected Document**
- Praxis II Elementary Education Data

**Target:**
All Elementary candidates (100%) will achieve a passing score on the Mathematics subtest of Praxis II Elementary Education: Multiple Subjects (5004).

**Findings (2015-2016) - Target: Partially Met**
Since the State of Delaware adopted a new Praxis II Elementary Education: Multiple Subjects (5001) the pass rate for first time test takers has decreased significantly. However, the pass rate has gradually been climbing due to the efforts of our Praxis Coordinator, Mr. Ricky Hardy has been instrumental in strategizing for improvement in Praxis scores. Through analysis he saw a connection between Core Praxis Math and Praxis II Math for Elementary (5003). He has encouraged elementary students to take 5003 right after passing Core Praxis with promising results.

**Findings (2011-2012) - Target: Met**
For the current academic year, 2011 -2012, sixteen student passed Praxis II, Elementary Content Areas. All 16 of these student showed mastery of the Mathematics content knowledge. Eight of these students student taught in either spring or fall of the 2011-2012 academic school year. Seven of the sixteen are scheduled to student teach in Fall 2012. The remaining student will student teach in Spring 2013 in order to complete courses outside the Elementary Education major.
Only one student scheduled to student in Fall 2012 has not taken the Praxis II, she must take and pass the exam in order to student teach.

**M 2: Grade Point Averages for Content Knowledge**
Evidence of content knowledge in each of the seven areas required for Elementary Education majors consists of sets of grades that apply to each of the seven content areas. Grades from courses required of every elementary
education major are the only grades reported in this assessment. All data is drawn from the most recent of available sources and includes only program completers.

1. Reading, Writing and Oral Language, is clearly the most expansive content area because Language Arts requires that the processes of reading, writing, speaking, listening, and viewing all be addressed. Thus, courses were selected that expressly address each of these components. Composition I and II (ENGL 101, ENGL 102) were necessary to include because these courses are designed to develop skills and competence in writing prose compositions, reading, and listening. Problems in logical thought, organization of ideas, and comprehension in reading also receive special attention. Speech (ENGL 200) is included because it provides the fundamentals of effective oral expression. Developing Reading in Elementary School (EDUC 335) and Integrating Children's Literature through Language Arts (EDUC 340) are the first two courses required in the Elementary Education literacy block.

2. Science has several contributing to content knowledge. Our elementary education candidates have a sound general education background in science with the required courses, BIOL-110 Essential Topics in Biology (4 credit hours), PSED 201 Physical Science Survey, and PSED 207 Earth/Space Science. Their experience in rounded out with EDUC 331a Elementary Science Methods.

3. Elementary Education majors will begin the mathematics sequence with MTSC 100 starting in Fall 2017 to assist them in passing Core Praxis Mathematics and Praxis II Mathematics subtest. If they pass the Core Praxis test they will may take a mathematics elective in spring of the freshman year. If the Praxis test has not been passed, they may choose from MTSC 107, 108, or 109 for mathematics. In the Fall Sophomore semester, students will take MTSC 205 Math for Teachers I.

4. Social Studies, is another expansive standard because so many disciplines are integrated into the teaching of Social Studies. Our candidates are required to take the following general education courses contributing to their content knowledge: HIST 201 American History to 1865 or HIST 203 African American Experience to 1865, and GEOG 201 World Geography. Beginning in the 2009-10 academic year, students will no longer be able to substitute African American Experience for American History in the pursuit of an education degree. Additionally, our candidates are required to take EDUC 318 Multicultural Education, which also satisfies the University's requirement for Global Societies. Elementary Education candidates also take EDUC 303 Methods of Teaching Social Studies in Elementary and Middle Schools.

5. Candidates must take Introduction of Art (ART 101) or Music (MUSC 101) to gain an appreciation of those disciplines and understand the nature of the content in each discipline. The choice of Integrating the Visual Arts into Elementary Education (ART 201) or Integrating Music into Elementary Education (MUSC 201) offer the basic methodologies of art and music that are appropriate for integrating art and music in elementary school. Although candidates are required to construct a unit of instruction in these courses, there is no field experience attached to either course.

6. One of the first courses all University students are required to take is Lifetime Fitness and Wellness (MVSC100), which teaches the concepts of wellness, including good nutrition and concepts for maintaining fitness. The course also
includes HIV/AIDS awareness as well as drug abuse prevention.

7. In addition to Lifetime Fitness and Wellness, elementary education candidates are required to have Motor Development/Movement Education for Children 0-8 (EDUC 257), which focuses on understanding motor development and fine and gross body movement, as well as adaptations for children who are developmentally delayed.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- Course Grade Data

Target:
Teacher candidates must have a composite GPA of 2.5 or higher for all mathematics courses taken.

- 2008-9 Composite Math GPA 3.49
- 2009-10 Composite Math GPA 3.05

Teacher candidates must have a GPA of 2.5 or higher for EDUC 306 Methods of Teaching Mathematics in the Primary and Middle Schools.

- 2008-9 GPA 3.4 (N=5)
- 2009-10 GPA 3.2 (N=14)
- 2010-11 GPA 4.0 (N=10)

Connected Document
- Elementary Student GPA's in the Major Content Areas

Findings (2015-2016) - Target: Not Met
Since the State of Delaware adopted a new Praxis II Elementary Education: Multiple Subjects (5001) the pass rate for first time test takers has decreased significantly. However, the pass rate has gradually been climbing due to the efforts of our Praxis Coordinator, Mr. Ricky Hardy has been instrumental in strategizing for improvement in Praxis scores. Through analysis he saw a connection between Core Praxis Math and Praxis II Math for Elementary (5003). He has encouraged elementary students to take 5003 right after passing Core Praxis with promising results.

Findings (2011-2012) - Target: Met
Student learning data from the Math for Teachers courses is also included. Although all students in the program successfully complete these courses with a "C" or better, the math courses seem to be their
Achilles heel. Grades ranges from 2.0 - 4.0 but students earn a significant number of “C’s” for all three of the courses. However students do meet expectations for mathematics proficiency which contributes to meeting University Learning Goal two, effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

2011-12

N=20

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<td>MSTC-205</td>
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Connected Document
- *Elementary Student GPA’s in the Major Content Areas*

**M 6: Math Methods Planning Binder**

Connected Document
- *Math Planning Binder Data 2010 - 2011*

Target:
In the Math Methods Planning Binder, candidates systematically learn to develop math activities into a well-crafted math lessons. Thus, Assignment 3 requires the candidate to adapt an existing algebra lesson to be appropriate for given age and ability ranges. The lesson must also conform to the Math Lesson Plan format. Assignments 4 and 5 require candidates to plan and micro-teach lessons in data analysis and integrated geometry/measurement lessons, respectively as well as reflect on the lessons. This binder also addresses the Delaware Teaching Standards for Mathematics (DTSM) and the DSU Professional Education Unit Standards (DIRECT) as well as ACEI Standards.

Planning effective math instruction requires that students master math content and developmental learning expectations for grades K - 5. Although
students have already demonstrated content knowledge in math by meeting or surpassing Delaware State criterion score for Praxis I Mathematics and by successfully completing Math for Teachers I, II, & III with a grade of C or better, they still must demonstrate content knowledge in lesson planning by creating developmentally appropriate lesson plans that demonstrate use of best practice math instruction.

The activities categories listed below refer to application of content knowledge to develop a sound learning activity. Both the manipulative and web activities address number sense and operations. Note that means scores have remained relatively stable in each of these math content areas. Through the completion and demonstration of activities in each of the areas listed students, in most cases, displayed proficiency in planning across the math content standards.

_Means reported by Semester for each section of the Math Planning Binder_

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At this point I have tracked student performance on the Math Methods Planning Binder for four semesters. I comparatively analyzed student performance on each section of the binder and in lesson planning for math. The first observation to be made is that class size has increased each year, suggesting that a greater number of Elementary Education majors are successfully completing the Praxis I requirement and maintaining a GPA of 2.5 or better across all courses. Performances means suggest that the Fall 2010 was exceptionally proficient in instructional planning for math. Across the board, the most significant improvement has been noted in overall lesson planning for math. The mean score for lesson planning in Spring 2010 was 2.13 / 3. By Fall 2012 the mean score for planning had increased to 2.64. Areas in which students excelled were identifying pre-requisite skills for the lesson (2.92), developing a logical teaching sequence (2.93), and organization and accuracy of the content included in the lesson plan (2.93). Three areas that still need improvement are lesson and assessment accommodation planning for students with diverse needs (2.2), developing effective summative assessments (2.13), and planning closure activities (2.21).

_SLO 4: Social Studies Content Knowledge_
The elementary education candidate will know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of the
social sciences -- to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world

**Relevant Associations:**
Elementary Education students are required to demonstrate content knowledge in Social Studies through the Social Studies content area subtest 5004. Even in the former Praxis II content test (5031), the students were the least successful on this subtest with a pass rate of 38% on first administration. Currently, the pass rate lingers close to the 20% mark although it has cone as low as 12%.

Although ETS reported that this subtest would not be changed in the 5004 rendition, it was changed, beginning with the number of questions (30 to 55). The distribution of test questions according to topic changed slightly. Questions related to American History and Government increased to 45% of the test. I took the new Social Studies test (5004) to figure out what made the test different. Geography questions were more difficult but the test form that I took only included 4 geography questions. World History and Economics asked questions that required much more specific knowledge (dates and geographic locations). This was also true of the American History and Government section.

**Standard Associations:**

- **NCATE**
  1.1 Content Knowledge for Teacher Candidates
  1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
  1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

- **Elementary Education Standards - ACEIS**
  2.4 Social studies

**DSU Learning Goal Associations:**

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

**Related Measures:**

**M 1: Praxis II: Elementary Education Content Knowledge**

Delaware has changed the required Praxis II for Elementary Education candidates although the subject matter remains the same. The new Praxis II exam, Elementary Education: Multiple Subjects (5031), is a more rigorous exam. that is structured to have four subtests instead of four sections of the same test. In the past candidates only had to earn an overall passing of 151. Currently, candidates must pass each of the four subtests by meeting the cut score for each subject. The Multiple Subject Praxis has not been administered long enough to know how well students are doing on the test. Many students still do not report scores to DSU until they pass. However, our Praxis assistance program, funded by Title III, has been able to fund exam fees for a greater number of students, so the data we receive is more likely to reflect a more accurate picture of how students fare. This information will be invaluable in revealing patterns of errors that could uncover areas of program weakness. We anticipate that the Elementary Education Program will be able to learn from
analysis of unsuccessful attempts on Praxis II to improve the program.

Additionally, a curriculum change has been approved that requires Elementary Education majors to take both American History to 1865 and from 1865. Students have traditionally had the most difficulty with the Social Studies subtest. Since American History comprises 30% of the Praxis II Social Studies subtest, this curriculum change should result in better success on the Social Studies subtest.

We are now providing Plato Web, a revised and retooled web based Praxis preparation program that makes use of updated technology to deliver an engaging product that provides users with feedback in real time that allows students to receive feedback and work on correcting their mistakes. Plato Web provides practice for elementary majors in the four major content areas.

Mr. Ricky Hardy, our Praxis Coordinator, has been instrumental in strategizing for improvement in Praxis scores. Through analysis he saw a connection between Core Praxis Math and Praxis II Math for Elementary (5003). He has encouraged elementary students to take 5003 right after passing Core Praxis with promising results. Because all the elementary Praxis II tests are content-based rather than pedagogy-based, three of the tests do not require students to take the methods classes before taking the elementary content tests. The only elementary Praxis II test that requires a methods course to gain the appropriate content knowledge is the Reading/ Language Arts Praxis (5002). This subject matter test has some specialized knowledge related to teaching pedagogy that is taught in EDUC 335 Developing Reading in Elementary School. The course also provides content needed for the Early Childhood Praxis II.

Presently, I have no access to Praxis II data.

Source of Evidence: Certification or licensure exam, national or state

**Connected Document**

- Praxis II Elementary Education Data

**Target:**
All Elementary candidates (100%) will achieve a passing score on the Social Studies Subtest (155) of the Elementary Education: Multiple Subjects (5031).

**Findings (2011-2012) - Target: Met**
For the current academic year, 2011 -2012, sixteen student passed Praxis II, Elementary Content Areas. All 16 of these student showed mastery of the Social Studies content knowledge. Eight of these students student taught in either spring or fall of the 2011-2012 academic school year. Seven of the sixteen are scheduled to student teach in Fall 2012. The
remaining student will student teach in Spring 2013 in order to complete courses outside the Elementary Education major.

Only one student scheduled to student in Fall 2012 has not taken the Praxis II, she must take and pass the exam in order to student teach.

**M 2: Grade Point Averages for Content Knowledge**

Evidence of content knowledge in each of the seven areas required for Elementary Education majors consists of sets of grades that apply to each of the seven content areas. Grades from courses required of every elementary education major are the only grades reported in this assessment. All data is drawn from the most recent of available sources and includes only program completers.

1. Reading, Writing and Oral Language, is clearly the most expansive content area because Language Arts requires that the processes of reading, writing, speaking, listening, and viewing all be addressed. Thus, courses were selected that expressly address each of these components. Composition I and II (ENGL 101, ENGL 102) were necessary to include because these courses are designed to develop skills and competence in writing prose compositions, reading, and listening. Problems in logical thought, organization of ideas, and comprehension in reading also receive special attention. Speech (ENGL 200) is included because it provides the fundamentals of effective oral expression. Developing Reading in Elementary School (EDUC 335) and Integrating Children's Literature through Language Arts (EDUC 340) are the first two courses required in the Elementary Education literacy block.

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7. In addition to Lifetime Fitness and Wellness, elementary education candidates are required to have Motor Development/Movement Education for Children 0-8 (EDUC 257), which focuses on understanding motor development and fine and gross body movement, as well as adaptations for children who are developmentally delayed.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- Course Grade Data

Target:
Teacher candidates must earn a composite GPA of 2.5 for all general education courses within the Social Sciences.

- 2008-9 Composite Social Studies GPA 4.0
- 2009-10 Composite Social Studies GPA 3.67

Teacher candidates must earn a GPA of 2.5 for EDUC 303 Teaching Social Studies.

- 2008-9 Mean grade for EDUC 303 3.17 (N=5)
- 2009-10 Mean grade for EDUC 303 3.33 (N=8)

- 2010-2011 Mean Grade for EDUC 303 4.0 (N=5)

Connected Document
- Elementary Student GPA's in the Major Content Areas

Findings (2011-2012) - Target: Met

Finally, as the GPA chart indicates, Elementary TEP students
demonstrate competencies necessary for success in teaching Social Studies. They are required to take American History, World Geography, Multicultural Education as well as a social studies course in teaching methods. Thus, they have met University Learning Goal three: ethical, collaborative, and productive citizens of a complex, diverse world. However, based on my observations in teaching Social Studies Teaching Methods, the baseline prior knowledge of American History and Civics that my students possess is not adequate to teach Social Studies in elementary school. I am currently investigating how I can add the American History course that covers events from 1865 without increasing program total credits.

2011-12

N=20

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<thead>
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<th>Course Code</th>
<th>Average Grade &amp; Range</th>
<th>% of Candidates meeting minimum expectation</th>
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<td>GEOG-201</td>
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<td>EDUC-303</td>
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**Connected Document**

- Elementary Student GPA's in the Major Content Areas

**G 2: Effective planning for student learning**

The elementary education candidate (DSU student) will be able to plan instruction effectively to facilitate K-6 student learning, aligning activities with current national /state standards.

- Common Core State Standards ELA/Literacy
• Common Core State Standards Mathematics

• Next Generation Science Standards

• National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

• Council for Exceptional Children (CEC)

InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Connected Documents
• Student Teaching Assessment
• Teacher Work Sample Data

SLO 11: Effective Teaching

The elementary education candidate (DSU student) plans and implements instruction that centers on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired. The Student Teaching Assessment is a primary assessment for this objective. However, no data is available from this assessment for the 2010-11 academic year at this time.

Connected Documents
• Student Teaching Assessment
• Teacher Work Sample Data

Relevant Associations:

Standard Associations:
Elementary Education Standards - ACEIS
1.1 Development, Learning, and Motivation
NCATE
1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Elementary Education Standards - ACEIS
3.1 Integrating and applying knowledge for instruction
3.3 Development of critical thinking and problem solving

NCATE
3.3 Element 3. Candidates’ Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn

Elementary Education Standards - ACEIS
3.5 Communication to foster collaboration
4.1 Assessment for instruction

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

Related Measures:

M 3: Student Teacher Assessment
Beginning in Fall 2016, all education majors will be evaluated using a new instrument that will be a version of the DPAS II, adapted for use with preservice teachers. This assessment will not require an addendum because it is aligned to the InTASC standards.

All education majors will also be required to complete the Praxis Performance Assessment for Teachers (PPAT). The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher (ETS.org, accessed May 20, 2016). This assessment contains four tasks requiring written commentary and submission of artifacts. A video submission also is required for one of the tasks.

The Professional Education Unit (PEU) at Delaware State University uses a unit-wide student teaching assessment rubric to evaluate teacher candidates in all K-12 programs. Each candidate is assessed at least four times per semester by a University Supervisor and twice during the semester by the mentor teacher. An addendum has been developed to supplement the Unit-wide assessment instrument and to better align the instrument with ACEI standards.

Student Teaching Assessment:

In the 2013-14 academic year, Supervisor and Mentor evaluations were quite similar in point values, particularly on the final evaluations. Although no evaluation had more than five point spread on total scores, in four of five
evaluations the mentor teacher gave the higher score. In the fifth case, supervisor and mentor had the same total. Although I was not able to calculate inter-rater reliability, I believe it would be strong.

There is evidence to demonstrate that although the Student Teaching Assessment needs to be updated, it appears to be doing its job. Included within the five elementary student teachers, was an intern that struggled in student teaching. This student's evaluations were significantly lower than the other four, with totals of 39 and 40, respectively from the supervisor and mentor.

The patterns of scores did not reveal program weaknesses in any area on the assessment. Previous data sets (2010-13) suggested deficits in planning accommodations and modifications and differentiating instruction. I placed more emphasis on planning instruction for diverse students and worked with mentor teachers to give our students more opportunity to work with students with diverse needs. It seems that we have made strides toward improvement.

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

STUDENT TEACHING EVALUATION NS SPRING 2014

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Connected Documents
- Student Teaching Assessment
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Elements of A Planning, Section B Implementation of Instruction, and Section D Evaluation represent scores that speak to teacher candidate’s teaching effectiveness. The mean score for Section A for the 2011-12 teacher candidates was 2.92, indicating that this group as a whole showed proficiency in planning for effective instruction. For Section B the mean score was 2.9, indicating that effective teaching was observed in all candidates. The mean score of 3.0 for Section D was 3.0, indicating that all candidates were proficient in assessing student learning. These mean scores indicate that teacher candidates have demonstrated effectiveness as teachers.

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After studying the data for the ILLS, I have several observations.

1. The assignment is no longer integrated. In order to make it possible to teach the lessons in a classroom during practicum. It has become quite difficult to find teachers that will allow students to teach these lessons. Literacy lessons are predominantly taught directly from the manual. In Capital School District, most reading lessons are semi-scripted. It seems that the best opportunity to plan integrated lessons would be combine literacy and a content area, such as social studies or science. I plan to talk to some of the teachers I have worked with to figure out what would fly in most districts. I have to add that the type of planning and teaching I am talking about is absolutely congruent with the intent and instructional shifts of the Common Core.

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

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6.2 C  2.50
6.2.D  2.13
TOTAL  37.80
2.68

MEAN

Connected Documents
  • Performance Mean Scores on Integrated Literacy Lesson Set
  • Performance Means Scores on Integrated Literacy Lesson Set 2008-2010

M 6: Math Methods Planning Binder

Connected Document
  • Math Planning Binder Data 2010 -2011

G 3: Use of effective teaching methodology
The elementary education candidate (DSU student) will develop effective teaching methodology and use teaching and learning strategies effectively.

InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

CAEP Standard 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Connected Documents
  • Student Teaching Assessment
  • Teacher Work Sample Data

SLO 11: Effective Teaching
The elementary education candidate (DSU student) plans and implements instruction that centers on effective teaching strategies, including problem finding, critical thinking, and self-directed learning that builds on skills previously acquired. The Student Teaching Assessment is a primary assessment for this objective. However, no data is available from this assessment for the 2010-11 academic year at this time.

Connected Documents
- Student Teaching Assessment
- Teacher Work Sample Data

Relevant Associations:

Standard Associations:
Elementary Education Standards - ACEIS
1.1 Development, Learning, and Motivation
NCATE
1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Elementary Education Standards - ACEIS
3.1 Integrating and applying knowledge for instruction
3.3 Development of critical thinking and problem solving
NCATE
3.3 Element 3. Candidates’ Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn
Elementary Education Standards - ACEIS
3.5 Communication to foster collaboration
4.1 Assessment for instruction

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

Related Measures:

M 3: Student Teacher Assessment
Beginning in Fall 2016, all education majors will be evaluated using a new instrument that will be a version of the DPAS II, adapted for use with preservice teachers. This assessment will not require an addendum because it is aligned to the InTASC standards.

All education majors will also be required to complete the Praxis Performance
Assessment for Teachers (PPAT). The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher (ETS.org, accessed May 20, 2016). This assessment contains four tasks requiring written commentary and submission of artifacts. A video submission also is required for one of the tasks.

The Professional Education Unit (PEU) at Delaware State University uses a unit-wide student teaching assessment rubric to evaluate teacher candidates in all K-12 programs. Each candidate is assessed at least four times per semester by a University Supervisor and twice during the semester by the mentor teacher. An addendum has been developed to supplement the Unit-wide assessment instrument and to better align the instrument with ACEI standards.

Student Teaching Assessment:

In the 2013-14 academic year, Supervisor and Mentor evaluations were quite similar in point values, particularly on the final evaluations. Although no evaluation had more than five point spread on total scores, in four of five evaluations the mentor teacher gave the higher score. In the fifth case, supervisor and mentor had the same total. Although I was not able to calculate inter-rater reliability, I believe it would be strong.

There is evidence to demonstrate that although the Student Teaching Assessment needs to be updated, it appears to be doing its job. Included within the five elementary student teachers, was an intern that struggled in student teaching. This student's evaluations were significantly lower than the other four, with totals of 39 and 40, respectively from the supervisor and mentor.

The patterns of scores did not reveal program weaknesses in any area on the assessment. Previous data sets (2010-13) suggested deficits in planning accommodations and modifications and differentiating instruction. I placed more emphasis on planning instruction for diverse students and worked with mentor teachers to give our students more opportunity to work with students with diverse needs. It seems that we have made strides toward improvement.

Source of Evidence: Performance (recital, exhibit, science project)
### NS SPRING 2014

**Supervisors' Evaluations**

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**Notes:**

- H: High
- T: Total

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**Connected Documents**
- Performance Mean Scores on Integrated Literacy Lesson Set
- Performance Means Scores on Integrated Literacy Lesson Set 2008-2010

**M 6: Math Methods Planning Binder**
**G 4: Comprehensive knowledge of learning theory**

The elementary education candidate (DSU student) will develop a comprehensive knowledge about how K-6 students learn.

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Connected Documents**
- Student Teaching Assessment
- Teacher Work Sample Data

**SLO 12: Application of Learning Theory**

The elementary education candidate will demonstrate knowledge, understanding, and application of the major concepts, principles, theories of learning necessary to plan effective instruction.

**Connected Documents**
- Student Teaching Assessment
- Teacher Work Sample Data

**Relevant Associations:**

**Standard Associations:**
- Elementary Education Standards - ACEIS
  1.1 Development, Learning, and Motivation
- NCATE
  1.2 Element 2. Content Knowledge for other Professional School Personnel
  1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
- Elementary Education Standards - ACEIS
  3.1 Integrating and applying knowledge for instruction
- NCATE
  3.3 Element 3. Candidates’ Development and Demonstration of Knowledge, Skills and Dispositions to Help all Students Learn

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

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

Related Measures:

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

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**Target:**

Elements of A Planning and Section B Implementation of Instruction speak to teacher candidate's effectiveness in applying theories of learning and development to the teaching process. The mean score for Section A for the 2011-12 teacher candidates was 2.92 and for Section B the mean score was 2.9, indicating that this group as a whole applied learning and developmental theory to their planning and teaching.

**M 5: Integrated Literacy Lesson Set**

The Integrated Literacy Lesson Set is an assignment specifically for the Elementary Education Program. This assignment, completed in Integrating Reading Methods Through Elementary Curriculum draws upon the candidate's ability to use one text upon which to base plans for four literacy lessons, a word study lesson, a fluency lesson, a comprehension lesson, and a writing lesson. Candidates write these lessons using the Professional Education Unit (PEU) lesson plan format. The purpose of this assessment is to provide evidence of the candidate's ability to motivate students to engage in reading, writing, and oral language for personal growth, knowledge development, and enjoyment through thoughtful and well-constructed literacy planning that integrates the language arts in a meaningful way. For this assignment students are required to use authentic text. Typically Integrating Reading Methods Through Elementary Curriculum is taken in the last semester before Elementary Education candidates student teach. Thus, the expectation is that candidates will display a high level of proficiency in lesson planning. Although these lessons are taught in class microteaching sessions, they are not taught in the early field placement. However, candidates are required to plan parallel lessons using the curricular materials supplied by the school. At least one of these lessons will be observed and evaluated by the course instructor. This adjustment was necessary due to the number of schools in the area implementing Reading First curriculum, specifically scripted lessons and phonetically based guided reading materials in the primary grades.

As of Fall 2011, we are trying to have students teach as many of these lessons as possible in a classroom instead of planning parallel lessons. This limits the students' flexibility and variety in reading material because they are required to
teach only district curriculum. The lesson plan rubrics may require revision to account for this change in planning expectations. While this limits students in planning, it allows the students to engage in more classroom instruction.

Integrated Literacy Lesson Set (ILLS):

After studying the data for the ILLS, I have several observations.

1. The assignment is no longer integrated. In order to make it possible to teach the lessons in a classroom during practicum. It has become quite difficult to find teachers that will allow students to teach these lessons. Literacy lessons are predominantly taught directly from the manual. In Capital School District, most reading lessons are semi-scripted. It seems that the best opportunity to plan integrated lessons would be combine literacy and a content area, such as social studies or science. I plan to talk to some of the teachers I have worked with to figure out what would fly in most districts. I have to add that the type of planning and teaching I am talking about is absolutely congruent with the intent and instructional shifts of the Common Core.

2. Students omitted several parts of the instructional sequence of the Literacy Lesson Plan. The Unit Lesson Plan I used to create the LLP is quite cumbersome. I think we need to revisit adopting a new, more streamlined PEU Lesson Plan. Often the lesson plan my students submitted were 10 or more pages. That is excessive.

3. The instructional sequence also had the lowest class mean (2.13) suggesting that I need to revisit how I teach developing an instructional sequence in literacy and that we need to do more in class lesson development.

4. My students did surprisingly well at citing CCSS - ELA Literacy, considering the struggles they had in class.

5. Students that begin TEP in the fall are not ready to complete the ILLS assignment. I will need to:

   a. revisit EDUC 335 and 418 to redistribute some of the content without cutting any content I have to teach in EDUC 335 ECE and Spec Ed.
b. redesign the ILLS assignment. I would love to be able to integrate this assignment with an EDUC 331A assignment. Dr. Yoon and I have discussed incorporating this type of assignment into the Climate Change section of the course. I hope he will teach the course in the fall so we can implement these plans.

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

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**M 6: Math Methods Planning Binder**

**Connected Document**
- Math Planning Binder Data 2010 - 2011

**G 5: Comprehensive knowledge of child development**
The elementary education candidate (DSU student) will develop a comprehensive working knowledge about child development in order to view the learner in all aspects.

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

CAEP Standard 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

**Connected Documents**
- Student Teaching Assessment
- Teacher Work Sample Data

**SLO 10: Knowledge about the learner**
The elementary education candidate (DSU student) will implement effective instruction based upon knowledge of students (e.g., developmental characteristics, interests, learning styles, and modalities).

**Connected Documents**
- Student Teaching Assessment
- Teacher Work Sample Data

**Relevant Associations:**

**Standard Associations:**
- Elementary Education Standards - ACEIS
- 1.1 Development, Learning, and Motivation
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1.3 Element 3. Pedagogical Content Knowledge for Teacher Candidates
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Elementary Education Standards - ACEIS
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3.4 Active engagement in learning

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

STUDENT
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EVALUATIONS
SPRING
2014

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Target:
Elements of Section B Implementation of Instruction and Section D Evaluation represent scores that speak to teacher candidate’s knowledge about the learner. The student teaching rubric is a three point scale with 3 representing a target performance, 2 representing an acceptable performance, and 1 representing unacceptable performance. Mean scores on Sections B&C

- 2008-9 2.58
- 2009-10 2.82

These mean scores indicate that teacher candidates have achieved either an acceptable or target rating foreknowledge about the learner.

Findings (2011-2012) - Target: Met
Elements of Section B Implementation of Instruction and Section C Evaluation represent scores that speak to teacher candidate's knowledge about the learner. The student teaching rubric is a three point scale with 3 representing a target performance, 2 representing an acceptable performance, and 1 representing unacceptable performance. Mean score on Sections B for 2011-2012 was 2.9, indicating a high degree of proficiency for the group. Mean score for Section C was 3.0, meaning that all students received a target rating for this
These mean scores indicate that teacher candidates have achieved either an acceptable or target rating for knowledge about the learner.

Established in Cycle: 2010-2011

**M 5: Integrated Literacy Lesson Set**

The Integrated Literacy Lesson Set is an assignment specifically for the Elementary Education Program. This assignment, completed in Integrating Reading Methods Through Elementary Curriculum draws upon the candidate's ability to use one text upon which to base plans for four literacy lessons, a word study lesson, a fluency lesson, a comprehension lesson, and a writing lesson. Candidates write these lessons using the Professional Education Unit (PEU) lesson plan format. The purpose of this assessment is to provide evidence of the candidate's ability to motivate students to engage in reading, writing, and oral language for personal growth, knowledge development, and enjoyment through thoughtful and well-constructed literacy planning that integrates the language arts in a meaningful way. For this assignment students are required to use authentic text. Typically Integrating Reading Methods Through Elementary Curriculum is taken in the last semester before Elementary Education candidates student teach. Thus, the expectation is that candidates will display a high level of proficiency in lesson planning. Although these lessons are taught in class microteaching sessions, they are not taught in the early field placement. However, candidates are required to plan parallel lessons using the curricular materials supplied by the school. At least one of these lessons will be observed and evaluated by the course instructor. This adjustment was necessary due to the number of schools in the area implementing Reading First curriculum, specifically scripted lessons and phonetically based guided reading materials in the primary grades.

As of Fall 2011, we are trying to have students teach as many of these lessons as possible in a classroom instead of planning parallel lessons. This limits the students' flexibility and variety in reading material because they are required to teach only district curriculum. The lesson plan rubrics may require revision to account for this change in planning expectations. While this limits students in planning, it allows the students to engage in more classroom instruction.

**Integrated Literacy Lesson Set (ILLS):**

After studying the data for the ILLS, I have several observations.

1. The assignment is no longer integrated. In order to make it possible to teach the lessons in a classroom during practicum. It has become quite difficult to find teachers that will allow students to teach these lessons. Literacy lessons are predominantly taught directly from the manual. In Capital School District, most reading lessons are semi-scripted. It seems that the best opportunity to plan integrated lessons would be combine literacy and a content area, such as social studies or science. I plan to talk to some of the teachers I have worked with to
figure out what would fly in most districts. I have to add that the type of planning and teaching I am talking about is absolutely congruent with the intent and instructional shifts of the Common Core.

2. Students omitted several parts of the instructional sequence of the Literacy Lesson Plan. The Unit Lesson Plan I used to create the LLP is quite cumbersome. I think we need to revisit adopting a new, more streamlined PEU Lesson Plan. Often the lesson plan my students submitted were 10 or more pages. That is excessive.

3. The instructional sequence also had the lowest class mean (2.13) suggesting that I need to revisit how I teach developing an instructional sequence in literacy and that we need to do more in class lesson development.

4. My students did surprisingly well at citing CCSS - ELA Literacy, considering the struggles they had in class.

5. Students that begin TEP in the fall are not ready to complete the ILLS assignment. I will need to:

a. revisit EDUC 335 and 418 to redistribute some of the content without cutting any content I have to teach in EDUC 335 ECE and Spec Ed.

b. redesign the ILLS assignment. I would love to be able to integrate this assignment with an EDUC 331A assignment. Dr. Yoon and I have discussed incorporating this type of assignment into the Climate Change section of the course. I hope he will teach the course in the fall so we can implement these plans.

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

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Connected Documents
- Performance Mean Scores on Integrated Literacy Lesson Set
- Performance Means Scores on Integrated Literacy Lesson Set 2008-2010

M 6: Math Methods Planning Binder

Connected Document
- Math Planning Binder Data 2010 - 2011

G 6: Professional growth, reflection, and evaluation
The elementary candidate (DSU student) will reflect on his/her practice in light of research on teaching, professional ethics, and resources available for professional learning; continually evaluate the effects of professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

CAEP Standard 1.2 Providers ensure that candidates use research and evidence to
develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

CAEP K-6 Elementary Teacher Standards
5.c - Candidates build and implement a personal professional development plan based on the 157 ongoing analysis of children's learning, self-reflection, professional ethics, current research 158 and contemporary best practice.

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Connected Documents
- Student Teaching Assessment
- Teacher Work Sample Data

SLO 9: Reflective Teaching Practice
The elementary education candidate (DSU student) will reflect on and modify his/her practice in light of observation, information about students, and research as sources for evaluating the outcomes of teaching and learning.

Connected Documents
- Student Teaching Assessment
- Teacher Work Sample Data

Relevant Associations:

Standard Associations:
Elementary Education Standards - ACEIS
1.1 Development, Learning, and Motivation
NCATE
1.4 Element 4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
Elementary Education Standards - ACEIS
3.1 Integrating and applying knowledge for instruction
3.2 Adaptation to diverse students
3.3 Development of critical thinking and problem solving
3.5 Communication to foster collaboration
5.1 Professional growth, reflection, and evaluation
DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 3: Student Teacher Assessment
Beginning in Fall 2016, all education majors will be evaluated using a new instrument that will be a version of the DPAS II, adapted for use with preservice teachers. This assessment will not require an addendum because it is aligned to the InTASC standards.

All education majors will also be required to complete the Praxis Performance Assessment for Teachers (PPAT). The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher (ETS.org, accessed May 20, 2016). This assessment contains four tasks requiring written commentary and submission of artifacts. A video submission also is required for one of the tasks.

The Professional Education Unit (PEU) at Delaware State University uses a unit-wide student teaching assessment rubric to evaluate teacher candidates in all K-12 programs. Each candidate is assessed at least four times per semester by a University Supervisor and twice during the semester by the mentor teacher. An addendum has been developed to supplement the Unit-wide assessment instrument and to better align the instrument with ACEI standards.

Student Teaching Assessment:

In the 2013-14 academic year, Supervisor and Mentor evaluations were quite similar in point values, particularly on the final evaluations. Although no evaluation had more than five point spread on total scores, in four of five evaluations the mentor teacher gave the higher score. In the fifth case, supervisor and mentor had the same total. Although I was not able to calculate inter-rater reliability, I believe it would be strong.

There is evidence to demonstrate that although the Student Teaching Assessment needs to be updated, it appears to be doing its job. Included within the five elementary student teachers, was an intern that struggled in student teaching. This student's evaluations were significantly lower than the other four, with totals of 39 and 40, respectively from the supervisor and mentor.

The patterns of scores did not reveal program weaknesses in any area on the assessment. Previous data sets (2010-13) suggested deficits in planning accommodations and modifications and differentiating instruction. I placed more emphasis on planning instruction for diverse students and worked with mentor
teachers to give our students more opportunity to work with students with diverse needs. It seems that we have made strides toward improvement.

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

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Target:
85% of the students should achieve rating of 2 or better. Section D of the Student Teaching Assessment addresses reflective teaching practice. The student teaching rubric is a three point scale with 3 representing a target performance, 2 representing an acceptable performance, and 1 representing unacceptable performance.

Mean scores on Section D
2008-9 2.73
2009-10 2.95

These mean scores indicate that teacher candidates have achieved either an acceptable or target rating for reflection.

Findings (2011-2012) - Target: Met
Section D of the Student Teaching Assessment addresses reflective teaching practice. The student teaching rubric is a three point scale with 3 representing a target performance, 2 representing an acceptable performance, and 1 representing unacceptable performance. Mean score on Section D for 2011-12 is 2.85 /3.0. This mean score indicates that teacher candidates have achieved either an acceptable or target rating for reflection. A majority of the candidates (5/7) received a target score of 3.

M 5: Integrated Literacy Lesson Set

The Integrated Literacy Lesson Set is an assignment specifically for the Elementary Education Program. This assignment, completed in Integrating Reading Methods Through Elementary Curriculum draws upon the candidate's ability to use one text upon which to base plans for four literacy lessons, a word study lesson, a fluency lesson, a comprehension lesson, and a writing lesson. Candidates write these lessons using the Professional Education Unit (PEU) lesson plan format. The purpose of this assessment is to provide evidence of the candidate's ability to motivate students to engage in reading, writing, and oral language for personal growth, knowledge development, and enjoyment.
through thoughtful and well-constructed literacy planning that integrates the language arts in a meaningful way. For this assignment students are required to use authentic text. Typically Integrating Reading Methods Through Elementary Curriculum is taken in the last semester before Elementary Education candidates student teach. Thus, the expectation is that candidates will display a high level of proficiency in lesson planning. Although these lessons are taught in class microteaching sessions, they are not taught in the early field placement. However, candidates are required to plan parallel lessons using the curricular materials supplied by the school. At least one of these lessons will be observed and evaluated by the course instructor. This adjustment was necessary due to the number of schools in the area implementing Reading First curriculum, specifically scripted lessons and phonetically based guided reading materials in the primary grades.

As of Fall 2011, we are trying to have students teach as many of these lessons as possible in a classroom instead of planning parallel lessons. This limits the students’ flexibility and variety in reading material because they are required to teach only district curriculum. The lesson plan rubrics may require revision to account for this change in planning expectations. While this limits students in planning, it allows the students to engage in more classroom instruction.

Integrated Literacy Lesson Set (ILLS):

After studying the data for the ILLS, I have several observations.

1. The assignment is no longer integrated. In order to make it possible to teach the lessons in a classroom during practicum. It has become quite difficult to find teachers that will allow students to teach these lessons. Literacy lessons are predominantly taught directly from the manual. In Capital School District, most reading lessons are semi-scripted. It seems that the best opportunity to plan integrated lessons would be combine literacy and a content area, such as social studies or science. I plan to talk to some of the teachers I have worked with to figure out what would fly in most districts. I have to add that the type of planning and teaching I am talking about is absolutely congruent with the intent and instructional shifts of the Common Core.

2. Students omitted several parts of the instructional sequence of the Literacy Lesson Plan. The Unit Lesson Plan I used to create the LLP is quite cumbersome. I think we need to revisit adopting a new, more streamlined PEU Lesson Plan. Often the lesson plan my students submitted were 10 or more pages. That is excessive.

3. The instructional sequence also had the lowest class mean (2.13) suggesting that I need to revisit how I teach developing an instructional sequence in literacy and that we need to do more in class lesson development.
4. My students did surprisingly well at citing CCSS - ELA Literacy, considering the struggles they had in class.

5. Students that begin TEP in the fall are not ready to complete the ILLS assignment. I will need to:

a. revisit EDUC 335 and 418 to redistribute some of the content without cutting any content I have to teach in EDUC 335 ECE and Spec Ed.

b. redesign the ILLS assignment. I would love to be able to integrate this assignment with an EDUC 331A assignment. Dr. Yoon and I have discussed incorporating this type of assignment into the Climate Change section of the course. I hope he will teach the course in the fall so we can implement these plans.

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

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TOTAL 37.80
MEAN 2.68

Connected Documents
- Performance Mean Scores on Integrated Literacy Lesson Set
- Performance Means Scores on Integrated Literacy Lesson Set 2008-2010

Target:
Section 9.0 of the Integrated Literacy Lesson Set address how well the students reflect on the process of planning and teaching. The mean score of 2.9 for this section suggests that the students are thoughtful and reflective about the literacy lessons they have taught.

Findings (2012-2013) - Target: Met
Students in the 2012 elementary education cohort demonstrated an effective use of reflective practices in teaching (2.76).

M 6: Math Methods Planning Binder

Connected Document
- Math Planning Binder Data 2010 -2011

G 7: Professional Relationships

The elementary education candidate (DSU student) will learn how to develop professional relationships with students, families, and community members.

CAEP K-6 Elementary Teacher Standards
5.a - Candidates use a variety of communication strategies to interact with learners, families, 151 and colleagues, which heighten and promote shared learning for each child.
SLO 8: Professional Decision Making/ Effect on Community
The elementary education candidate will practice continually evaluating the effects of their professional decisions and actions on students, families and other professionals in the learning community

Related Measures:
M 5: Integrated Literacy Lesson Set

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TOTAL  
37.80  
2.68  
MEAN  

Connected Documents  
- Performance Mean Scores on Integrated Literacy Lesson Set  
- Performance Means Scores on Integrated Literacy Lesson Set 2008-2010  

**Target:**  
Sections 2.0 and 7.0 of the Integrated Literacy Lesson Set address the how well the students take into consideration the effects on the learning community in the professional planning and teaching decisions. The findings are unusual. The mean score for section 2.0, which addresses planning instruction to meet the diverse needs of the classroom, was 1.9, indicating that this group needs intensive work in this area. However, Section 7.0 examines how well the student delivers the instruction to the same diverse that was planned for. The mean score for this section was 2.59, suggesting that this group of students were much better at observing needs and adjusting teaching to meet those needs than they were at planning for those needs.  

**Findings (2012-2013) - Target: Met**  
With instructional adjustments made for the 2012 elementary education cohort, the students were more effective at planning (2.58) and implementing instruction (2.86) to meet the diverse needs of the students in the classroom. Students consulted and collaborated with mentor teachers more often to become better at planning and adjusting instruction to meet diverse needs. This group of students committed to better communication with their mentor teachers at my suggestion in introducing this assessment. I was pleased that they made this effort through a suggestion rather than a directive. This group of students demonstrated a real commitment to improving their teaching craft, showing maturity and dedication to the field of education.  

**M 6: Math Methods Planning Binder**  

**Connected Document**  
- Math Planning Binder Data 2010 -2011  

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**
G 1: Content area knowledge

Students will develop comprehensive knowledge in the four major content areas required of elementary education teachers. using connections such as digital learning opportunities and other content areas such as the fine and performing arts.

Related to Education Department Goal 1: To design recognized, comprehensive, innovative programs

O/O 5: Knowledge of the Arts

The elementary education candidate will know, understand, and use-as appropriate to their own understanding and skills-the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students.

Relevant Associations:

Standard Associations:
- Elementary Education Standards - ACEIS
- 2.5 The arts

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

Related Measures:

M 2: Grade Point Averages for Content Knowledge

Evidence of content knowledge in each of the seven areas required for Elementary Education majors consists of sets of grades that apply to each of the seven content areas. Grades from courses required of every elementary education major are the only grades reported in this assessment. All data is drawn from the most recent of available sources and includes only program completers.

1. Reading, Writing and Oral Language, is clearly the most expansive content area because Language Arts requires that the processes of reading, writing, speaking, listening, and viewing all be addressed. Thus, courses were selected that expressly address each of these components. Composition I and II (ENGL 101, ENGL 102) were necessary to include because these courses are designed to develop skills and competence in writing prose compositions, reading, and listening. Problems in logical thought, organization of ideas, and comprehension in reading also receive special attention. Speech (ENGL 200) is
included because it provides the fundamentals of effective oral expression. Developing Reading in Elementary School (EDUC 335) and Integrating Children’s Literature through Language Arts (EDUC 340) are the first two courses required in the Elementary Education literacy block.

2. Science has several contributing to content knowledge. Our elementary education candidates have a sound general education background in science with the required courses, BIOL-110 Essential Topics in Biology (4 credit hours), PSED 201 Physical Science Survey, and PSED 207 Earth/Space Science. Their experience in rounded out with EDUC 331a Elementary Science Methods.

3. Elementary Education majors will begin the mathematics sequence with MTSC 100 starting in Fall 2017 to assist them in passing Core Praxis Mathematics and Praxis II Mathematics subtest. If they pass the Core Praxis test they will may take a mathematics elective in spring of the freshman year. If the Praxis test has not been passed, they may choose from MTSC 107, 108, or 109 for mathematics. In the Fall Sophomore semester, students will take MTSC 205 Math for Teachers I.

4. Social Studies, is another expansive standard because so many disciplines are integrated into the teaching of Social Studies. Our candidates are required to take the following general education courses contributing to their content knowledge: HIST 201 American History to 1865 or HIST 203 African American Experience to 1865, and GEOG 201 World Geography. Beginning in the 2009-10 academic year, students will no longer be able to substitute African American Experience for American History in the pursuit of an education degree. Additionally, our candidates are required to take EDUC 318 Multicultural Education, which also satisfies the University's requirement for Global Societies. Elementary Education candidates also take EDUC 303 Methods of Teaching Social Studies in Elementary and Middle Schools.

5. Candidates must take Introduction of Art (ART 101) or Music (MUSC 101) to gain an appreciation of those disciplines and understand the nature of the content in each discipline. The choice of Integrating the Visual Arts into Elementary Education (ART 201) or Integrating Music into Elementary Education (MUSC 201) offer the basic methodologies of art and music that are appropriate for integrating art and music in elementary school. Although candidates are required to construct a unit of instruction in these courses, there is no field experience attached to either course.

6. One of the first courses all University students are required to take is Lifetime Fitness and Wellness (MVSC100), which teaches the concepts of wellness, including good nutrition and concepts for maintaining fitness. The course also includes HIV/AIDS awareness as well as drug abuse prevention.

7. In addition to Lifetime Fitness and Wellness, elementary education candidates are required to have Motor Development/Movement Education for Children 0-8 (EDUC 257), which focuses on understanding motor development and fine and gross body movement, as well as adaptations for children who are developmentally delayed.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- Course Grade Data
Target:
Teacher candidates must have a composite GPA of 2.5 or higher for all music and/or art classes.

- Art courses GPA 2.67
- Music courses GPA 3.33

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Development of Elementary Education/Special Education Dual Certification
We are in the process of developing a dual certification program for Elementary Education majors to earn certification in Special Education as well. The certification will only require three additional courses for elementary majors. The benefit of the dual certification to the Elementary Education Program is the increased content knowledge and instructional strategies applying to the instruction of students with diverse needs. Although elementary majors have demonstrated acceptable skill in accommodating diverse learners, this has been an area of relative weakness for the program. Additionally, a dual certification program has the potential to increase enrollment. The program will not draw any more resources from the department to operate because it requires the addition of no new coursework.
We also plan to implement this dual certification program in the middle level program after the programmatic changes it is currently undergoing are complete.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: A curriculum proposal will be submitted to the Education Department Curriculum Committee in March. Conservatively, the proposal should make its way through the curriculum process by January, 2013.
Projected Completion Date: 01/07/2013
Responsible Person/Group: Dr. Elaine Marker, Dr. Billie Friedland, Dr. Gholam Kabria
Budget Amount Requested: $0.00 (no request)

In recent curriculum changes Elementary Education students will take MTSC 100, a new math course that will be offered for the first time in Fall 2017. This course is designed to aid Education majors in passing Core Praxis Mathematics. This course will also aid Elementary Education students to improve their performances on Praxis II Elementary Education Mathematics (5003).

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Add Program Assessment

My plan is to add a Program Assessment to EDUC 335 to better track acquisition of this content knowledge. I have primarily focused on lesson planning and teaching strategies predominantly for this course. I need to increase the amount of assessment I do for content knowledge.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Praxis II: Elementary Education Content Knowledge |  
- **Outcome/Objective:** Reading / Language Arts Content Knowledge

**Implementation Description:** Increased Assessment of Content Knowledge  
**Projected Completion Date:** 05/20/2017  
**Responsible Person/Group:** Dr. Elaine Marker
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Prepare majors for success in graduate study, professional school, and careers in industry, research, government, or academia

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

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

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Measure of SLOs for BSEPH
- Sample Syllabus - Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018
Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2012-2013) - Target: Met**

**Fall 2012**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 205 - Analog Circuit I  
2. ENGR 210- Intro to Combinational Logice  
3. ENRG 220 - Microprocessor Based Systems  
4. ENGR 340 - Solid States Electronics  
5. PHYS 191 - University Seminar I  
6. PHYS 201 - General Physics I  
7. PHYS 202 - General Physics II  
8. PHYS 305 Thermal Physics  
9. PHYS 310 Optical Electronics  
10. PHYS 313 - Analytic Mechanics  
11. PHYS 316 Intro to Optics  
12. PHYS 361 - Modern Physics  
13. PHYS 411 - Theory of Electricity & Magnetism  
14. PHYS 451 - Introduction to Research  
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathmetical Methods I

10. PHYS 361 - Modern Physics

11. PHYS 411 - Theory of Electricity & Magnetism

12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits

2. ENGR 212- Signals & Systems

3. ENRG 221 - Microprocessor Based Systems II

4. ENGR 302 - Material Science for Engineers

5. ENGR 309 Electronic Circui Analysis

6. PHYS 192 - University Seminar II

7. PHYS 201 - General Physics I

8. PHYS 202 - General Physics II

9. PHYS 311 - Fiber Optics Communications

10. PHYS 318 Foundations of BioEngineering

11. PHYS 332 - Mathmetical Methods II

12. PHYS 362 - Quantum Mechanics

13. PHYS 412 - Theory of Electricity & Magnetism II

14. PHYS 418 - Theoretical & Experimental Research

15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Connected Documents
- Outcomes based Assessment of classes BS ENG PHYS FALL 2011
- List of Outcome based assessment of classes BS ENG PHYSICS F11
- List of Outcome based Assessment-BS ENG Physics Spring 2012
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2012

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes -BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes -BS ENG PHYSICS Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210- Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the
subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I, 2. ENGR 210 - Intro to Combinational Logic, 3. ENRG 220 - Microprocessor Based Systems I, 4. ENGR 340 - Solid States Electronics, 5. PHYS 191 - University Seminar I, 6. PHYS 201 - General Physics I, 7. PHYS 202 - General Physics II, 8. PHYS 305 Thermal Physics, 9. PHYS 310 Optical Electronics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 316 Intro to Optics, 12. PHYS 361 - Modern Physics, 13. PHYS 411 - Theory of Electricity & Magnetism, 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212- Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logice 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems I
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 - Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 - Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 - Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.
Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

SLO 2: Students will be able to design and conduct experiments, as well as to analyze and interpret data

Students will be able to design and conduct experiments, as well as to analyze and interpret data

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018
**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 - Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 205 Electrical Circuits Analysis 2. ENGR 342 Material Science for Eng, 3. ENGR 409 Biosensors & Bioinstrum, 4. PHYS 192 University Seminar II 5. PHYS 201 General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 220 Scientific Progr. 8. PHYS 311 - Fiber Optics

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 -

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Findings (2012-2013) - Target: Met
Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENGR 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents

- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.
The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 Electrical Circuits Analysis, 2. ENGR 302 Material Science
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems I
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 200 - Analysis of Physical Systems
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 305 - Thermal Physics
10. PHYS 310 - Optical Electronics
11. PHYS 313 - Analytic Mechanics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENGR 302 - Material Science for Engineers
4. ENGR 309 - Electronic Circuits Analysis
5. ENGR 403 - Intro to MEMS
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 220 - Scientific Programming
10. PHYS 314 - Analytic Mechanics II
11. PHYS 318 Foundations of BioEngineering
12. PHYS 332 - Mathematical Methods II
13. PHYS 351 Applied Physics lab
14. PHYS 362 - Quantum Mechanics
15. PHYS 412 - Theory of Electricity & Magnetism
16. PHYS 418 - Theoretical & Experimental Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems I
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212- Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathemetical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311- Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemetical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis
The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.
Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

G 2: Ensure every graduate is skilled in physics, mathematics and technology and can apply the related skills and knowledge

The graduates of Engineering Physics Program will gain skills in the area of physics, mathematics and technology and can apply the related skills and knowledge to benefit his/her career, community, and personal life.

SLO 3: Students will be able to design a system, component, or process to meet desired needs within realistic constraints

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

Relevant Associations:

DSU Learning Goal Associations:

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

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

Related Measures:

M 1: Midterms, quizzes, and final exams

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 205 Electrical Circuits Analysis 2. ENGR 342 Material Science for Eng. 3. ENGR 409 Biosensors & Bioinstrum. 4. PHYS 192 University

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013**: The class average from the courses offered in Fall 2013
semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 - Thermal Physics
9. PHYS 310 - General Physics I
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 - Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 441 - Selected Topics
15. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to sequential circuits
2. ENGR 212 - Signals and Systems
3. ENRG 221 - Microprocessor Based Systems
4. ENGR 302 - Material for Engineers
5. ENGR 309 - Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics
8. PHYS 202 - General Physics II
9. PHYS 220 - Scientific Programming
10. PHYS 311 - Fiber Optics Communications
11. PHYS 314 - Analytic Mechanics
12. PHYS 319 - Quant Optics Methods & Microscopy
13. PHYS 362 - Quantum Mechanics
14. PHYS 409 - Biosensors & Bioinstrumentation
15. PHYS 412 - Theory of Electricity & Magnetism II
16. Theoretical & Experimental Research
17. PHYS 442 - Selected Topics.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

\[ \text{Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:} \]

\[ \text{Findings (2012-2013) - Target: Met} \]

\[ \text{Fall 2012} \]

\[ \text{The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:} \]
\[ \text{1. ENGR 205 - Analog Circuit I} \]
\[ \text{2. ENGR 210 - Intro to Combinational Logic} \]
\[ \text{3. ENRG 220 - Microprocessor Based Systems} \]
\[ \text{4. ENGR 340 - Solid States Electronics} \]
\[ \text{5. PHYS 191 - University Seminar I} \]
\[ \text{6. PHYS 201 - General Physics I} \]
\[ \text{7. PHYS 202 - General Physics II} \]
\[ \text{8. PHYS 305 - Thermal Physics} \]
\[ \text{9. PHYS 310 - Optical Electronics} \]
\[ \text{10. PHYS 313 - Analytic Mechanics} \]
\[ \text{11. PHYS 316 - Intro to Optics} \]
\[ \text{12. PHYS 361 - Modern Physics} \]
\[ \text{13. PHYS 411 - Theory of Electricity & Magnetism} \]
\[ \text{14. PHYS 451 - Introduction to Research} \]

\[ \text{The class average of this student learning outcome was found to be 4 in} \]

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a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems

4. ENGR 340 - Solid States Electronics

5. PHYS 191 - University Seminar I

6. PHYS 201 - General Physics I

7. PHYS 202 - General Physics II

8. PHYS 313 - Analytic Mechanics

9. PHYS 331 - Mathematical Methods I

10. PHYS 361 - Modern Physics

11. PHYS 411 - Theory of Electricity & Magnetism

12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits

2. ENGR 212 - Signals & Systems

3. ENRG 221 - Microprocessor Based Systems II

4. ENGR 302 - Material Science for Engineers

5. ENGR 309 Electronic Circuit Analysis

6. PHYS 192 - University Seminar II

7. PHYS 201 - General Physics I

8. PHYS 202 - General Physics II

9. PHYS 311 - Fiber Optics Communications

10. PHYS 318 Foundations of BioEngineering

11. PHYS 332 - Mathematical Methods II

12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.
The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used.
for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 -
Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212 - Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 205 - Analog Circuit I 2. ENGR 210 - Intro to Combinational Logice 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II  
8. PHYS 313 - Analytic Mechanics  
9. PHYS 331 - Mathematical Methods I  
10. PHYS 361 - Modern Physics  
11. PHYS 411 - Theory of Electricity & Magnetism  
12. PHYS 451 - Introduction to Research  
The class average of this student learning outcome was found to be 4 in a scale of 5.  
Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits  
2. ENGR 212 - Signals & Systems  
3. ENRG 221 - Microprocessor Based Systems II  
4. ENGR 302 - Material Science for Engineers  
5. ENGR 309 Electronic Circuit Analysis  
6. PHYS 192 - University Seminar II  
7. PHYS 201 - General Physics I  
8. PHYS 202 - General Physics II  
9. PHYS 311 - Fiber Optics Communications  
10. PHYS 318 Foundations of BioEngineering  
11. PHYS 332 - Mathemetical Methods II  
12. PHYS 362 - Quantum Mechanics  
13. PHYS 412 - Theory of Electricity & Magnetism II  
14. PHYS 418 - Theoretical & Experimental Research  
15. ENGR 309 Electronic Circuit Analysis  
The class average of this student learning outcome was found to be 4 in a scale of 5.  
Please look at the attached documents for details.
Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

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

Students will be able to function on multidisciplinary teams

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 Electrical Circuits Analysis, 2. ENGR 302 Material Science for Eng, 3. ENGR 403 Intro to MEMS, 4. PHYS 192 - University Seminar II, 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II,

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)
has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into
account. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to sequential circuits
2. ENGR 212- Signals and Systems
3. ENRG 221 - Microprocessor Based Systems
4. ENGR 302 - Material for Engineers
5. ENGR 309 - Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics
8. PHYS 202 - General Physics II
9. PHYS 220 Scientific Programming
10. PHYS 311 Fiber Optics Communications
11. PHYS 314 - Analytic Mechanics
12. PHYS 319 Quant Optics Methods & Microscopy
13. PHYS 362 - Quantum Mechanics
14. PHYS 409 Biosensors & Bioinstrumentation
15. PHYS 412 - Theory of Electricity & Magnetism II
16. Theoretical & Experimental Research
17. PHYS 442 - Selected Topics
The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
Phys 201 - General Physics I  
Phys 202 - General Physics II  
Phys 314 Analytic Mechanics II  
Phys 318 Foundations of BioEngineering 
Phys 332 - Mathematical Methods II  
Phys 362 - Quantum Mechanics  
Phys 412 - Theory of Electricity & Magnetism II  
Phys 418 - Theoretical & Experimental Research  
Phys 441 Selected Topics (Power Systems) 

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details. 

Findings (2011-2012) - Target: Met  

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  

1. ENGR 205 - Analog Circuit I  
2. ENGR 210- Intro to Combinational Logic  
3. ENRG 220 - Microprocessor Based Systems  
4. ENGR 340 - Solid States Electronics  
5. PHYS 191 - University Seminar I  
6. PHYS 201 - General Physics I  
7. PHYS 202 - General Physics II  
8. PHYS 313 - Analytic Mechanics  
9. PHYS 331 - Mathmetical Methods I  
10. PHYS 361 - Modern Physics  
11. PHYS 411 - Theory of Electricity & Magnetism  
12. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311- Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemtical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).
M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 451 - Introduction to Research The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210 - Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics I 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics I 13. PHYS 411 - Theory of Electricity & Magnetism I 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212 - Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber
Findings (2012-2013) - Target: Met

Fall 2012:
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 205 - Analog Circuit I 2. ENGR 210 - Intro to Combinational Logice 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013:
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one
which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311- Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemtical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.

Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

G 3: Ensure that every graduate has strong critical thinking skills.
The graduates of Engineering Physics Program will have strong critical thinking skills to solve or analyze problems in his/her subject area.

SLO 5: The Students will be able to identify, formulate, and solve engineering problems
The Students will be able to identify, formulate, and solve engineering problems
Relevant Associations:

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

Related Measures:

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

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Measure of SLOs for BSEPH
- Sample Syllabus Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment ENG BS Physics Spring 2018
- List of Outcome based Assessment ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II

14. PHYS 418 - Theoretical & Experimental Research

15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 210 - Digital Logic
2. ENGR 309 - Electronic Circuit Analysis
3. ENRG 312 - Signals and Systems
4. PHYS 191 - University Seminar I
5. PHYS 201 - General Physics I
6. PHYS 202 - General Physics II
7. PHYS 305 - Thermal Physics
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 341 - Theory of Electricity & Magnetism
11. PHYS 361 - Modern Physics
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. ENGR 205 - Electrical Circuit Analysis
2. ENGR 302 - Material Science for Engineers
3. ENGR 460 - Power Systems
4. PHYS 192 - University Seminar II
5. PHYS 201 - General Physics I
6. PHYS 202 - General Physics II
7. PHYS 220 - Scientific Programming
8. PHYS 314 - Analytic Mechanics-Dynamics
9. PHYS 332 - Mathematical Methods II
10. PHYS 342 - Theory of Electricity & Magnetism II
11. PHYS 362 - Quantum Mechanics
12. PHYS 413 - Intro to Lasers
13. PHYS 418 - Theoretical & Experimental Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. ENGR 210 Digital Logic Design
2. ENGR 310 Optical Electronics
3. ENGR 312 Signals & Systems
4. ENGR 340 Solid States Electronics
5.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits, 2. ENGR 212 - Signals & Systems, 3. ENGR 302 - Material Science for Engineers, 4. ENGR 309 -

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210 - Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212 - Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 - Thermal Physics
9. PHYS 310 - Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 - Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 - Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 - Analytic Mechanics II
10. PHYS 318 - Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 - Selected Topics (Power Systems)
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**G 4:** Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

The graduates of Engineering Physics Program will have the broad-based knowledge and communication skills needed for success in the global society.

**SLO 6:** Students will be able to understand professional and ethical responsibility

Students will be able to understand professional and ethical responsibility

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Related Measures:**

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210-Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Intro to Optics, 12. PHYS 352 Applied Physics Lab II, 14. PHYS 361 Modern Physics, 15. PHYS 411 Theory of Elec & Mag, 16. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits, 2. ENGR 212 - Signals &

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one
which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


Spring 2014: The class average from the courses offered in spring
2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).
**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranging from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**

- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism II 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the
subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212- Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications , 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum
Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012:
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013:
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**SLO 7: Students will be able to communicate effectively**

Students will be able to communicate effectively

**Relevant Associations:**

**DSU Learning Goal Associations:**

1 UG Student Learning Goal: Competent Communicators

**Related Measures:**

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 210 - Digital Logic
2. ENGR 309 - Electronic Circuit Analysis
3. ENRG 312 - Signals and Systems
4. PHYS 191 - University Seminar I
5. PHYS 201 - General Physics I
6. PHYS 202 - General Physics II
7. PHYS 305 - Thermal Physics
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 341 - Theory of Electricity & Magnetism
11. PHYS 361 - Modern Physics
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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

1. ENGR 205 - Electrical Circuit Analysis
2. ENGR 302 - Material Science for Engineers
3. ENGR 460 - Power Systems
4. PHYS 192 - University Seminar II
5. PHYS 201 - General Physics I
6. PHYS 202 - General Physics II
7. PHYS 220 - Scientific Programming
8. PHYS 314 - Analytic Mechanics-Dynamics
9. PHYS 332 - Mathematical Methods II
10. PHYS 342 - Theory of Electricity & Magnetism II
11. PHYS 362 - Quantum Mechanics
12. PHYS 413 - Intro to Lasers
13. PHYS 418 - Theoretical & Experimental Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Intro to Optics, 12. PHYS 352 Applied Physics Lab II, 14. PHYS 361 Modern Physics, 15. PHYS 411 Theory of Elec & Mag, 16. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits, 2. ENGR 212 - Signals &

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212 - Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**SLO 8: The students will have the broad education necessary to understand the impact of engineering solutions in a global context**

The students will have the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
• Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 - Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 205 Electrical Circuits Analysis 2. ENGR 342 Material Science for Eng. 3. ENGR 409 Biosensors & Bioinstrum. 4. PHYS 192 University Seminar II 5. PHYS 201 General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 220 Scientific Progr. 8. PHYS 311 - Fiber Optics

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

**Spring 2014**: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

**Findings (2012-2013)** - Target: *Met*

**Fall 2012**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account.
Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENGR 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemtical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in
a scale of 5.

Please look at the attached documents for details.

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**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**

- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the
subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the
subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212 - Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 205 - Analog Circuit I, 2. ENGR 210 - Intro to Combinational Logice, 3. ENRG 220 - Microprocessor Based Systems, 4. ENGR 340 - Solid States Electronics, 5. PHYS 191 - University Seminar I, 6. PHYS 201 - General Physics I, 7. PHYS 202 - General Physics II, 8. PHYS 305 Thermal Physics, 9. PHYS 310 Optical Electronics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 316 Intro to Optics, 12. PHYS 361 - Modern Physics, 13. PHYS 411 - Theory of Electricity & Magnetism, 14. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to Sequential Circuits, 2. ENGR 212 - Signals & Systems, 3. ENRG 221 - Microprocessor Based Systems II.
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics

11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

SLO 9: The students will gain a recognition of the need for, and an ability to engage in life-long learning

The students will gain a recognition of the need for, and an ability to engage in life-long learning

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis, 3. ENRG 312 - Signals and Systems, 4. PHYS 191 - University Seminar I, 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II, 7. PHYS 305

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 Electrical Circuits Analysis, 2. ENGR 302 Material Science for Eng, 3. ENGR 403 Intro to MEMS, 4. PHYS 192 - University Seminar II, 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II,
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)
has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212 - Signals and
Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311- Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2:Student course evaluation**
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210- Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.
Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

PHYS 191 University Seminar I, 6. PHYS 200 Analysis of Phys Syst, 7. PHYS 201 General Physics I, 8. PHYS 202 General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 Analytic Mechanics, 11. PHYS 316 Intro to Optics, 12. PHYS 352 Applied Physics Lab II, 14. PHYS 361 Modern Physics, 15. PHYS 411 Theory of Elec & Mag, 16. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one
which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

Findings (2012-2013) - Target: Met

Fall 2012:
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013:
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**SLO 10:** The students will articulate a knowledge of contemporary issues

The students will articulate a knowledge of contemporary issues

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators

**Related Measures:**

**M 1:** Midterms, quizzes, and final exams

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

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. ENGR 210- Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I, 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are
the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measure of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**

- Student Survey of Outcomes - BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes - BS ENG PHYSICS Spring 2018

**Target:**

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall
2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212- Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications , 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012:
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemtical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.

Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

SLO 11: The students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice.

The students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Relevant Associations:

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

Related Measures:

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

Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Measure of SLOs for BSEPH
- Sample Syllabus-Solid States Electronics
- Outcomes based Assessment BS ENG PHYS FALL 2017
- List of Outcome based Assessment-ENG BS Physics Spring 2018
- List of Outcome based Assessment-ENG BS Physics FALL 2017
- Outcomes based Assessment of classes BS ENG PHYS SPRING 2018
**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 210 - Digital Logic
2. ENGR 309 - Electronic Circuit Analysis
3. ENRG 312 - Signals and Systems
4. PHYS 191 - University Seminar I
5. PHYS 201 - General Physics I
6. PHYS 202 - General Physics II
7. PHYS 305 - Thermal Physics
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 341 - Theory of Electricity & Magnetism
11. PHYS 361 - Modern Physics
12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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

1. ENGR 205 - Electrical Circuit Analysis
2. ENGR 302 - Material Science for Engineers
3. ENGR 322 Power Systems
4. PHYS 192 - University Seminar II
5. PHYS 201 - General Physics I
6. PHYS 202 - General Physics II
7. PHYS 220 - Scientific Programming
8. PHYS 314 Analytic Mechanics-Dynamics
9. PHYS 332 - Mathematical Methods II
10. PHYS 342 - Theory of Electricity & Magnetism II
11. PHYS 362 - Quantum Mechanics
12. PHYS 413 - Intro to Lasers
13. PHYS 418 - Theoretical & Experimental Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. ENGR 210 - Digital Logic Design
2. ENGR 309 - Optical Electronics
3. ENGR 312 - Signals & Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 200 - Analysis of Physical Systems
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 305 - Thermal Physics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 - Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research.
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8.
PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming,
10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic
PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors &
Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II,
16. Theoretical & Experimental Research, 17. PHYS 442 - Selected
Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met
Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. PHYS 316 Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering

11. PHYS 332 - Mathematical Methods II

12. PHYS 362 - Quantum Mechanics

13. PHYS 412 - Theory of Electricity & Magnetism II

14. PHYS 418 - Theoretical & Experimental Research

15. PHYS 441 Selected Topics (Power Systems)

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemetical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

M 2:Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 5 with 1 being the lowest. The feedback from the students was entered in the spread
sheet and the average of the feedback was accepted as the indirect measurement of assessment.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes -BS ENG PHYSICS FALL 2017
- Student Survey of Outcomes -BS ENG PHYSICS Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

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

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 210 - Digital Logic, 2. ENGR 309 - Electronic Circuit Analysis 3. ENRG 312 - Signals and Systems 4. PHYS 191 - University Seminar I 5. PHYS 201 - General Physics I 6. PHYS 202 - General Physics II 7. PHYS 305 Thermal Physics, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 331 - Mathematical Methods I 10. PHYS 341 - Theory of Electricity & Magnetism 11. PHYS 361 - Modern Physics, 12. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the
subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits, 2. ENGR 212 - Signals & Systems, 3. ENGR 302 - Material Science for Engineers, 4. ENGR 309 -

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logic 3. ENRG 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 Thermal Physics 9. PHYS 310 Optical Electronics 10. PHYS 313 - Analytic Mechanics II 11. PHYS 316 Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. PHYS 441 - Selected Topics, 15. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212- Signals and Systems, 3. ENGR 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENEGR 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 314 Analytic Mechanics II
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. PHYS 441 Selected Topics (Power Systems)
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathemetical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Assessment Committee formed**

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view. 3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course. 4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of
1-10 with 1 being the lowest and 10 being the lowest. 5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment. 6. Sample feedback form is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  
**Responsible Person/Group:** 1. Teaching faculty members 2. Assessment committee

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**Student feedback form will be used as indirect measurement**

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering.
2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view.
3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course.
4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest.
5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment.
6. Sample feedback form is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  
**Responsible Person/Group:** 1. Teaching faculty members 2. Assessment
committee
Mission / Purpose

The Department of English and Foreign Languages at Delaware State University is committed to:

· Contributing meaningfully to the realization of the mission of Delaware state university;

· Continuing its tradition of service in the area of General Education requirements and excellence in teacher education;

· Recruiting more English and Foreign Language majors and minors by instilling in students the notion that a major in English and/or Foreign Languages could be the most effective basis for career preparation;

· Developing students' critical thinking and research skills;

· Increasing students' knowledge, awareness of and appreciation for writing, literature and foreign languages, in undergraduate as well as graduate settings.

Vision

By engaging students in writing that is meaningfully transformative, in literary works that are both reflective and reflexive, in proficiency-driven and culturally stimulating study of Foreign Languages, the Department of English and Foreign Languages will:

· Graduate globally conscious, productive and intellectually sound citizens; and
· Be the nexus of intellectual debate.
Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Recruit more faculty
Recruit qualified full time instructors to help with the teaching of General Education courses, Writing, and Graduate Programs in the Department of English and Foreign Languages.

O/O 1: Recruit more qualified instructors
Recruit more qualified full-time (at least 6) English and (at least 3) Foreign Language instructors to help with our Gen Ed courses, Writing and Graduate Programs. Recruit more qualified full time instructors to help with the teaching of General Education courses, Writing, and Graduate Programs in the Department of English and Foreign Languages. There should be, at least, 5 new full time instructors for English and 2 for Foreign Languages.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
Delaware State University
1.5 Recruit and retain outstanding and engaged faculty

Related Measures:

M 1: Number of new hires for English Program
Number of faculty members hired during the academic year.

Source of Evidence: Administrative measure - other

Target:
5 new full time qualified instructors should be recruited for the English Program by the beginning of 2018-2019 Academic Year.

Findings (2016-2017) - Target: Not Met
No new full time instructors were hired for the Department of English and Foreign Languages for the 2016-2017 Academic Year. Two new teachers were hired for the 2014-2015 Academic Year.

Findings (2010-2011) - Target: Met
Three new faculty members were hired in 2010 through 2011. One of them has specialized in English as a Second Language (ESL), one has speciality in English Composition, and the third has speciality in Literature.

Findings (2009-2010) - Target: Partially Met
2 faculty members were hired for the English Program. The department is expecting to hire an additional faculty member by January 2011 for said program.
Related Action Plans (by Established cycle, then alpha):

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

Recruitment of English instructors
Established in Cycle: 2009-2010

Hiring of Lecturers
Established in Cycle: 2016-2017
The department, in consultation with the AAUP, is going to request the university to turn some of the adjunct instructors into f...

G 2:Service the University
Service the University in the area of General Education course offerings.

O/O 2:Service the University
Improve service to the University by continuing to provide quality instruction in the area of General Education courses.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

Related Measures:

M 2:Number Increase of General Education sections
Number of General Education sections should be increased to help many students fulfill the General Education requirements.

Source of Evidence: Service Quality

Target:
Offer more than a total of 150 General Education sections in the department each semester.

Findings (2016-2017) - Target: Met

In Fall 2016 Semester, 81 classes (English 58 and Foreign Languages 23) were taught by full time faculty, and 73 (English 56 and Foreign Languages 17) classes were taught by full time faculty. In Spring 2017 Semester, 84 classes (English 59 and Foreign Languages 25) were taught by full time faculty, and 61 classes (English 46 and Foreign Languages 15) were taught by adjunct faculty.
Findings (2010-2011) - Target: Not Met
Offered 132 Gen Ed sections total in the Department for Fall 2010 and 130 sections in Spring, 2011. The target was not met because the class sizes were increased, for example, English Composition classes caps were increased from 20 to 25, and Literature classes caps were increased from 30 to 35.

Findings (2009-2010) - Target: Not Met
Offered 145 Gen Ed sections in the Department for Fall 2009 and 115 for Spring 2010. The target was not met because the sizes of the classes were made bigger, for example, the caps for English Composition classes were increased from 20 to 25, those of Literature classes were increased from 30 to 35, and those of Speech classes were increased from 25 to 30.

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

Target for Gen Ed classes to be offered
Established in Cycle: 2010-2011
Revise the achievement target from 150 to 130 because the class sizes have been increased.

G 3: Develop programs
Develop Graduate Programs through strengthening existing undergraduate and graduate programs.

O/O 3: Develop Graduate Programs
Strengthen existing undergraduate programs in order to develop graduate programs in English and Foreign Languages that will help enhance the economy of the state and the region.

Relevant Associations:

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

Related Measures:
M 3: Reinforcement of existing curricula and improvement of new programs
Revision of current undergraduate curricula and improvement of English Language Institute (ELI) and M.A. in Teaching English as a Second Language (TESOL).

Source of Evidence: Curriculum/syllabus analysis of course to program

Target:
The chair, in consultation with the Curriculum Committee, will review the current curricula and recommend improvements by the end of every academic year.

Findings (2016-2017) - Target: Met
The curriculum of the English Program was revised. The new curriculum is effective from Fall 2017.

The changes in General Education courses are as follows:

- Reduction of Natural Science from two (2) required courses to one (1) required course.
- MTSC 107, Math & Data Analysis, replaces MTSC 101, Survey of Math I. This change has been done by the Math Department.
- The option of MTSC 108, Math & the Environment, or FIN 102, Money Matters. Either of these choices fulfills the quantitative reasoning requirement.
- Addition of PHL 101: Critical Thinking as a required course; this serves as one of the Arts and Humanities requirement, it fulfills the Critical Thinking or Problem Solving requirement, and it better prepares students considering graduate school in the Humanities or Law School.

The changes in the major include the following:

- Both ENGL 201: World Literature I and ENGL 202: World Literature II will be required; previously, only one section was required. This better prepares students for graduate school and or employment.
- Both ENGL 205, African American Literature I, and ENGL 206, African American Literature II, will be required; previously, only one section was required. This better prepares students for graduate school and or employment. This new requirement also guarantees students will fulfill the African American Experience requirement.
- ENGL 410, Structure of Modern English, is a required course; previously, it was only required for English Education students. This course will better prepare students for graduate school and or employment because it deals with the in-depth analysis of descriptive and prescriptive grammar at a very high level.
- The reduction of five (5) English electives to four (4) English Electives,
but there is no reduction in number of English courses required. Rather, there is an increase in the number of English courses required by two (2). The addition of credits was taken from the deletion of the second Natural Science course and the use of the PSYC 201 as the required Social Science course.

English Language Institute (ELI) Program is up and running. Other new programs that will begin in Spring 2018 Semester are MA TESOL/Bilingual Ed., TEL/Bilingual Ed. (minor), and TELL online Graduate Certificate.

**Findings (2009-2010) - Target: Met**
The curriculum committee of the department reviewed all the curriculum of the department. The Teaching English as a Second Language (TESL) program was implemented, and three graduate students enrolled in the program.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Recruitment of English instructors**

- **Established in Cycle:** 2009-2010
- **Implementation Status:** In-Progress
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number of new hires for English Program
- **Outcome/Objective:** Recruit more qualified instructors

**Target for Gen Ed classes to be offered**
Revise the achievement target from 150 to 130 because the class sizes have been increased.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Number Increase of General Education sections
- **Outcome/Objective:** Service the University

**Projected Completion Date:** 05/31/2012
**Responsible Person/Group:** Chair of the department.
Hiring of Lecturers
The department, in consultation with the AAUP, is going to request the university to turn some of the adjunct instructors into full time lecturers. Each lecturer will be required to teach fifteen credit hours a semester without other departmental duties.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of new hires for English Program | Outcome/Objective: Recruit more qualified instructors

Implementation Description: The chair, in consultation with the personnel committee of the department, will recommend to the Dean of the College of Arts Humanities ans Social Sciences the names of some adjuncts who will be hired as full time lecturers.
Projected Completion Date: 03/30/2018
Responsible Person/Group: Chair of Department of English and Foreign Languages (DEFL), Personnel Committee of the DEFL, and Dean of the College of Arts Humanities and Social Sciences.

Annual Report Section Responses

Executive Summary (1-2 pages)

Executive Summary
The Department of English and Foreign Languages (DEFL) continues to serve as the department that provides a majority of General Education/CORE classes to the entire student body. The classes are Composition I and II, Speech, Foreign Languages, World Literature I and II, and African American Literature I and II. With only 18 full time faculty, the department continues to rely heavily on adjuncts to teach 100 and 200 level classes. In Fall 2017 Semester, 87 classes (English 60 and Foreign Languages 27) were taught by full time faculty, and 75 classes (English 61 and Foreign Languages 14) classes were taught by adjunct faculty. In Spring 2018 Semester, 84 classes (English 59 and Foreign Languages 25) were taught by full time faculty, and 66 classes (English 52 and Foreign Languages 14) were taught by adjunct faculty.

According to the data of the DSU Institutional Research, Planning, and Analytics (IRPA), the Department of English and Foreign Languages (DEFL) has the highest Annual Student Credit Hours, 19,392 in 2017, and 19,623 in 2018. This means the DEFL brings in the highest tuition revenue to DSU.

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

Fall 2017
Session A
Students:
6 Students Enrolled

Courses:
14 credit hours total during Session A (weeks 1-8)
4 - 3 credit hour classes
2 courses (6 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor
2 - 1 credit hour classes
2 courses (2 credit hours) taught by Dr. Bluemel

Session B

Students:
7 Students Enrolled

Courses:
14 credit hours total during Session B (weeks 9-16)
4 - 3 credit hour classes
1 course (3 credit hours) taught by Dr. Bluemel
1 course (3 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor
2 - 1 credit hour classes
1 course (1 credit hour) taught by Dr. Bluemel
1 course (1 credit hour) taught by Tina Petrovic (overload)

ELI Certificates Awarded: 3

Fall 2017 Totals:
- 7 students total served (over both sessions)
- 3 students earned ELI Certificate
- 28 credit hours of courses
- 6 credit hours taught by full time faculty as part of teaching load
o 1 credit hour taught by full time faculty as overload
o 21 credit hours taught by adjunct instructors.

**Spring 2018**

Session A

Students:
8 Students Enrolled

Courses:
14 credit hours total during Session A (weeks 1-8)

4 - 3 credit hour classes
1 course (3 credit hours) taught by Dr. Donna Butler - Adjunct Instructor
1 course (3 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor

2 - 1 credit hour classes
2 courses (2 credit hours) taught by Tina Petrovic

Session B

Students:
7 enrolled

Courses:
14 credit hours total during Session B (weeks 9-16)

4 - 3 credit hour classes
1 course (3 credit hours) taught by Dr. Donna Butler - Adjunct Instructor
1 course (3 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor

2 - 1 credit hour classes
2 courses (2 credit hours) taught by Tina Petrovic

• • 1 of these courses (1 credit hour) was overload

**ELI Certificates Awarded: 3**

Spring 2018 totals:
- 8 students total served (over both sessions)
- 3 students earned ELI Certificate
- 28 credit hours of courses o 3 credit hours taught by full time faculty as part of teaching load
  o 1 credit hour taught by full time faculty as overload
  o 24 credit hours taught by adjunct instructors.
Two students enrolled in the MA TESOL/Bilingual Education Program in the Spring Semester of 2018, and three enrolled in the Summer Semester of 2018.
The SAT and ACT scores are used to place students in English Composition classes, and the cut scores are the following:

**Writing SAT Scores**

- 420 and Below - English Composition 101-IRWI (Intensive Reading and Writing Instruction)
- 421-599 - English Composition 101
- 600 and above - English Composition Honors-101H

**Writing ACT Scores**

- 17 and Below - English Composition 101-IRWI (Intensive Reading and Writing Instruction)
- 18-24 - English Composition 101
- 25 and Above - English Composition Honors-101H

Five sections of World Literature I and II and one section of African American Literature I were taught online during the 2017-2018 Academic Year. One section of World Literature II was taught online during the Summer Semester of 2018. The online classes have high enrollments.
The revised English Curriculum took effect in the Fall Semester of 2017. The following are the changes:
The changes in General Education courses are as follows:
- Reduction of Natural Science from two (2) required courses to one (1) required course.
- MTSC 107, Math & Data Analysis, replaces MTSC 101, Survey of Math I. This change has been done by the Math Department.
· The option of MTSC 108, Math & the Environment, or FIN 102, Money Matters. Either of these choices fulfills the quantitative reasoning requirement.

· Addition of PHL 101: Critical Thinking as a required course; this serves as one of the Arts and Humanities requirement, it fulfills the Critical Thinking or Problem Solving requirement, and it better prepares students considering graduate school in the Humanities or Law School.

· Addition of INFO 101: Applying Computers fulfills the computer competency requirement.

· The current required course of PSYC 201: Intro to Psychology will fulfill the Social Science requirement, and no second social science course will be required. It will also fulfill the Wellness and the Self-Evaluation requirements.

The changes in the major include the following:

· Both ENGL 201: World Literature I and ENGL 202: World Literature II will be required; previously, only one section was required. This better prepares students for graduate school and or employment.

· Both ENGL 205, African American Literature I, and ENGL 206, African American Literature II, will be required; previously, only one section was required. This better prepares students for graduate school and or employment. This new requirement also guarantees students will fulfill the African American Experience requirement.

· ENGL 410, Structure of Modern English, is a required course; previously, it was only required for English Education students. This course will better prepare students for graduate school and or employment because it deals with the in-depth analysis of descriptive and prescriptive grammar at a very high level.

· The reduction of five (5) English electives to four (4) English Electives, but there is no reduction in number of English courses required. Rather, there is an increase in the number of English courses required by two (2). The addition of credits was taken from the deletion of the second Natural Science course and the use of the PSYC 201 as the required Social Science course.

Dr. Edward Dawley was granted tenure, and Dr. Amanda Anderson was promoted to Associate Professor.

Dr. Fidelis Odun Balogun retired from the university at the end of the academic year, May 25, 2018.

**Unit(s) Profile**

**Unit Profile**

**FALL 2017**

**ENGLISH FULL TIME FACULTY; FALL 2017**
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### FOREIGN LANGUAGES FULL TIME FACULTY; FALL 2017

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### ENGLISH ADJUNCTS; FALL 2017

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**GENERAL EDUCATION COURSES**

**ENGLISH; FALL 2017**

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| 23| Vesta Viddy         

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<td>Norma Alemngor</td>
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<td>2</td>
<td>Laila Girgis</td>
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<td>3</td>
<td>Ada Reyes</td>
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<td>4</td>
<td>Kala Richardson</td>
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<td>5</td>
<td>Masumi Sclafani</td>
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COURSES

FOREIGN LANGUAGES;
SPRING 2018

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Laboratory Technician: Ezra Nwoke

Administrative Secretary: Dawn Bordley

**Unit(s) Initiatives accomplished in this cycle**

**Unit Initiatives Accomplished in 2017-2018**

**Goals**

1. Increase the percentage of declared majors and minors by 10% by 2020:

   · Movement toward this goal is very encouraging. English is the only major in the department. In Fall 2017, there were 22 English majors, and the number increased to
30 in Spring 2018 which is 36%.

- There were 5 students in English minor in Fall 2017, and the number increased to 6 in Spring 2018 which is 20%.

- English Education has been deactivated as a major and as a minor. The two remaining students have graduated in Fall 2017 and Spring 2018.

- Spanish has been deactivated as a major. One student has graduated in Spanish in Spring 2018.

- The deactivation of Spanish as a major has increased the enrollment of Spanish Minor. In Fall 2017, there were 12 Spanish minors, and the number increased to 15 in Spring 2018 which is 25%.

- The enrollment for French Minor was 3 in Fall 2017 and 2 in Spring 2018.

- The enrollment for Theater Minor is encouraging. There were 13 Theater Minors in Fall 2017 and 13 Minors in Spring 2018.

2. Increase the number of DSU students who study abroad and serve as ambassadors at a rate of 10% by 2020 through both existing and new study abroad programs and MOUs to advance the University's and Department's missions and prepare graduates to compete effectively in the global marketplace.

- French and Spanish have been deactivated as majors hence there are no more students to go abroad to fulfill the Study Abroad requirement.

- One student, Sydney Green, came with her mother to appeal to the chair to let her do something else in place of the Study Abroad requirement because she was afraid of going outside the U.S.A.

- New initiative must focus on increasing the number of short term study abroad opportunities for students who are not interested in spending a semester or summer abroad.

3. Increase the use of technology in the classroom through faculty workshops and existing resources (e.g. SmartBoards, BlackBoard, i-Clickers).

- The Technology Committee of the department is assisting the faculty to use the available technology resources.

- English Composition I and II, World Literature I and II, and Speech are offered online.

- New initiative must include offering online option for at least one section of all General Education classes provided by the department.

4. Create a series of faculty professional development workshops related to pedagogy and curricula development.

- Some faculty members attended workshops related to pedagogy and curricula development which were organized by Center for Teaching and Learning (CTL)

- New initiative must include offering more workshops regarding pedagogy and curricula development.
5. Increase the number of faculty submissions for publications through a voluntary department writing workshop.
   · Through the encouragement of the chair and promotion incentives, many faculty presented at conferences, and some got their papers published.
   · The number of publication submissions has increased.

6. Increase the number of faculty applications in state and national grants and fellowships by a rate of 10% by 2020.
   · One faculty member submitted a joint grant application with Caesar Rodney School District connected to TESOL. The application was successful.
   · Awarded Grants


   § Project Title: Instructional practices, proficiency assessment and language development in dual-language immersion classrooms: A longitudinal study.

   · Educator Preparation Partnership Grant, Teacher & Leader Effectiveness Branch of the State of Delaware Department of Education. August 2017 - July 2020. Partnered with Caesar Rodney School District. $176,945 research and professional development grant.

7. Increase the number of students accepted to graduate programs by a rate of 10% by 2020.
   · Out of the 5 students who graduated in Spring, 2018, only one is going to graduate school.
   · New initiative must consider action items which will better prepare students for graduate studies. Since the languages have been deactivated as majors, very little is being done to prepare students interested in languages for graduate studies. The State of Delaware has made it a requirement that every high school student should know two foreign languages before graduating from high school hence there is the need in the state for language teachers. This is why the foreign languages that have been deactivated should be reactivated.

   Faculty Lines

The department needs more full time faculty, perhaps at the instructor level, with advance degrees especially for Composition and Speech. Since Dr. Balogun has retired, his replacement should be a Writing Coordinator who will be in charge of English Composition and Speech. This will allow tenure track and tenured faculty to concentrate on the majors. The MA TESOL and the new ELI programs need full time faculty as well.

Unit(s) Honors/Awards and Achievements
Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

**Future Strategic Goals**

1. Increase the percentage of declared majors and minors by 10% by 2020. High schools will be visited by a team from the department to convince students to major in English because of the opportunities available to English graduates.

2. Increase the use of technology in the classroom through faculty workshops and existing resources such as SmartBoards, Blackboard, and i-Clickers.

3. Create a series of faculty professional development workshops related to pedagogy and curricula development. The Center for Teaching and Learning (CTL) will be utilized.

4. Increase the number of faculty applications in state and national grants and fellowships by a rate of 10% by 2020. Faculty will be encouraged to attend grant writing workshops.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

**KPIs #1 and #10**

a) Number of undergraduates participating in undergraduate research outside the Capstone: Three

b) Number of undergraduates participating in Study Abroad: Two

c) Number of undergraduates participating in Service Learning: One

d) Number of undergraduates participating in other Experiential Learning: Two

e) Number of undergraduates participating in Sustainability Courses and Activities: One

Please, see the attached spread sheet for more information on KPIs #1 and #10. There are two students whose names do not appear on the English spread sheet because they were English Education majors. They participated in research. The presented papers at the Eighth Annual Undergraduate Student Research Conference at Arcadia University. Their names and topics are:

*Just a Girl with a Scarf on Her Head: A call for Accurate Representation of Muslims in Young Adult Literature*

Noelle Mouhtarim, Delaware State University

"And the Gates of Heaven Stand Open": The Significance of the Supernatural in August Wilson and Tony Kushner
Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  

b) Have these changes been implemented? If not, when will they be implemented?  

c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Closing the Assessment Loop

- The department has adjusted the SAT and ACT placement scores based on the data of the pass and failure rates of ENGL 101I and ENGL 101.

Changes have been made to the English Curriculum to improve student performance on standardized tests and better prepare the students for graduate school and employment. The new curriculum took effect from Fall 2017.

- An assessment alignment grid for the English Language Institute (ELI) has been developed to map all learning outcomes and objectives directly to courses, syllabi, and rubrics.

- An assessment alignment grid for the MA TESOL / Bilingual Education program (and associated tracks) has been developed to map all learning outcomes and objectives directly to courses, syllabi, and rubrics.

- New final assessment courses have been developed for the MA TESOL / Bilingual Education program that offer two tracks: 1 - Action based research and 2 - publishable thesis.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Bibliography of Scholarly Products

EDWARD DAWLEY


VICTOR GOMIA

Articles


JESSE ZUBA


Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the
Document Management section, connect to this section, and state “see attached” below.

See the attached spread sheet.

**Connected Document**
- *Annual Report Spread Sheet English and Foreign Languages 2017-2018*
Mission / Purpose

The Department of English and Foreign Languages at Delaware State University is committed to: · Contributing meaningfully to the realization of the mission of Delaware state university; · Continuing its tradition of service in the area of General Education requirements and excellence in teacher education; · Recruiting more English and Foreign Language majors and minors by instilling in students the notion that a major in English and/or Foreign Languages could be the most effective basis for career preparation; · Developing students’ critical thinking and research skills; · Increasing students' knowledge, awareness of and appreciation for writing, literature and foreign languages, in undergraduate as well as graduate settings.

Vision: By engaging students in writing that is meaningfully transformative, in literary works that are both reflective and reflexive, in proficiency-driven and culturally stimulating study of Foreign Languages, the Department of English and Foreign Languages will: graduate globally conscious, productive and intellectually sound citizens; and be the nexus of intellectual debate.

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

G 1: Student Learning Goals

English majors will be (1) competent communicators; (2) effective inquirers; (3) critical thinkers; (4) ethical, collaborative and productive citizens; and (5) independent learners.

SLO 1: Students will apply effective writing skills.

English majors will apply effective writing skills: knowledge of the writing process, correct use of grammar and mechanics, ability to create a clear, coherent, well-supported document. If the document is research based, the student must also
demonstrate an understanding of correct paraphrasing and documentation of sources using either MLA or APA styles.

Relevant Associations:

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

Related Measures:

M 1: Senior Seminar - writing component

All writing courses (Comp I, Comp II, Advanced Composition, Creative Writing, Literature courses) prepare the English major for the writing component of the Senior Seminar project. While enrolled in Senior Seminar, the student will identify a paper topic and will select a thesis committee that includes the primary English adviser, the capstone professor and a third professor from any other appropriate academic discipline. The student then submits the thesis plan, in writing, to the capstone professor. The end product is a well-researched, well documented 15 page paper, with minor grammatical and/or mechanical errors. The paper must be coherent and well supported. The student must earn a C or higher to pass the course and receive the BA in English.

Source of Evidence: Senior thesis or culminating major project

Target:
Graduating seniors will successfully complete the Senior Seminar.

SLO 2: Students will acquire effective oral communication skills.

English majors will acquire the ability to effectively communicate orally, organize thoughts and articulate them clearly, as well as use Standard English effectively.

Relevant Associations:

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

Related Measures:

M 2: Senior Seminar - Oral presentation component

Oral Presentation of the Senior Seminar Paper must be done by the English major before an audience which consists of a committee of professors, or, if the adviser chooses, a literature class. During this presentation, the student must demonstrate the ability to clearly deliver a detailed and organized presentation in Standard English. If a visual aid is used, it must reflect the student's awareness of the needs of the audience. The oral presentation is graded using a modified version of the university's standard rubric.
Source of Evidence: Senior thesis or culminating major project

**Target:**
A grade of "C" or higher must be obtained by a student to pass the Senior Seminar and receive a BA in English.

**SLO 3: Students will continue to become effective analytical readers.**

English majors will continue to become effective readers who are able to read all genres of literature analytically.

**Relevant Associations:**

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

**Related Measures:**

**M 3: Senior Seminar - Analytical Reading Component**

During Senior Seminar, the English major must demonstrate his or her ability to read analytically. Each student will be responsible for researching a theory and or context of a specific time period of a literature as well as explore writings of that time. Formal examinations and the formal 15 page research paper will determine whether the student was able to do this successfully.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
The student must earn a C or higher to pass Senior Seminar and earn the BA in English.
90% of the students will pass Senior Seminar.

**SLO 4: Students will understand the content and context of literature.**

English majors will understand the content and context of World Literature, English Literature, African American Literature, and American Literature.

**Relevant Associations:**

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

**Related Measures:**

**M 4: Senior Seminar - Content**

The English major will demonstrate an understanding of the content and context of English and American literature through formal examinations and a 15 page research paper.
Source of Evidence: Senior thesis or culminating major project

**Target:**
The average of the examinations and research paper must total a grade of "C" or higher for the student to pass Senior Seminar and earn a BA in English. 90% of the students will obtain a grade of "C" or higher.

**SLO 5: Students will demonstrate the ability to work independently and collaboratively.**
English majors will demonstrate the ability to work independently and collaboratively to do research and analyse data.

**Relevant Associations:**

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

**Related Measures:**

**M 5: Senior Seminar: Independent and Collaborative Work**

During the Senior Seminar, the English major must demonstrate that he or she can work productively in a group or independently; after all, both skills are necessary for success in the professional world. The capstone professor can, through observation, determine if the student demonstrates the ability to collaborate in small groups. The ability to work independently can be assessed through the student effectively completing the steps of the research paper on time.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
85% of the students will be successful in demonstrating the important dispositions of independent and collaborative work.
Executive Summary (1-2 pages)

The English Language Institute was a new program that first began enrolling students in Fall 2017. Detailed below are the 1) Mission Statement 2) Goals, 3) Objectives, and 4) an Overview of the 2017-18 program implementation:

Mission Statement -

Fall 2017 Session A
Students: 6 Students Enrolled
Courses:

14 credit hours total during Session A (weeks 1-8)
4 - 3 credit hour classes
2 courses (6 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor
2 - 1 credit hour classes
2 courses (2 credit hours) taught by Dr. Bluemel

Session B

Students: 7 Students Enrolled

Courses:

14 credit hours total during Session B (weeks 9-16)
4 - 3 credit hour classes
1 course (3 credit hours) taught by Dr. Bluemel
1 course (3 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor
2 - 1 credit hour classes
1 course (1 credit hour) taught by Dr. Bluemel
1 course (1 credit hour) taught by Tina Petrovic (overload)

Fall 2017 Totals:

ELI Certificates Awarded: 3

7 students total served (over both sessions)
3 students earned ELI Certificate
28 credit hours of courses

- 6 credit hours taught by full time faculty as part of teaching load
• 1 credit hour taught by full time faculty as overload
• 21 credit hours taught by adjunct instructors.

Spring 2018 Session A

Students: 8 Students Enrolled

Courses:

14 credit hours total during Session A (weeks 1-8)
4 - 3 credit hour classes
1 course (3 credit hours) taught by Dr. Donna Butler - Adjunct Instructor
1 course (3 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor
2 - 1 credit hour classes
2 courses (2 credit hours) taught by Tina Petrovic

Session B

Students: 7 enrolled

Courses:

14 credit hours total during Session B (weeks 9-16)
4 - 3 credit hour classes
1 course (3 credit hours) taught by Dr. Donna Butler - Adjunct Instructor
1 course (3 credit hours) taught by Schalea Sanders - Adjunct Instructor
2 courses (6 credit hours) taught by Sarah Baird - Adjunct Instructor
2 - 1 credit hour classes
2 courses (2 credit hours) taught by Tina Petrovic

1 of these courses (1 credit hour) was overload

Spring 2018 totals:

ELI Certificates Awarded: 3

8 students total served (over both sessions)
3 students earned ELI Certificate
28 credit hours of courses

• 3 credit hours taught by full time faculty as part of teaching load
• 1 credit hour taught by full time faculty as overload
• 24 credit hours taught by adjunct instructors.
Unit(s) Profile

Unit(s) Initiatives accomplished in this cycle

Goals:

- Launch the new English Language Institute (ELI)
  - The new ELI was successfully launched in Fall 2018 and enrolled 7 students in the fall term and 8 students in the spring term.

- Fully implement the online ELI pre-assessment
  - The ELI pre-assessment was fully created and successfully implemented prior to the Fall 2017 term. The main challenge faced with this assessment was the creation of the ELI budget (to be created by July 1, 2017, was not created until September 2017), and the coding of the approved ELI assessment fee to cover the cost of the assessment. As of June 14th, 2018 the fee has not yet been implemented by finance or admissions. As such, the assessment has been successfully been implemented by the program, but the program is still awaiting the coding and creation of the fee.

- Create all new program documents and resources including: Creation of website, marketing materials, student handbook, instructor handbook, revised rubrics, and review current curriculum and CEA (ELI accrediting body) standards.
  - The website was successfully launched and contains all program information and resources.
  - Marketing materials were designed, printed, and distributed for advertising and enrollment.
  - The Student handbook is currently in development and anticipated prior to Fall 2018
  - The Instructor handbook is going through final revisions and is anticipated prior to Fall 2018.
  - Rubrics were developed prior to Fall 2017 and are being fully revised and aligned in Linguafolio prior to Fall 2018.
  - The complete ELI curriculum is being reviewed by measure of the CEA accrediting body standards prior to Fall 2018.

Unit(s) Honors/Awards and Achievements
Program Director, Dr. Brody Bluemel received the following grants/awards:

  - $246,600 research grant over three years
- Educator Preparation Partnership Grant, Teacher & Leader Effectiveness Branch of the State of Delaware Department of Education. Partnered with Caesar Rodney School District.
- Advanced Academic Literacy Modules. Project funded for the 13th cycles of the Delaware State University Teaching Innovation and Enrichment Mini-Grant.
  - $2,000 grant

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Goals:

1 - Hiring of full-time faculty. This is a strategic goal for the program as we have already exceed capacity and are struggling to meet demands of enrollment for this coming year. There are currently no full time faculty employed in the ELI. There are English & Foreign Language faculty teaching 1-2 courses in the ELI, but full time ELI faculty are requisite to program success.
   Data will be collected by reporting the number of individuals hired in the coming year.

2 - Marketing and Advertisement - Current enrollment is compose primarily of students from China. We seek to expand our current enrollment to include a more diverse population.
   Data will be reported by collecting data (through the applications) of student nationality.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.
   N/A - Students in this program are pre-matriculated students.

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 
   a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
   b) Have these changes been implemented? If not, when will they be implemented?  
   c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?
a) After completing the first ELI session A in Fall 2017, it became apparent that while we had measures of student performance in classes, we did not have an instrument to measure and account for student performance on specific skills and in achieving specific SLOs. To address this need, the digital portfolio "Linguafolio" (linguafolio.uoregon.edu) was adopted beginning Fall 2017 Session B. This portfolio requires students to document and upload evidence of each individual course and program SLO and then rate themselves as to their level of mastery of that objective. The program instructors then evaluate the students evidence and self-report and provide feedback and evaluation.

b) As noted, these changes were implemented immediately during Session B of Fall 2017, and are currently being further revised prior to the Fall 2018 year to ensure that all rubrics and objectives align with the curriculum and associated measures.

c) Assessments are ongoing, and with the implementation of this new instrument data can easily be accessed and evaluated at the end of each term. This data informs areas of weakness and strength in student achievement and understanding and directs us to changes needed to address any gaps or areas of underperformance.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.
N/A

For graduate program annual reports TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.
N/A

For graduate program annual reports TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)
N/A

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)
N/A

For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the
Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

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

G 1: Student Learning Outcome

Our graduates will be able to evaluate different financial assets both as an individual asset and from a portfolio perspective.

SLO 1: Stock, Bonds and Options

Graduates will be able to calculate the intrinsic value of stocks, bonds and options.

SLO 2: Risk of Individual Asset and Portfolios

Graduates will be able to calculate different measures of risk for an individual asset and a portfolio.

SLO 3: Financial Markets & Securities

Graduates will be able to explain how the financial markets operate, and how the major securities are traded.

SLO 4: Saving and Investment Process

Graduates will be able to define the roles of the commercial banks, mutual funds, insurance companies, and pension funds in the savings & investment process.
Mission / Purpose

Fleet Services mission is to provide transportation and maintain DSU vehicles. In addition, this unit strives to meet various departments’ needs.

Goals without Outcome/Objective Relationships Specified

G 2: Maintain vehicles and buses for transportation.
Maintain vehicles and buses for transportation of students and staff.

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

G 1: Provide transportation services to students.
Transport students to designated drop-off and pick-up locations in a safe and timely manner.

O/O 1: Transport students to designated drop-off and pick-up locations.
Transport students to designated drop-off and pick-up locations in a safe and timely manner.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
6.6 Create a culture of accountability, high performance and service excellence.

Related Measures:

M 1: Number of students transported per week and shuttles services
Number of students transported per week and shuttles services.

Source of Evidence: Activity volume

Target:
All students at pick-up and drop-off locations are provided services and at least 3 shuttles are run each year.

Findings (2016-2017) - Target: Met
All student passengers were provided services. Number of passenger per week are 3500 - 4000 that use three shuttle during the week.

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

**Shuttle Services**  
*Established in Cycle: 2016-2017*  
Providing shuttle services for 3500 - 4000 per week has its challenges. At time staffing could be an issue which cause for me to...

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 2: Vehicle Maintenance**

Maintenance program alerts when vehicles need to be serviced. Depending on the vehicle routine maintenance are scheduled every 3 - 5 months or 5000 miles. Some vehicle servicing is completed once a year. Work orders are generated for servicing at local contract vendors.

**Related Measures:**

**M 2: Vehicle Maintenance**

Maintenance computer program alerts when vehicles need to be serviced/checkered. Routine maintenance are scheduled every 3 - 5 months or 5000 miles. Work orders are generated for servicing at local contract vendors.

Source of Evidence: Activity volume

**Target:**

Vehicles will be monitored monthly in computer program and scheduled for maintenance every 3 - 5 months or every 5000 miles.

**Findings (2016-2017) - Target: Met**

There are over 60 vehicles that's monitor every month. On average each vehicle is schedule for two or three oil change an year. As the years go by vehicles do get older where maintenance become an issue and some of the vehicles will not pass DMV inspection. If repairs are denied vehicles will be removed from maintenance system.

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

**Vehicle Replacement**  
*Established in Cycle*: 2016-2017

Vehicle should be replaced every 6 years or 80,000 miles. Until the University gets to the replacement system, continue to keep vehicles on its routine maintenance schedule. This will help with the lifetime of the vehicle.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Shuttle Services**

Providing shuttle services for 3500 - 4000 per week has its challenges. At times, staffing could be an issue, which causes delays or staff shortages. To address these challenges, we plan to implement part-time staff training or utilize myself to support the shuttle service operations. Having a call list would be beneficial, but even having a call list can be challenging.

- **Established in Cycle**: 2016-2017  
- **Implementation Status**: Planned  
- **Priority**: High  

**Relationships (Measure | Outcome/Objective):**

- **Measure**: Number of students transported per week and shuttle services
- **Outcome/Objective**: Transport students to designated drop-off and pick-up locations.

**Vehicle Replacement**

Vehicle should be replaced every 6 years or 80,000 miles. Until the University gets to the replacement system, continue to keep vehicles on its routine maintenance schedule. This will help with the lifetime of the vehicle.

- **Established in Cycle**: 2016-2017  
- **Implementation Status**: Planned  
- **Priority**: High  

**Relationships (Measure | Outcome/Objective):**

- **Measure**: Vehicle Maintenance  
- **Outcome/Objective**: Vehicle Maintenance
Goals without Outcome/Objective Relationships Specified

G 1: Scientific and Evidence Base of Practice

Scientific and Evidence Base of Practice: integration of scientific information and research into practice

G 2: Professional Practice Expectations

Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

G 3: Clinical and Customer Services

Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

G 4: Practice Management and Use of Resources

Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

G 5: Culturally Competent Food and Nutrition Services

Program Concentration: Culturally Competent Food and Nutrition Services

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Use scientific literature

Students are able to locate, interpret, evaluate and use current scientific literature to make ethical evidence-based practice decisions.

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

Related Measures:

M 1: Research paper/Project

HMEC 425: Research Method: Students develop a nutrition research topic of interest, write a purpose statement, objectives, and a literature review of a minimum of 10 peer-reviewed publications. Based on this information they develop a research hypothesis and develop the methodology for a research study.

Source of Evidence: Project, either individual or group

Target:
HMEC 425: 75% of students achieve 80% (B) or higher on assignment

Findings (2016-2017) - Target: Met

Target: Met
HMEC 425: 75% of students achieved 80% or higher on assignment

Findings are used to continually improve student’s ability to evaluate research and incorporate it into clinical practice. Nutrition is a constantly changing field that requires them to be able to differentiate between peer-reviewed research findings and anecdotal evidence while not discounting progress in integrative medicine.

M 3: Report of research relevant for implementation into clinical practice

HMEC 492/494: Clinical Rotation: Students evaluate emerging research in dietetics practice through identification of current research relevant to clinical practice. Research on the topic is summarized with documentation of how this research can be implemented into clinical practice.

Source of Evidence: Project, either individual or group

Target:
HMEC 491/494: 100% of students achieve 80% or higher on assignment

Findings (2016-2017) - Target: Not Reported This Cycle
HMEC 491/494: N/A - 2017 is the first year for this class

SLO 2: Communication skills for entry-level practice

Students demonstrate oral and written communication skills including use of current information technologies when communicating with individuals, groups, or government agencies.

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

Related Measures:

M 2: Personnel Management Assignment

HMEC 492: Students demonstrate professional writing skills in completing a personnel management assignment including a job description, work contract, and employee orientation plan

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
100% of students will score 80% or higher on the assignment.

Findings (2016-2017) - Target: Not Reported This Cycle
HMEC 492: N/A - 2017 is the first year for this class.

M 4: Oral presentation

HMEC 490: Students design, implement, and evaluate a nutrition education class during their community supervised practice. The oral presentation will be evaluation using the Nutrition Class Evaluation form. The evaluation tool will be graded separately.

Source of Evidence: Presentation, either individual or group

Target:
100% of students will score 80% or higher on the assignment

Findings (2016-2017) - Target: Met
Target: Met
100% of students scored 80% of above on this assignment.

SLO 3: Enhance professional development

Students perform the nutrition care process, providing medical nutrition therapy, and deliver information, products and services for disease prevention and health promotion to customers.

Relevant Associations:

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

Related Measures:
M 5: Case studies

HMEC 426: Medical Nutrition Therapy Case Studies. In the case study assignment, students demonstrate ability to provide medical nutrition therapy for different disease conditions. Students are evaluated based on correct, incorrect, or incomplete responses.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of students will score 80% or higher on the assignment

Findings (2016-2017) - Target: Not Reported This Cycle
Target: Not reported this cycle. Students are currently in this course

M 6: Nutrition education article

HMEC 490: Students write a nutrition education article concerning emerging trends for publication in the Modern Maturity Center Bulletin (MMC). The article is first submitted to the preceptor who provides feedback that is incorporated into the final product. The final version is graded by the program director.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
100% of students will score 80% or higher on the assignment

Findings (2016-2017) - Target: Met
Target: Met
100% of students scored an 80% or above on the assignment.

SLO 4: Participate in management of human resources

Students manages human, financial, and facility resources to provide services to individuals and organizations

Relevant Associations:

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

Related Measures:

M 7: Theme Day Project Report

HMEC 491: Students plan a theme day for the supervised practice food service facility including recipes, decorations, budgeting (pre- and post-costing the menu),
marketing, production scheduling, and evaluation.

Source of Evidence: Project, either individual or group

**Target:**
100% of students will score 80% or higher on the assignment

**Findings (2016-2017) - Target: Met**
Target: Met
100% of students scored 80% or above on the assignment

**M 8: Food Safety and Sanitation Audit**
HMEC 491: Students perform a safety and sanitation audit using facility and OSHA criteria.

Source of Evidence: Academic direct measure of learning - other

**Target:**
100% of students will score 80% or higher on the assignment

**Findings (2016-2017) - Target: Not Reported This Cycle**
Target: Not reported this cycle

**SLO 5: Provide culturally competent food and nutrition services**

Students demonstrate culturally competent food and nutrition services

**Relevant Associations:**

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

**Related Measures:**

**M 9: Nutrition Education Brochure**
HMEC 310: Students interview a client from an assigned foreign culture and develop a nutrition education brochure that is culturally appropriate.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% of students will score 80% or higher on the assignment

**Findings (2016-2017) - Target: Met**
Target: Met
80% of students scored 80% or higher on the assignment

**M 10: Preceptor Exit Evaluation**
**Supervised Practice:** Students interact with patients, clients, and employees of other cultures

Source of Evidence: Exit interviews with grads/program completers

**Target:**
100% of students will score 'usually' or 'always' on exit evaluation statement: Student demonstrated cultural competence in interactions/assignments

**Findings (2016-2017) - Target: Not Reported This Cycle**
Target: Not reported this cycle
This evaluation category was added to evaluation forms in September, 2017, because we recognized that it was important to evaluate cultural competency in every aspect of the students' supervised practice.
Mission / Purpose

The goal of the Food Science program is to educate, train, and prepare the next generation of food scientists for career opportunities in the food and allied industries, or for further studies in graduate or professional schools.

Goals without Outcome/Objective Relationships Specified

G 1: Program goal

The goal of the Food Science program is to educate, train, and prepare the next generation of food scientists for career opportunities in the food and allied industries, or for further studies in graduate or professional schools.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Exhibit competency in scholarly writing and oral communication

Students should be able to exhibit excellent organizational, writing and communication skills in reporting their research findings and theses.

Relevant Associations:

DSU Learning Goal Associations:

6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

Related Measures:

M 1: Thesis writing and defense

Method of Assessment: All students in the MS degree program are required to write a thesis, present the thesis in an open seminar and defend the thesis to their committee. In addition, all M.S. students within the Food Science and Biotechnology program are required to take a graduate seminar course. The organizational, writing and communication skills for all students are evaluated by the thesis committee throughout the two-year program. Assessment Instruments shown in table below.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment</th>
<th>Activities to be measured</th>
<th>Exceeded Expectation</th>
<th>Met Expectation</th>
<th>Fell below Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write clearly</td>
<td></td>
<td>Develop correct sentence structures, spelling, paragraphs, apply APA style citation</td>
<td>Thesis</td>
<td>Grade &gt;A</td>
<td>Grade &gt;B</td>
</tr>
<tr>
<td>Demonstrates a mastery of correct grammar and standard English.</td>
<td></td>
<td></td>
<td>Thesis</td>
<td>Grade &gt;A</td>
<td>Grade &gt;B</td>
</tr>
<tr>
<td>Organizes thoughts in a manner that reflects a clear understanding of the subject matter</td>
<td></td>
<td></td>
<td>Research work</td>
<td>Grade &gt;A</td>
<td>Grade &gt;B</td>
</tr>
<tr>
<td>Demonstrate skills in research and the use of sources from peer review journals</td>
<td></td>
<td></td>
<td>Research work</td>
<td>Grade &gt;A</td>
<td>Grade &gt;B</td>
</tr>
</tbody>
</table>
appropriate citation using APA style citation.

Be able to design an experiment, collect data, interpret data

Research work

Grade >A  Grade >B  Grade <C

Understand methods of analyzing data statistically

Research work

Grade >A  Grade >B  Grade <C

Be able to report research findings with correct sentence structures, spelling, paragraphs

Research work

Grade >A  Grade >B  Grade <C

Oral Presentation Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Maximum score (points)</th>
<th>Exceeded Expectation</th>
<th>Met Expectation</th>
<th>Fell blow Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review and provide a clear background information of the subject being presented</td>
<td>10</td>
<td>points &gt;9</td>
<td>points &gt;8</td>
<td>points &lt;7</td>
</tr>
</tbody>
</table>
Mechanics (spelling, grammar) 5 points >4.5  points >4  points <3.5
Organization of subject matter 10 points >9  points >8  points <7
Delivery of subject matter  7 points >6.3  points >5.6  points <4.9
Knowledge of subject matter:
  response effectively to questions and provide answers 10 points >9  points >8  points <7
Effective use of visual aid 5 points >4.5  points >4  points <3.5
Effective use of time: Be able to present material within a specified time 3 points >2.7  points >2.4  points <2.1

Connected Document
  - Food Science and Biotechnology (M.S.) M1

Target:
Students are also required to score at 'Met expectation' or above in all their writing and presentation of their research findings

Findings (2016-2017) - Target: Met
All students scored at Met expectation level or better in all their writings and presentations

<table>
<thead>
<tr>
<th>Student name</th>
<th>Written component</th>
<th>Oral presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vanessa Richards</td>
<td>Met expectation</td>
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</tbody>
</table>

Page 987 of 2329
<table>
<thead>
<tr>
<th>Name</th>
<th>Performance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esam Almuhaideb</td>
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<td>Exceeded expectation</td>
<td>Met expectation</td>
</tr>
</tbody>
</table>

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

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

**Review options for utilizing a rubric instrument to assess students better**  
*Established in Cycle: 2016-2017*

Review options for utilizing a rubric instrument to assess students better. Collaborate with Education Dept or research rubric...

**SLO 2: Demonstrate knowledge in food policies, production, safety and distribution**

Students will be able to demonstrate knowledge in government regulatory policies, food production, foodborne bacteria species, food safety, food distribution and storage

**Relevant Associations:**

**DSU Learning Goal Associations:**

5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:

M 2: Successful completion of graduate coursework
Method of Assessment: All students in the MS degree program are required to successfully complete graduate level courses in food chemistry, food microbiology and food policies. All students are required to pass all graduate level courses with a minimum grade of "B" or better and maintain a cumulative GPA of 3.0 or better. Graduate faculty evaluate student performance on course work base on test, writing assignments, presentation and final exam. At the end of each academic year the graduate faculty evaluates data on students' performance and decide whether changes are needed on course syllabus or curriculum.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Graduate students are required to maintain a "B" or better in all their course work.

Findings (2016-2017) - Target: Met
All graduate students scored a "B" or better in all graduate level course work.

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

Incorporate intensive writing and classroom participation to all courses
Established in Cycle: 2016-2017

Plan to incorporate intensive writing and classroom presentation in all course syllabi. Plan to develop a rubric for data coll...

SLO 3: Critically evaluate research articles and conduct research
Students will be able to conduct research/investigate given topics and solve problems and be able to demonstrate the principles of experimental design and statistical analysis of their findings.

<table>
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<td>Thesis</td>
<td>Grade &gt;A</td>
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<td>Grade &lt;C</td>
</tr>
</tbody>
</table>
Demonstrates a mastery of correct grammar and standard English.

Organizes thoughts in a manner that reflects a clear understanding of the subject matter.

Be able to collect background information from published article and write information clearly with appropriate citation using APA style citation.

Be able to design an experiment, collect data, interpret data.
Understand methods of analyzing data statistically
Be able to report research findings with correct sentence structures, spelling, paragraphs

**Relevant Associations:**

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

**Related Measures:**

**M 3: Thesis writing and defense**

**Method of Assessment:** All students in the MS degree program are required to write a thesis, present the thesis in an open seminar and defend the thesis to their committee. In addition, all M.S. students within the Food Science and Biotechnology program are required to take a graduate level course in Experimental Design, and a Special Problem in Food Science course. Student theses are evaluated based upon organizational, writing and communication skills. Thesis committee members evaluate a student's performance on writing, organization and presentation of their thesis as exceeded expectation, met expectation or below expectation as shown in the table below. Data collection on student performance is an ongoing process. At the end of each academic year, the graduate faculty evaluates data on student performance and decides whether changes are needed on course syllabus or curriculum.

Source of Evidence: Project, either individual or group

**Oral Presentation Assessment**
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<tr>
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<td>5</td>
<td>points &gt;4.5</td>
<td>points &gt;4</td>
<td>points &lt;3.5</td>
</tr>
<tr>
<td>Effective use of time: Be able to present material within a specified time</td>
<td>3</td>
<td>points &gt;2.7</td>
<td>points &gt;2.4</td>
<td>points &lt;2.1</td>
</tr>
</tbody>
</table>

**Target:**

Students are also required to earn a score that Meets Expectation or above in all their writing of their research findings

**Findings (2016-2017) - Target: Met**

All students earned scores that Meets Expectation or better in all their writings and presentations.
<table>
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**Related Action Plans (by Established cycle, then alpha):**

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

**Plan to develop a rubric for data collection for the 2017-2018 cycle**

*Established in Cycle:* 2016-2017

Plan to develop a rubric for data collection for the 2017-2018 cycle

**M 4: Perform statistical analysis of data collected**

Perform statistical analysis of data collected. Students should be able to collect research data and perform statistical analysis.

Source of Evidence: Academic direct measure of learning - other
Target:
Students are also required to earn a score that Meets Expectation or above in all their analysis of research data

Findings (2016-2017) - Target: Met
All students earned scores that Met Expectations or better in analysis of research data

<table>
<thead>
<tr>
<th>Student name</th>
<th>Statistical analysis of data</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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

Additional faculty assistance
Established in Cycle: 2016-2017

Students reported that additional faculty assistance will be helpful. Reduce faculty teaching load to enable faculty to spend ...
Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan for 2016-2017 based on recent findings

Review options for utilizing a rubric instrument to assess students better. Collaborate with Education Dept or research rubrics available on websites.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Additional faculty assistance

Students reported that additional faculty assistance will be helpful. Reduce faculty teaching load to enable faculty to spend more time with student to master statistics.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Perform statistical analysis of data collected | Outcome/Objective: Critically evaluate research articles and conduct research

Incorporate intensive writing and classroom participation to all courses

Plan to incorporate intensive writing and classroom presentation in all course syllabi. Plan to develop a rubric for data collection in the 2017-2018 cycle

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High
Incorporate intensive writing and classroom participation to all courses

Plan to incorporate intensive writing and classroom presentation in all course syllabi. Plan to develop a rubric for data collection in the 2017-2018 cycle

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
Measure: Successful completion of graduate coursework | Outcome/Objective: Demonstrate knowledge in food policies, production, safety and distribution

Plan to develop a rubric for data collection for the 2017-2018 cycle

Plan to develop a rubric for data collection for the 2017-2018 cycle

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
Measure: Thesis writing and defense | Outcome/Objective: Critically evaluate research articles and conduct research

Review options for utilizing a rubric instrument to assess students better

Review options for utilizing a rubric instrument to assess students better. Collaborate with Education Dept or research rubrics available on websites.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**
**Measure:** Thesis writing and defense | **Outcome/Objective:** Exhibit competency in scholarly writing and oral communication
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Core Knowledge

Students in forensic (B.S.) program must demonstrate learning objectives of the core program by demonstrating ability to:

SLO 1: Evolution

a) Demonstrate knowledge of the role of evolution in biology

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge
During spring semester of Junior year, in addition to passing all 5 core courses with grade of "C" or better, must pass exam on core knowledge or take addition course (BIOL 498 - Review of Biological Principles)

Source of Evidence: Standardized test of subject matter knowledge

Target:
All students will score 60% or higher on the Biology Cumulative Exam on initial try or on retest

Findings (2016-2017) - Target: Not Met
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course.

Findings (2015-2016) - Target: Not Met
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

Related Action Plans (by Established cycle, then alpha):
Assessment development
Established in Cycle: 2016-2017
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using...

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

SLO 2: Bio-energy flow
Demonstrate knowledge of energy flow and use by living organisms

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge
During spring semester of Junior year, in addition to passing all 5 core courses with grade of "C" or better, must pass exam on core knowledge or take addition course (BIOL 498 - Review of Biological Principles)

Source of Evidence: Standardized test of subject matter knowledge

Target:
All students will score 60% or higher on the Biology Cumulative Exam on initial try or on retest

Findings (2016-2017) - Target: Not Met
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. In an assignment in BIOL 215 assessed using the departmental rubric, the following outcomes were reported - novice - 6.3% satisfactory - 50.0% proficient - 43.8% advanced - 0%

Findings (2015-2016) - Target: Not Met
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

Established in Cycle: 2016-2017

The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures usin...  

Revised measurements

Established in Cycle: 2016-2017

This measure will be removed and replaced by a course-centered rubric-based assessment

SLO 3: Structure-function

a) Demonstrate knowledge of the relationship between structure and function

Related Measures:

M 1: Cumulative Exam on Core Courses Knowledge

During spring semester of Junior year, in addition to passing all 5 core courses with grade of "C" or better, must pass exam on core knowledge or take addition course (BIOL 498 - Review of Biological Principles)

Source of Evidence: Standardized test of subject matter knowledge

Target:
All students will score 60% or higher on the Biology Cumulative Exam on initial try or on retest

Findings (2016-2017) - Target: Not Met
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. Assessment of this outcome was carried out in BIOL 215 using the departmental rubric and the following findings were reported - an in-class assessment showed 4.5% scored at the novice level, 56.8% scored as satisfactory, 36.4% were proficient and 2.3% were advanced.

Findings (2015-2016) - Target: Not Met
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

For full information, see the Details of Action Plans section of this report.
**Course assessments**  
*Established in Cycle: 2016-2017*

The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures us...

**Revised measurement**  
*Established in Cycle: 2016-2017*

This measure will be removed and replaced by a course-centered rubric-based assessment

**SLO 4: Bio-information - store/transfer**  
Demonstrate knowledge of how information is stored in living organisms, how it flows between generations and how it is exchanged between organisms

**Related Measures:**

**M 1: Cumulative Exam on Core Courses Knowledge**  
During spring semester of Junior year, in addition to passing all 5 core courses with grade of "C" or better, must pass exam on core knowledge or take additional course (BIOL 498 - Review of Biological Principles)

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

All students will score 60% or higher on the Biology Cumulative Exam on initial try or on retest

**Findings (2016-2017) - Target: Not Met**  
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. Assessment of this outcome was carried out in BIOL 215 using the departmental rubric and the following findings were reported - an in-class assessment showed 8.7% scored at the novice level, 39.1% scored as satisfactory, 52.2% were proficient and 0% were advanced.

**Findings (2015-2016) - Target: Not Met**  
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

For full information, see the *Details of Action Plans* section of this report.
Course assessments
*Established in Cycle: 2016-2017*

The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using...

**Revised measurement**
*Established in Cycle: 2016-2017*

This measure will be removed and replaced by a course-centered rubric-based assessment

**SLO 5: Systems Biology**
Demonstrate knowledge of the role of systems, including ecosystems, in biology

**Related Measures:**

**M 1: Cumulative Exam on Core Courses Knowledge**
During spring semester of Junior year, in addition to passing all 5 core courses with grade of "C" or better, must pass exam on core knowledge or take addition course (BIOL 498 - Review of Biological Principles)

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
All students will score 60% or higher on the Biology Cumulative Exam on initial try or on retest

**Findings (2016-2017) - Target: Not Met**
The Cumulative Exam has been phased out and was not given in this academic year so there are no results from it to report. The department is in the process of transitioning to a course-centered, rubric-based assessment of student work. Some preliminary results from the new assessments are available and are reported below. These results are combined for both Biology program students and Forensic Biology students as both take this course. Assessment of this outcome was carried out in BIOL 202 using the departmental rubric and the following findings were reported - an in-class assessment showed 50.0% scored at the novice level, 36.4% scored as satisfactory, 13.6% were proficient and 0% were advanced. In addition, assessment was carried out in BIOL 215 and showed the following outcomes; 8.9% scored as novice, 35.6% scored as proficient and 53.3% scored as proficient and 2.2% as advanced. These results indicate that there is progress in students’ level of understanding of the role of systems in biology from the first year (BIOL202) to the second year (BIOL215).

**Findings (2015-2016) - Target: Not Met**
In the spring 2015 administration of the Biology Cumulative Exam, 13 of 29 students (44.8%) did not reach the target score. In the fall of 2015, 4 of these students retook the exam and all passed. Additionally, 6 students took the exam for the first time in the fall of 2015. Of these, 5 (83.3%) passed the exam.

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

**Course assessments**  
*Established in Cycle*: 2016-2017  
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using...

**Revised measurement**  
*Established in Cycle*: 2016-2017  
This measure will be removed and replaced by a course-centered rubric-based assessment

G 2: Application Skills

Students must forensic science skills by successfully completing a research project and an internship experience that are relevant to a career in forensic sciences.

SLO 6: Mock crime scene

Students must participate in mock crime scene activity and demonstrate knowledge of events as relate to forensic biology

**Related Measures:**

M 3: Presentation and Evaluation

Review by Forensic Committee of collective programmatic skills

Source of Evidence: Presentation, either individual or group

**Target:**  
Eighty percent of the students participating in the mock crime scene assignment will achieve no lower than a satisfactory assessment according to the assessment rubric for the assignment.

**Findings (2016-2017) - Target: Not Reported This Cycle**  
The assessment was not carried out in the past year.

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

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

**Measurement revision**  
*Established in Cycle*: 2016-2017  
The measure will be revised in the coming year as part of a revision of the Forensic Biology program

SLO 7: Problem solving
Demonstrate knowledge of evidence, especially DNA, and how it is used to solve a forensic problem

**Related Measures:**

**M 2: Internship - Research project**
Must demonstrate expanded application skills through reports on experiences with research and internship

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
Student will achieve a satisfactory assessment on their post-internship evaluation

**Findings (2016-2017) - Target: Not Reported This Cycle**
Was not assessed in the current year

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

**Revised measurement**
*Established in Cycle: 2016-2017*
This measure will be removed and replaced by a new measurement to be developed in the coming year

**M 3: Presentation and Evaluation**
Review by Forensic Committee of collective programmatic skills

Source of Evidence: Presentation, either individual or group

**Target:**
All students taking the senior capstone course will achieve a minimum of a satisfactory rating in the ADCS assessment of problem-solving.

**Findings (2016-2017) - Target: Met**
Of the four students who took the Senior Capstone course in this year, all achieved an assessment of proficient or advances (three and one, respectively) in their assessment of problem-solving according to the Senior Capstone rubric.

**SLO 8: Communication**
Communication - Communicates a variety of information in oral and written formats

**Related Measures:**

**M 2: Internship - Research project**
Must demonstrate expanded application skills through reports on experiences with research and internship
Source of Evidence: Field work, internship, or teaching evaluation

Target:
All students will achieve no less than a satisfactory assessment in the ADCS evaluation of speaking in the Biology Senior capstone.

Findings (2016-2017) - Target: Met
This target was met. There were four students who completed the senior capstone and presented their research at Honors Day. Two of them were assessed at the advanced level and two were assessed at the proficient level.

SLO 9: Quantitative Reasoning
Quantitative Reasoning - Analyzes and interprets quantitative data

SLO 10: Scientific Literature
Scientific Literature - Uses scientific literature to support and illuminate written and oral work

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Assessment during the program
Assessing students only at the end of their time in the program does not allow us to track student improvement as they progress through the program.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Develop rubric
A rubric to assess student performance for each objective will be developed and student performance will be assessed in multiple courses at different points in the program using assignments that are organic to the courses. This will provide a more complete picture of student performance at various points in the program.

Established in Cycle: 2015-2016
Implementation Status: Finished
Priority: High

Replace exam
The Biology Cumulative Exam does not have a practical way for us to evaluate student success in each of the objectives separately, thus it is an inadequate measure of program student learning outcomes and must be replaced.
Assessment development
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Evolution

Projected Completion Date: 05/12/2018
Responsible Person/Group: Individual faculty

Assessment development
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Bio-energy flow

Projected Completion Date: 05/12/2018
Responsible Person/Group: Individual faculty

Course assessments
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be
developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Structure-function

Projected Completion Date: 05/12/2018
Responsible Person/Group: Individual faculty

Course assessments
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Systems Biology

Projected Completion Date: 05/12/2018
Responsible Person/Group: Individual faculty

Course assessments
The basic outline of what courses will be assessed and for which outcomes has been developed but the actual course measures using the program rubric need to be developed by the relevant faculty and the results reported.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Bio-information - store/transfer

Projected Completion Date: 05/12/2018
Responsible Person/Group: Individual faculty

Measurement revision
The measure will be revised in the coming year as part of a revision of the Forensic Biology program

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Presentation and Evaluation | Outcome/Objective: Mock crime scene

Projected Completion Date: 05/12/2018
Responsible Person/Group: Forensic Biology Program director

Revised measurement
This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Bio-information - store/transfer

Projected Completion Date: 05/12/2018
Responsible Person/Group: Curriculum committee

Revised measurement
This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Systems Biology

Projected Completion Date: 05/12/2018
Responsible Person/Group: curriculum committee

Revised measurement
This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Structure-function

Projected Completion Date: 05/12/2018
Responsible Person/Group: Curriculum committee

Revised measurement
This measure will be removed and replaced by a new measurement to be developed in the coming year

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship - Research project | Outcome/Objective: Problem solving

Projected Completion Date: 05/12/2018
Responsible Person/Group: Forensic program director

Revised measurements
All measures will be revised as they do not adequately measure student progress through the program.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Evolution

Projected Completion Date: 05/12/2018
Responsible Person/Group: Curriculum committee

Revised measurements

This measure will be removed and replaced by a course-centered rubric-based assessment

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Cumulative Exam on Core Courses Knowledge | Outcome/Objective: Bio-energy flow

Projected Completion Date: 05/12/2018
Responsible Person/Group: Curriculum committee
Goals without Outcome/Objective Relationships Specified

G 1: Attitudes

1. General education should focus on the essential attitudes and behaviors that promote reflection and encourage life-long learning, wellness, and engagement with ideas, issues, and new experiences.

G 2: Learning

1. General education should foster the development of critical thinking; curiosity about the social and natural worlds in which we live; appreciation for the complexities of knowledge and tolerance for ambiguity; and a capacity for attaining perspective on one's own life through self-examination and the study of others.

G 3: Communication

1. General education should engage students in activities that strengthen their ability to read, write, speak, listen, and think effectively.

G 4: Moral and Ethical

1. General education should provide students with opportunities to examine and reflect upon moral and ethical problems and issues.

G 5: Information Technology

1. General education should enable students to use technology in order to access and manipulate information competently.

G 6: Breadth

1. General education should enable students to understand and appreciate the ways social and cultural differences and similarities structure human experiences and knowledge -- in the arts, the humanities, mathematics, the natural sciences, and the
social sciences. As an important aspect of general education, students should understand multicultural dimensions of the world in which we live, especially the experiences of people of African descent.

G 7:Breadth and Service

1. General education should emphasize study in breadth and encourage students to explore the ways disciplined inquiry in the major can shed light on broader issues in their own lives and to render service to humanity.

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

- **SLO 1:** Reading/Speaking/Listening  
  Reading/Speaking/Listening

- **SLO 2:** Global Issues  
  Global Issues

- **SLO 3:** Wellness  
  Wellness

- **SLO 4:** Writing  
  Writing

- **SLO 5:** Critical Thinking/Problem Solving  
  Critical Thinking/Problem Solving

- **SLO 6:** Information Literacy  
  Information Literacy

- **SLO 7:** Quantitative Reasoning  
  Quantitative Reasoning

- **SLO 8:** Self-Evaluation  
  Self-Evaluation

- **SLO 9:** African-American Experience  
  African-American Experience

- **SLO 10:** Computer Competency  
  Computer Competency

- **SLO 11:** Multiculturalism

College graduates must understand how to develop and manage human relationships by being able to identify and adapt to the needs, values, expectations, and sensibilities of others. Students must be able to do the following: (a) understand and consider diverse points of view; (b) determine what is appropriate in a given situation given the norms of
groups and cultures which provide guidance for acceptable language and behavior; (c) be open-minded about and inclusive of other cultures; and (d) understand different points of view based on gender, ethnicity, race, or national origin.
Mission / Purpose

The Department of History, Political Science and Philosophy seeks to provide a thorough and dynamic liberal arts education with a multicultural perspective. It does this throughout its curriculum by achieving the broad learning goals outlined by the University and the College of Arts, Humanities and Social Sciences by creating the space for students and faculty to engage in intellectual discovery and independent thinking while preparing students for post baccalaureate schools and careers in relevant fields locally and globally. (Adopted 2011)

This mission fits squarely within the larger DSU mission of:

Delaware State University is a public, comprehensive, 1890 land-grant institution that offers access and opportunity to diverse populations from Delaware, the nation, and the world. Building on its heritage as a historically black college, the University purposefully integrates the highest standards of excellence in teaching, research, and service in its baccalaureate, master's and doctoral programs. Its commitment to advance science, technology, liberal arts, and the professions produces capable and productive leaders who contribute to the sustainability and economic development of the global community. (Adopted by the Board of Trustees, December, 2011)

Details of Action Plans for This Cycle (by Established cycle, then alpha)

increase faculty oversight
Have faculty meet more often with students

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will schedule more capstone meetings with students to ensure that the latter stay focused
Projected Completion Date: 05/01/2013
Responsible Person/Group: Dr. Osei
Mission / Purpose

The Department of History, Political Science and Philosophy seeks to provide a thorough and dynamic liberal arts education with a multicultural perspective. It does this throughout its curriculum by achieving the broad learning goals outlined by the University and the College of Arts, Humanities and Social Sciences by creating the space for students and faculty to engage in intellectual discovery and independent thinking while preparing students for post baccalaureate schools and careers in relevant fields locally and globally. (Adopted 2011)

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

G 1: Increase number of students in majors

To double the number of majors in the two majors, History and Political Science.

Connected Document
- External Review Report History

SLO 4: Increase retention

To achieve 100% retention rate of majors from freshman to sophomore.

Connected Document
- External Review Report History

Relevant Associations:

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 5: Recruitment and retention
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

Target:
Increase students in department and retain them once they come in.

Findings (2008-2009) - Target: Partially Met
Participate in recruitment efforts such as Open House and New Student Orientation. Also go to high schools and recruit students to come to the department. Maintain the student enrollment in the department

SLO 9: Developing trends and new courses
Develop new courses to reflect developing trends in humanities and social sciences

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:

M 4: Learning environment
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

Target:
Developing new courses
Findings (2008-2009) - Target: Partially Met
Working on developing new courses. Waiting for approval from Faculty Senate

G 2: Provide high quality instruction

Provide high quality instruction which meets the needs of all majors within the Department and the General Education Requirements for all non-majors

Connected Document
- External Review Report History

SLO 5: Ensure compliance of accreditation agencies
To review existing programs to ensure that it complies with demands from accreditation agencies

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:

M 6: Accreditation

Ensure compliance with accreditation agencies. Promote research among faculty and students.

Source of Evidence: External report

SLO 6: Create Philosophy major
To create a Major in Philosophy

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

Related Measures:

M 3: Quality of curricula
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

**Target:**
In the future to create a major in Philosophy.

**Findings (2009-2010) - Target: Partially Met**
Faculty recruitment of minors in Philosophy has gone up, therefore, making it possible to create a major in the future.

**Findings (2008-2009) - Target: Not Met**
Have not started working on a major in Philosophy

**SLO 7: Better classrooms**
To seek decent and equipped classrooms for department courses.

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Arts, Humanities, & Social Sciences
  2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
  4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
  6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Related Measures:**

**M 4: Learning environment**
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

**Target:**
Look for more technologically advance classrooms

**Findings (2009-2010) - Target: Not Met**
Lack of resources hinders this

**Findings (2008-2009) - Target: Partially Met**
Requested classrooms in the BOA building where the technology is more up-to-date
SLO 9: Developing trends and new courses
Develop new courses to reflect developing trends in humanities and social sciences

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:

M 4: Learning environment
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

Target:
Developing new courses

Findings (2008-2009) - Target: Partially Met
Working on developing new courses. Waiting for approval from Faculty Senate

SLO 10: Expand graduate programs
To expand graduate programs within the department

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 3: Quality of curricula
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality
Target:
Working on a graduate program in History

Findings (2008-2009) - Target: Partially Met
Courses have been established, curricula has been determined,

SLO 14: Improve classes
Provide faculty development to improve existing classes

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multicultural subject matter into all course materials

Related Measures:

M 3: Quality of curricula
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

Target:
Present pertinent information to today's world in the classroom.

Findings (2008-2009) - Target: Met
Most instructors have made changes to present pertinent information to today's world

M 4: Learning environment
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment
Target:
Make classroom instruction pertinent to what is happening in the world today

Findings (2008-2009) - Target: Partially Met
Most faculty have incorporated current events into classroom instruction

SLO 15: Examine existing programs
Examine existing programs to make them more efficient and effective

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 3: Quality of curricula
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

Target:
Look at existing programs to see relevance to what is happening in the world today.

Findings (2008-2009) - Target: Partially Met
Made changes to existing programs to ensure relevance to today’s world

M 4: Learning environment
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

Target:
Look at existing programs to see if the information taught is relevant to today
Findings (2008-2009) - Target: Met
Professors incorporate current events into the courses taught in order to make them relevant to today

SLO 19: Scholarly Presentations
Develop student opportunities for scholarly presentations at all levels

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3 Create a model of scholarly research for all full time faculty.
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 7: Assessment
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations

Target:
students and faculty members to present scholarly presentations

Findings (2008-2009) - Target: Met
some of our students have presented papers at conferences they have attended or even at honor's day on campus. Faculty members have attended conferences where they have presented papers.

M 9: Capstone product and presentation
The capstone process includes faculty student tutorials; written feedback from both primary (1) and secondary (2) advisers; presentation of capstone in front of these three.

Source of Evidence: Capstone course assignments measuring mastery

G 3: Model research and scholarship
To be the model of research and scholarship for the College of Arts, Humanities and Social Sciences
SLO 10: Expand graduate programs
To expand graduate programs within the department

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 3: Quality of curricula
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

Target:
Working on a graduate program in History

Findings (2008-2009) - Target: Partially Met
Courses have been established, curricula has been determined,

G 4: Implement effective assessment
To implement effective assessment criteria for the department

SLO 13: Effective Assessment

We will seek more and better assessment of our courses.

Related Measures:

M 7: Assessment
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.
Source of Evidence: Evaluations

**Target:**
Find a way to assess the effectiveness of the curricula

**Findings (2008-2009) - Target: Met**
Senior capstone is a way to test the effectiveness of our curricula.

**SLO 14: Improve classes**
Provide faculty development to improve existing classes

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences

2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors.
5. To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science.
6. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8. Develop and infuse cross-cultural/multicultural subject matter into all course materials.

**Related Measures:**

**M 3: Quality of curricula**

Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

**Target:**
Present pertinent information to today's world in the classroom.

**Findings (2008-2009) - Target: Met**
Most instructors have made changes to present pertinent information to today's world.

**M 4: Learning environment**

Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment
Target:
Make classroom instruction pertinent to what is happening in the world today

Findings (2008-2009) - Target: Partially Met
Most faculty have incorporated current events into classroom instruction

SLO 15: Examine existing programs
Examine existing programs to make them more efficient and effective

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 3: Quality of curricula
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

Target:
Look at existing programs to see relevance to what is happening in the world today.

Findings (2008-2009) - Target: Partially Met
Made changes to existing programs to ensure relevance to today’s world

M 4: Learning environment
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

Target:
Look at existing programs to see if the information taught is relevant to today
Findings (2008-2009) - Target: Met
Professors incorporate current events into the courses taught in order to make them relevant to today

SLO 16: Senior Capstone
Analyze senior capstone process in the department

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
5. To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

Related Measures:

M 7: Assessment
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations

Target:
Students must prepare and present a paper to their committee members using information they have gathered. In order for a student to graduate they must pass this class.

Findings (2008-2009) - Target: Met
Most students that have taken this class has passed and therefore graduated. Some, however, have to retake it.

M 9: Capstone product and presentation
The capstone process includes faculty student tutorials;
written feedback from both primary (1) and secondary (2) advisers;
presentation of capstone in front of these three.

Source of Evidence: Capstone course assignments measuring mastery

G 5: Provide students with broad understanding
Provide all students with both the breadth and the depth for understanding and maintaining the content of their respective disciplines in preparation for good global citizenship, careers and opportunities for further study.

Connected Document
• External Review Report History
SLO 6: Create Philosophy major
To create a Major in Philosophy

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

**Related Measures:**

**M 3: Quality of curricula**

Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

**Target:**
In the future to create a major in Philosophy.

*Findings (2009-2010) - Target: Partially Met*
Faculty recruitment of minors in Philosophy has gone up, therefore, making it possible to create a major in the future.

*Findings (2008-2009) - Target: Not Met*
Have not started working on a major in Philosophy

SLO 7: Better classrooms
To seek decent and equipped classrooms for department courses.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Related Measures:**

**M 4: Learning environment**
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.
Source of Evidence: Climate / Environment

**Target:**
Look for more technologically advance classrooms

**Findings (2009-2010) - Target: Not Met**
Lack of resources hinders this

**Findings (2008-2009) - Target: Partially Met**
Requested classrooms in the BOA building where the technology is more up-to-date

**SLO 15: Examine existing programs**
Examine existing programs to make them more efficient and effective

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 3: Quality of curricula**
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

**Target:**
Look at existing programs to see relevance to what is happening in the world today.

**Findings (2008-2009) - Target: Partially Met**
Made changes to existing programs to ensure relevance to today's world

**M 4: Learning environment**
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment
Target:
Look at existing programs to see if the information taught is relevant to today

Findings (2008-2009) - Target: Met
Professors incorporate current events into the courses taught in order to make them relevant to today

SLO 19: Scholarly Presentations
Develop student opportunities for scholarly presentations at all levels

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
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3 Create a model of scholarly research for all full time faculty.
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 7: Assessment
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations

Target:
students and faculty members to present scholarly presentations

Findings (2008-2009) - Target: Met
some of our students have presented papers at conferences they have attended or even at honor’s day on campus. Faculty members have attended conferences where they have presented papers.

M 9: Capstone product and presentation
The capstone process includes faculty student tutorials;
written feedback from both primary (1) and secondary (2) advisers;
presentation of capstone in front of these three.

Source of Evidence: Capstone course assignments measuring mastery
**SLO 23: cultural subject matter**

Teach students to understand the differences among various societies across all content areas.

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Arts, Humanities, & Social Sciences
  1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
  4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
  8. Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 7: Assessment**
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations

**Target:**
Faculty to include cultural subject matter into their curricula.

**Findings (2008-2009) - Target: Met**
Most faculty members have included some type of cultural subject matter into their course outline. With the Global Societies course offered by this department, all students in the university are required to take this course to give them an idea about the global world we live in.

**G 6: Community**
To promote intellectual vitality of content area by faculty to the community.

**SLO 23: cultural subject matter**

Teach students to understand the differences among various societies across all content areas.

**Relevant Associations:**
Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences

1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 7: Assessment
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations

Target:
Faculty to include cultural subject matter into their curricula.

Findings (2008-2009) - Target: Met
Most faculty members have included some type of cultural subject matter into their course outline. With the Global Societies course offered by this department, all students in the university are required to take this course to give them an idea about the global world we live in.

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

G 1: Increase number of students in majors
To double the number of majors in the two majors, History and Political Science.

Connected Document
• External Review Report History

O/O 1: Review existing programs
To review existing programs to ensure that they comply standards in the discipline and with demands from appropriate accreditation agencies.

Connected Document
• External Review Report History

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:
M 1: Program review report
Internal and external program review.

Source of Evidence: External report

Connected Documents
- ExternalReview Political Science
- External Review Report History

Target:
Complete a program review every 5 years.

Findings (2008-2009) - Target: Met
Program review completed in spring 09

O/O 2: Faculty recruitment
To locate additional qualified faculty to teach content specific courses.

Connected Document
• *External Review Report History*

**Relevant Associations:**

**Strategic Plan Associations:**

*College of Arts, Humanities, & Social Sciences*

1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

**Related Measures:**

**M 2: Qualified Faculty**

Evaluations by peers, department heads and students are used to evaluate the qualifications of the faculty.

Source of Evidence: Evaluations

**Target:**
Seek faculty that are experts in content area and have the ability to make information relevant to what is happening today.

**Findings (2009-2010) - Target: Met**

Hired several faculty who are experts in their fields.

**Findings (2008-2009) - Target: Met**

Hired several new faculty members that are experts in content area. Dr. West, Dr. Issa, Dr. Robinson, and Dr. Toure

**O/O 3: Create new courses**

Develop new courses to reflect developing trends in humanities and social sciences

**Relevant Associations:**

**Strategic Plan Associations:**

*College of Arts, Humanities, & Social Sciences*

1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 3: Quality of curricula**
Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

**Target:**
Create new courses in the majors. Also create a curricula for a major in Philosophy.

**Findings (2009-2010) - Target: Partially Met**
Have come up with a draft proposal to enhance our existing Masters program in Historic Preservation. This proposal includes a straight MA in History and an MA targeted to teachers in Delaware.

**Findings (2008-2009) - Target: Partially Met**
Dr. Cawley is working on a masters program in History, which would include new courses

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

**Curricula for MA in History**
*Established in Cycle: 2009-2010*
Working on curricula for straight MA in History and a MA for teachers in Delaware

**O/O 22:High school**
Visit high schools and functions for higher exposure

**Relevant Associations:**

**Strategic Plan Associations:**
*College of Arts, Humanities, & Social Sciences*
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
9 Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 5:Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more
courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Visit area high schools in order to recruit students.

**Findings (2008-2009) - Target: Partially Met**
Dr. Robinson has visited some of the area high schools in order to recruit students

**O/O 24: Increase resources**
Increase resources to accommodate active exposure to community and recruitment events

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences

4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
9 Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 4: Learning environment**
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

**Target:**
Increase funding in order to have better classroom and instruction materials

**Findings (2008-2009) - Target: Not Met**
Need more funding to have more technology and instruction materials

**M 8: Alumni contact**
Staying in contact with graduates and alumni will help to increase the resources for the department. Especially if the student had a good experience at the university, they will contribute to help build scholarships.

Source of Evidence: Administrative measure - other

**Target:**
Try to increase giving by alumni
Findings (2008-2009) - Target: Not Met
Contact has been made with alumni

G 2: Provide high quality instruction

Provide high quality instruction which meets the needs of all majors within the Department and the General Education Requirements for all non-majors

Connected Document
- External Review Report History

O/O 1: Review existing programs
To review existing programs to ensure that they comply standards in the discipline and with demands from appropriate accreditation agencies.

Connected Document
- External Review Report History

Relevant Associations:

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3. Create a model of scholarly research for all full time faculty.
4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
5. To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8. Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9 Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 1: Program review report**
Internal and external program review.

Source of Evidence: External report

**Connected Documents**
- *External Review Political Science*
- *External Review Report History*

**Target:**
Complete a program review every 5 years.

**Findings (2008-2009) - Target: Met**
Program review completed in spring 09

**O/O 3: Create new courses**
Develop new courses to reflect developing trends in humanities and social sciences

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences

1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 3: Quality of curricula**

Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality
Target:
Create new courses in the majors. Also create a curricula for a major in Philosophy.

**Findings (2009-2010) - Target: Partially Met**
Have come up with a draft proposal to enhance our existing Masters program in Historic Preservation. This proposal includes a straight MA in History and an MA targeted to teachers in Delaware.

**Findings (2008-2009) - Target: Partially Met**
Dr. Cawley is working on a masters program in History, which would include new courses

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

**Curricula for MA in History**
*Established in Cycle: 2009-2010*
Working on curricula for straight MA in History and a MA for teachers in Delaware

**O/O 8:Qualified faculty members**
To locate additional qualified faculty to teach content specific courses

**Relevant Associations:**

**Strategic Plan Associations:**
*College of Arts, Humanities, & Social Sciences*
3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9 Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 2:Qualified Faculty**
Evaluations by peers, department heads and students are used to evaluate the qualifications of the faculty.

Source of Evidence: Evaluations

**M 6:Accreditation**
Ensure compliance with accreditation agencies. Promote research among faculty and students.
Source of Evidence: External report

**Target:**
Hired new faculty with expertise in content area

**Findings (2008-2009)** - Target: **Met**
Hired new faculty with expertise in content area

**O/O 11: Qualified faculty**
Obtain qualified content specific faculty (Ph.D. or Ed.D.)

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
7. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

**Related Measures:**

**M 2: Qualified Faculty**
Evaluations by peers, department heads and students are used to evaluate the qualifications of the faculty.

Source of Evidence: Evaluations

**O/O 17: University Seminar**
Develop University Seminar instructors and mentors from within the department

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

**Related Measures:**

**M 7: Assessment**
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations
O/O 20: Graduate seminars

Provide opportunities for seminars in graduate program

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Related Measures:**

**M 5: Recruitment and retention**
Promote the university in the community high schools. Provide a hands-on environment in learning to keep the students' attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Provide opportunities for seminars in the graduate program

**Findings (2008-2009) - Target: Not Met**
not achieved

O/O 21: Satellite campuses

To expand courses offered at satellite campuses.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
7. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

**Related Measures:**

**M 5: Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Recruit students for satellite campuses in Sussex and New Castle Counties.

**Findings (2008-2009) - Target: Partially Met**
Have some students registered for courses at satellite campus in New Castle County. Little activity in Sussex county

**O/O 22:High school**
Visit high schools and functions for higher exposure

**Relevant Associations:**

**Strategic Plan Associations:**

College of Arts, Humanities, & Social Sciences

1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
3. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
4. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
5. Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 5:Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Visit area high schools in order to recruit students.

**Findings (2008-2009) - Target: Partially Met**
Dr. Robinson has visited some of the area high schools in order to recruit students

**G 3:Model research and scholarship**
To be the model of research and scholarship for the College of Arts, Humanities and Social Sciences

**Connected Document**
- *External Review Report History*

**O/O 1: Review existing programs**
To review existing programs to ensure that they comply standards in the discipline and with demands from appropriate accreditation agencies.

**Connected Document**
- *External Review Report History*

**Relevant Associations:**

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

**Strategic Plan Associations:**

**College of Arts, Humanities, & Social Sciences**
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3. Create a model of scholarly research for all full time faculty.
4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
5. To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8. Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9. Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 1: Program review report**
Internal and external program review.

Source of Evidence: External report
Connected Documents
- External Review Political Science
- External Review Report History

Target:
Complete a program review every 5 years.

Findings (2008-2009) - Target: Met
Program review completed in spring 09

O/O 3: Create new courses
Develop new courses to reflect developing trends in humanities and social sciences

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 3: Quality of curricula

Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality

Target:
Create new courses in the majors. Also create a curricula for a major in Philosophy.

Findings (2009-2010) - Target: Partially Met
Have come up with a draft proposal to enhance our existing Masters program in Historic Preservation. This proposal includes a straight MA in History and an MA targeted to teachers in Delaware.
Findings (2008-2009) - Target: Partially Met
Dr. Cawley is working on a masters program in History, which would include new courses

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

Curricula for MA in History
Established in Cycle: 2009-2010
Working on curricula for straight MA in History and a MA for teachers in Delaware

O/O 11: Qualified faculty
Obtain qualified content specific faculty (Ph.D. or Ed.D.)

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:

M 2: Qualified Faculty
Evaluations by peers, department heads and students are used to evaluate the qualifications of the faculty.

Source of Evidence: Evaluations

O/O 12: Promote research
Promote a culture of research in the Social Sciences and exhibition of works in the humanities.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 6: Accreditation**

Ensure compliance with accreditation agencies. Promote research among faculty and students.

Source of Evidence: External report

**Target:**
Have faculty apply for grants and do research and publications

**Findings (2008-2009) - Target: Met**
Faculty have applied for grants and had publications. Some faculty have participated in research projects

**M 9: Capstone product and presentation**
The capstone process includes faculty student tutorials; written feedback from both primary (1) and secondary (2) advisers; presentation of capstone in front of these three.

Source of Evidence: Capstone course assignments measuring mastery

**O/O 20: Graduate seminars**

Provide opportunities for seminars in graduate program

**Relevant Associations:**

**Strategic Plan Associations:**

**College of Arts, Humanities, & Social Sciences**
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
6. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Related Measures:**

**M 5: Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more
courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Provide opportunities for seminars in the graduate program

**Findings (2008-2009) - Target: Not Met**
not achieved

G 4: Implement effective assessment
To implement effective assessment criteria for the department

**Connected Document**
- External Review Report History

O/O 1: Review existing programs
To review existing programs to ensure that they comply standards in the discipline and with demands from appropriate accreditation agencies.

**Connected Document**
- External Review Report History

**Relevant Associations:**

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

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
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3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 1: Program review report
Internal and external program review.
Source of Evidence: External report

Connected Documents
- External Review Political Science
- External Review Report History

Target:
Complete a program review every 5 years.

Findings (2008-2009) - Target: Met
Program review completed in spring 09

O/O 3: Create new courses
Develop new courses to reflect developing trends in humanities and social sciences

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
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7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

Related Measures:

M 3: Quality of curricula

Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

Source of Evidence: Service Quality
Target:
Create new courses in the majors. Also create a curricula for a major in Philosophy.

Findings (2009-2010) - Target: Partially Met
Have come up with a draft proposal to enhance our existing Masters program in Historic Preservation. This proposal includes a straight MA in History and an MA targeted to teachers in Delaware.

Findings (2008-2009) - Target: Partially Met
Dr. Cawley is working on a masters program in History, which would include new courses

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

Curricula for MA in History
Established in Cycle: 2009-2010
Working on curricula for straight MA in History and a MA for teachers in Delaware

G 5: Provide students with broad understanding
Provide all students with both the breadth and the depth for understanding and maintaining the content of their respective disciplines in preparation for good global citizenship, careers and opportunities for further study.

Connected Document
• External Review Report History

O/O 1: Review existing programs
To review existing programs to ensure that they comply standards in the discipline and with demands from appropriate accreditation agencies.

Connected Document
• External Review Report History

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9 Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 1: Program review report**
Internal and external program review.

Source of Evidence: External report

**Connected Documents**
- *External Review Political Science*
- *External Review Report History*

**Target:**
Complete a program review every 5 years.

**Findings (2008-2009) - Target: Met**
Program review completed in spring 09

**O/O 3: Create new courses**
Develop new courses to reflect developing trends in humanities and social sciences

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Arts, Humanities, & Social Sciences
  1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
  2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
  4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
  6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials.

**Related Measures:**

**M 3: Quality of curricula**

Look at the current curricula and the quality of instruction provided. Create new courses to offer as well as a new major in Philosophy in order to expand the department.

*Source of Evidence: Service Quality*

**Target:**
Create new courses in the majors. Also create a curricula for a major in Philosophy.

**Findings (2009-2010) - Target: Partially Met**
Have come up with a draft proposal to enhance our existing Masters program in Historic Preservation. This proposal includes a straight MA in History and an MA targeted to teachers in Delaware.

**Findings (2008-2009) - Target: Partially Met**
Dr. Cawley is working on a masters program in History, which would include new courses.

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

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

**Curricula for MA in History**

*Established in Cycle: 2009-2010*

Working on curricula for straight MA in History and a MA for teachers in Delaware.

**O/O 8: Qualified faculty members**
To locate additional qualified faculty to teach content specific courses.

**Relevant Associations:**

**Strategic Plan Associations:**

*College of Arts, Humanities, & Social Sciences*

3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region.
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status.
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials.
9 Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 2: Qualified Faculty**
Evaluations by peers, department heads and students are used to evaluate the qualifications of the faculty.

Source of Evidence: Evaluations

**M 6: Accreditation**

Ensure compliance with accreditation agencies. Promote research among faculty and students.

Source of Evidence: External report

**Target:**
Hired new faculty with expertise in content area

**Findings (2008-2009) - Target: Met**
Hired new faculty with expertise in content area

**O/O 12: Promote research**
Promote a culture of research in the Social Sciences and exhibition of works in the humanities.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 6: Accreditation**

Ensure compliance with accreditation agencies. Promote research among faculty and students.
Source of Evidence: External report

**Target:**
Have faculty apply for grants and do research and publications

**Findings (2008-2009) - Target: Met**
Faculty have applied for grants and had publications. Some faculty have participated in research projects

**M 9: Capstone product and presentation**
The capstone process includes faculty student tutorials; written feedback from both primary (1) and secondary (2) advisers; presentation of capstone in front of these three.

Source of Evidence: Capstone course assignments measuring mastery

**O/O 17: University Seminar**
Develop University Seminar instructors and mentors from within the department

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

**Related Measures:**

**M 7: Assessment**
Senior Capstones are measures to evaluate the information that students learned throughout the program. It is a way to measure research techniques, how well the student learned to write, and present their research. University Seminar helps the students to learn how to be good students.

Source of Evidence: Evaluations

**O/O 20: Graduate seminars**

Provide opportunites for seminars in graduate program

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors.

6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Related Measures:**

**M 5: Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Provide opportunities for seminars in the graduate program

**Findings (2008-2009) - Target: Not Met**
not achieved

**O/O 21: Satellite campuses**

To expand courses offered at satellite campuses.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

**Related Measures:**

**M 5: Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Recruit students for satellite campuses in Sussex and New Castle Counties.

**Findings (2008-2009) - Target: Partially Met**
Have some students registered for courses at satellite campus in New Castle County. Little activity in Sussex county
O/O 22: High school
Vist high schools and functions for higher exposure

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 5: Recruitment and retention
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

Target:
Visit area high schools in order to recruit students.

Findings (2008-2009) - Target: Partially Met
Dr. Robinson has visited some of the area high schools in order to recruit students

G 6: Community
To promote intellectual vitality of content area by faculty to the community.

O/O 1: Review existing programs
To review existing programs to ensure that they comply standards in the discipline and with demands from appropriate accreditation agencies.

Connected Document
- External Review Report History

Relevant Associations:

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

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3 Create a model of scholarly research for all full time faculty.
4 To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
5 To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials
9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 1: Program review report
Internal and external program review.

Source of Evidence: External report

Connected Documents
- External Review Political Science
- External Review Report History

Target:
Complete a program review every 5 years.

Findings (2008-2009) - Target: Met
Program review completed in spring 09

O/O 18: Department Graduates

To maintain and expand contact with department graduates

Relevant Associations:
**Strategic Plan Associations:**

**College of Arts, Humanities, & Social Sciences**

1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University.
2. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region.
3. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Related Measures:**

**M 8: Alumni contact**

Staying in contact with graduates and alumni will help to increase the resources for the department. Especially if the student had a good experience at the university, they will contribute to help build scholarships.

Source of Evidence: Administrative measure - other

**Target:**

Better communication with Alumni

**Findings (2009-2010) - Target: Met**

The department newsletter, the Griot, is an active recruiting and contact tool.

**Findings (2008-2009) - Target: Met**

The department has created a database with name and addresses of alumni. We are sending out newsletters twice a year to all of our alumni as a way of staying in contact with them.

**O/O 21: Satellite campuses**

To expand courses offered at satellite campuses.

**Relevant Associations:**

**Strategic Plan Associations:**

**College of Arts, Humanities, & Social Sciences**

4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region.
7. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status.

**Related Measures:**

**M 5: Recruitment and retention**

Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.
Source of Evidence: Activity volume

**Target:**
Recruit students for satellite campuses in Sussex and New Castle Counties.

**Findings (2008-2009) - Target: Partially Met**
Have some students registered for courses at satellite campus in New Castle County. Little activity in Sussex county.

**O/O 22: High school**
Visit high schools and fuctions for higher exposure

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences

1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
3. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
4. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status
5. Increase Enrollment through active recruitment efforts by admissions and faculty

**Related Measures:**

**M 5: Recruitment and retention**
Promote the university in the community high schools. Provide a hands on environment in learning to keep the students attention and retain them within the department. Attend presentations at the satellite campuses and offer more courses at these sites. Offer more opportunities to graduate students.

Source of Evidence: Activity volume

**Target:**
Visit area high schools in order to recruit students.

**Findings (2008-2009) - Target: Partially Met**
Dr. Robinson has visited some of the area high schools in order to recruit students

**O/O 24: Increase resources**
Increase resources to accommodate active exposure to community and recruitment events

**Relevant Associations:**
Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences

4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region
9. Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 4: Learning environment
Look at the environment to establish if it is conducive to learning. Need better classrooms that are technologically advanced. Look at the current course offerings to establish if the information relayed to the students are up to date. Increase resources in order to get up to date technology.

Source of Evidence: Climate / Environment

**Target:**
Increase funding in order to have better classroom and instruction materials

**Findings (2008-2009) - Target: Not Met**
Need more funding to have more technology and instruction materials

M 8: Alumni contact
Staying in contact with graduates and alumni will help to increase the resources for the department. Especially if the student had a good experience at the university, they will contribute to help build scholarships.

Source of Evidence: Administrative measure - other

**Target:**
Try to increase giving by alumni

**Findings (2008-2009) - Target: Not Met**
Contact has been made with alumni

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Curricula for MA in History
Working on curricula for straight MA in History and a MA for teachers in Delaware

**Established in Cycle:** 2009-2010
**Implementation Status:** In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** Quality of curricula | **Outcome/Objective:** Create new courses
Implementation Description: Departmental Curriculum Committee will meet to finalize draft curricula in Masters
Projected Completion Date: 12/16/2010
Responsible Person/Group: Department curricula committee

Annual Report Section Responses

Executive Summary (1-2 pages)

For years, I have called attention to the fact that the Department of History, Political Science and Philosophy at Delaware State University has provided invaluable leadership to several parts of the institution; this has been no different in AY 2017-2018. In the myriad of changes that DSU has undergone since last summer, we have contributed much; not only that, we have continued to "maintain high standards, deliver solid teaching and instruction, provide leadership in research and scholarship, and offer superior service to Delaware State University."

Dr. Stephen Newton was appointed the Special Assistant to new Provost Tony Allen; Dr. Allen himself officially became a full member of the department. Dr. Alexa Silver was reelected as the Chair of the Faculty Senate, a position that effectively makes her the spokesperson for the entire faculty. Her expertise was also tapped for her new position as a Faculty Fellow.

Dr. Susan West ascended to the presidency of the DSU chapter of the American Association of University Professors (AAUP) for the second time; she was serving at the time as the AAUP Grievance Officer.

Dr. Samuel Hoff promoted a special program “What is your favorite part of the Constitution and what part do you oppose most?” which involved our majors commenting on the US Constitution. The Delaware State News partnered the students in publishing the comments. Dr. Hoff also again secured a $5950 grant from the Law School Admission Council to send 27 students to go to the New York Law School Forum in October 2017. He also led the review of DSU's MPA program.

Dr. Donna Patterson spent a busy year as a sought after expert on African Health and Security issues, producing several media pieces on global health, African politics, immigration, French politics, and pop culture for the Washington Post, Huffington Post, New America Weekly, Pacific Standard, and Policies for Equitable Access to Health. She was Chair of the Health and Healing Section at the 2017 African Studies Association. She continues her fellowship at New America, a Washington, DC Think Tank.

Dr. Kami Fletcher has led the effort to raise the profile of the DSU Department of History, Political Science and Philosophy this year on various social media platforms. We have many followers, which may be responsible for the spike in our upper-level courses. In addition, she presented multiple papers at conferences around the country, squarely putting her on the cutting edge of Death Studies.

Prof. Robin Krawitz became the department's Assessment point person. Dr. Stephen C. Taylor is still DSU's resident Ethicist. Dr. Yinghong Cheng continued his
Dr. Akwasi Osei and Prof. Ezrah Aharone initiated a major effort to create a tripartite partnership between DSU, the African Union (through the APRM) and KOL-Baker Global, an energy firm. This will go far in enhancing DSU’s global academic and cultural footprint. Dr Niklas Robinson continues his efforts at demonstrating that the study of history need not be dry and irrelevant by leading a group of students on an eco-tourism research trip to Belize in Central America! He has also become the staunchest advocate for the Dreamers on campus!

On a sad but upbeat note, the department announces the resignation of Dr. Marshall Stevenson; he takes over as the New Dean of the School of Education, Social Sciences and the Arts at the University of Maryland, Eastern Shore.

Connected Document
- Annual Report HPSPH 2017-2018

Unit(s) Profile

A. PERSONNEL (Faculty/Professional and/or Classified Staff)

1. List by rank or title and in alphabetical order all full or part-time employees, including adjuncts.

Full time faculty:
Dr. Yinhong Cheng, Professor
Dr. Samuel B. Hoff, Professor
Dr. Akwasi P. Osei, Professor
Dr. Alexa Silver, Professor
Dr. Donna Patterson, Associate Professor
Dr. Niklas Robinson, Associate Professor
Dr. Stephen C. Taylor, Associate Professor
Dr. Ifeyinwa Udezulu, Associate Professor
Dr. Susan West, Associate Professor
Dr. Kami Fletcher, Assistant Professor
Ms. Robin Krawitz, Assistant Professor

Part-time Faculty/Adjuncts:
Mr. Ezrah Aharone
Unit(s) Initiatives accomplished in this cycle

3 UNIT INITIATIVES Accomplished

a). We are in year two of HIST 300 History of Delaware redesigned to introduce our majors-and other students who sign up-to public history by having them study and visit state archives, museums, and other such places to see how historical stories are developed from primary sources and presented to the public, illustrating the field of history as a profession outside of academia.

b). The department continued its increased presence on social media as a way to increase its visibility and letting the larger world know what we are doing on campus. It is working well; it appears that we have more students signing up for our upper-level HIST courses.

c). The department has made changes to the HIST curriculum: we have added two new survey courses: HIST 206 Introduction to the History of Science; and HIST 207 Continuity and Change in American History. Further, the HIST minor now requires eighteen credit hours (18) instead of twenty-one credit hours (21).

d.) As part of the department's efforts to improve and enhance its visibility, we have initiated yearly visits to major history sites, including the majestic and breath-taking National Museum of African American History and Culture (NMAAHC).

Unit(s) Honors/Awards and Achievements

o We graduated 18 students in December 2017/May, 2018.
Two seniors, Jalyn Powell and Kayla Edwards-Scott were awarded the annual George Washington Leadership Award for service.

Gabrielle Davis, 2018 Legislative Fellow, Delaware General Assembly

Juaquetta McCall, the last student in the Graduate Program in Historic Preservation, graduated in December 2017.

Internships:

- Jakera Washington, DSU Law Studies Office
- Jalyn Powell, U.S. Representative Lisa Blunt Rochester
- Bria Nix, U.S. Senator Chris Coons
- R.M. Conteh, Law Office of Michael Lambert
- Nateyah McLeod, T.A. to Dr. Ifeyinwa Udezulu
- Janade Amos, T.A. with Dept. of Physics and Engineering
- Lateesha Bailey, DSU Law Office
- Chamyra Upshur, Law Office of Victoria Hoffman
- Nikela Rodrique, Law Office in New York City.
- Tyler Richardson

**Connected Document**
- Annual Report HPSPH 2017-2018

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

1. Reassert and revise the assessment plan for the department and focus on data collection. The department rubric will be reviewed and revised as necessary and utilized to assess all capstone projects in the department.

2. Continue to utilize social media and develop other strategies to welcome more majors in History, including the involvement of former graduates who now make a living from the major.

3. Enhance community contacts to provide more internship and community service opportunities for history majors.

**Connected Document**
- Annual Report HPSPH 2017-2018

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You
must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

See Attached

Connected Document
• Annual Report HPSPH 2017-2018 KPI Data

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 
  a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
  b) Have these changes been implemented? If not, when will they be implemented?  
  c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

In 2014 the Department of HPSPh set an aggressive assessment regimen. Frustration with student learning deficiencies lead to the production of a detailed assessment plan for improvement that would have measuring points in the junior and senior years. Over the last four years, that rigorous schedule was found to be not easily implemented. Measures were devised and implemented but data collection of the results was not consistently maintained over time.

In 2018-19 the department will focus on the assessment of capstone projects using the existing rubric. The assessment rubric will be an element of the review of all capstone projects and all reviewers will complete rubrics which will compiled into a final assessment for the project. Data from the two semesters will be brought to a faculty meeting after graduation the end of the Spring 2019 semester for a review of the data and discussion of the path forward.

Connected Document
• Annual Report HPSPH 2017-2018

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

See Attached.

Connected Document
• Annual Report HPSPH 2017-2018

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

See Attached

Connected Document
• Annual Report HPSPH 2017-2018
For graduate program annual reports  TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

n/a

For graduate program annual reports  TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

n/a

For graduate program annual reports:  TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

n/a

For graduate program annual reports  TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

n/a
Mission / Purpose

The Mission: The mission of the Honors Program at Delaware State University is to provide students with exceptional intellectual ability, motivation and commitment, with superior learning opportunities that challenge them to reach new levels of academic excellence in scholarship and creativity.

The Vision: As graduates of the DSU Honors Program, our students will become the first choice of employers and graduate and professional schools because of their recognized achievements and their commitment to and potential for success.

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

G 1: Student Performance

Students in the Honors Program Living-Learning Community will succeed in earning a minimum 3.25 cumulative grade point average each semester and participate in annual research related activities. Honors students will garner the skills necessary for graduate or professional school matriculation. The Honors Program Living-Learning Community will provide sufficient course and colloquium offerings, supportive opportunities for student learning and an enriched living environment.

SLO 1: Student Performance I: Course Assessment

To prepare honors students through experience with department-based honors courses and interdisciplinary colloquia and seminars to ensure its students academic success.

Academic achievement is indicated by student performance in courses, colloquia and senior capstones.

Relevant Associations:
DSU Learning Goal Associations:

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

Strategic Plan Associations:

Delaware State University

1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

Related Measures:

M 1: Academic Success

Honors students must earn a grade of ‘B’ or better in an honors course or colloquium in order for it to count as part of the individual students' honors curriculum.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:

90% of the grades earned by honors students in an honors course or colloquium will be the grade `A.’ 100% of the minimum grades earned by honors students in an honors course or colloquium will be the grade `B’.

Findings (2017-2018) - Target: Not Reported This Cycle
Data not available at time of this report.

Findings (2014-2015) - Target: Partially Met

1. Table 14 is a list of the Fall 2014 and Spring 2015 courses and colloquia with corresponding grades assigned that was reported by departments.
2. Out of a total of 86 grades assigned to honors students, the distribution is as follows:

- 67 grades were 'A';
- 12 grades were 'B';
- 3 grades were 'C';
- No grades of 'D, F or I' were given (I = incomplete);
- 2 grades were 'W' (W = withdrawal);
- 2 grades were 'WF' (W = withdrawal fail).

3. The percentage of 'A' grades earned is 67/86 = 77.91%.

4. The percentage of 'A' and 'B' grades earned is 79/86 = 91.86%.

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

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

**Student Demographics**

*Established in Cycle: 2010-2011*

Assess the following information: number of students in program; number of students who receive Honors Certification; number o...

**M 4: Cumulative Grade Point Averages**

Honors students will make the Dean's and President's list.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of all honors students will earn at least a 3.25 GPA each semester. 30% of all honors students will earn semester GPAs of 4.0.

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

Fall 2017 Semester GPA Percentages

- Honors students earning President's list is 32.575757575757578 %.
- Honors students earning Dean's list is 82.575757575757578 %.
- Honors students earning semester GPAs below 3.25 is 17.424242424242426 %.
- Honors seniors earning President's List is 17.241379310344829 %.
- Honors seniors earning Dean's list is 89.65517241379311 %.
- Honors seniors earning semester GPAs below 3.25 is 10.344827586206897 %.
- Honors juniors earning President's List is 33.333333333333329 %.
• Honors juniors earning Dean's list is 78.787878787878782%.
• Honors juniors earning semester GPAs below 3.25 is 21.212121212121211%.
• Honors sophomores earning President's List is 45.945945945945951%.
• Honors sophomores earning Dean's list is 81.081081081081081%.
• Honors sophomores earning semester GPAs below 3.25 is 18.918918918918919%.
• Honors freshmen earning President's List is 30.303030303030305%.
• Honors freshmen earning Dean's list is 81.818181818181827%.
• Honors freshmen earning semester GPAs below 3.25 is 18.181818181818183%.

Spring 2018 Semester GPA Percentages

• Honors students earning President's list is 32.03125%.
• Honors students earning Dean's list is 79.6875%.
• Honors students earning semester GPAs below 3.25 is 20.3125%.
• Honors seniors earning President's List is 28.000000000000004%.
• Honors seniors earning Dean's list is 84%.
• Honors seniors earning semester GPAs below 3.25 is 16%.
• Honors juniors earning President's List is 33.333333333333329%.
• Honors juniors earning Dean's list is 78.787878787878782%.
• Honors juniors earning semester GPAs below 3.25 is 21.212121212121211%.
• Honors sophomores earning President's List is 40.54054054054054%.
• Honors sophomores earning Dean's list is 75.675675675675677%.
• Honors sophomores earning semester GPAs below 3.25 is 24.324324324324326%.
• Honors freshmen earning President's List is 24.242424242424242%.
• Honors freshmen earning Dean's list is 81.818181818181827%.
• Honors freshmen earning semester GPAs below 3.25 is 18.181818181818183%.

Fall 2017 Cumulative GPA Percentages

• Honors students earning cumulative GPAs above 3.25 is 88.63636363636364%.
• Honors students earning cumulative GPAs below 3.25 is 11.363636363636363%.
• Honors seniors earning cumulative GPAs above 3.25 is 96.551724137931032%.
• Honors seniors earning cumulative GPAs below 3.25 is 3.4482758620689653%.
• Honors juniors earning cumulative GPAs above 3.25 is 84.848484848484844%.
• Honors juniors earning cumulative GPAs below 3.25 is 15.151515151515152%.
- Honors sophomores earning cumulative GPAs above 3.25 is 89.189189189189193%.
- Honors sophomores earning cumulative GPAs below 3.25 is 10.810810810810811%.
- Honors freshmen earning cumulative GPAs above 3.25 is 84.848484848484844%.
- Honors freshmen earning cumulative GPAs below 3.25 is 15.151515151515152%.

Spring 2018 Cumulative GPA Percentages

- Honors students earning cumulative GPAs above 3.25 is 88.28125%.
- Honors students earning cumulative GPAs below 3.25 is 11.71875%.
- Honors seniors earning cumulative GPAs above 3.25 is 92%.
- Honors seniors earning cumulative GPAs below 3.25 is 8%.
- Honors juniors earning cumulative GPAs above 3.25 is 84.848484848484844%.
- Honors juniors earning cumulative GPAs below 3.25 is 15.151515151515152%.
- Honors sophomores earning cumulative GPAs above 3.25 is 91.891891891891902%.
- Honors sophomores earning cumulative GPAs below 3.25 is 8.1081081081081088%.
- Honors freshmen earning cumulative GPAs above 3.25 is 84.848484848484844%.
- Honors freshmen earning cumulative GPAs below 3.25 is 15.151515151515152%.

**Connected Document**

- 2017-2018 Honors Students GPAs

**Findings (2014-2015) - Target: Partially Met**

**FALL 2014 Semester GPAs**

1. Chart 12 shows the Fall 2014 Semester GPAs and the number of students that fall into each divided category.

   (a) Thirty-four (34) honors students earned 4.0 GPAs.

   (b) Twenty-six (26) honors students earned GPAs greater than or equal to 3.75 but less than 4.0.

   (c) Twenty-seven (27) honors students earned GPAs greater than or equal to 3.50 but less than 3.75.
(d) Eighteen (18) honors students earned GPAs greater than or equal to 3.25 but less than 3.50.

(e) Forty (40) honors students earned GPAs less than 3.25.

2. Figure 13 shows the Fall 2014 Semester GPAs of the honors students in percentages.

(a) Twenty-three percent (23.45%) of honors students earned a 4.0.

(b) Eighteen percent (17.93%) of honors students earned GPAs greater than or equal to 3.75 but less than 4.0.

(c) Nineteen percent (18.62%) of honors students earned GPAs greater than or equal to 3.50 but less than 3.75.

(d) Twelve percent (12.41%) of honors students earned GPAs greater than or equal to 3.25 but less than 3.50.

(e) Twenty-eight percent (27.59%) of honors students earned GPAs less than 3.25; eight percent (8.28%) of the honors students earned GPAs greater than or equal to 3.00 but less than 3.25, seventeen percent (16.55%) earned GPAs greater than or equal to 2.0 but less than 3.0, and three percent (2.76%) earned GPAs less than 2.0.

(f) In summary, 104/145 = 72.41% of the honors students earned at least 3.25 semester GPAs for Fall 2014.

SPRING 2015 Semester GPAs

1. Chart 32 shows the Spring 2015 Semester GPAs and the number of students that fall into each divided category.

(a) Thirty (30) honors students earned 4.0 GPAs.

(b) Twenty-seven (27) honors students earned GPAs greater than or equal to 3.75 but less than 4.0.

(c) Seventeen (17) honors students earned GPAs greater than or equal to 3.50 but less than 3.75.

(d) Thirteen (13) honors students earned GPAs greater than or equal to 3.25 but less than 3.50.

(e) Forty-three (43) honors students earned GPAs less than 3.25.

2. Figure 33 shows the Spring 2015 Semester GPAs of the honors students in percentages.

(a) Twenty-three percent (23.08%) of honors students earned a 4.0.

(b) Twenty-one percent (20.77%) of honors students earned GPAs greater than or equal to 3.75 but less than 4.0.
(c) Thirteen percent (13.08%) of honors students earned GPAs greater than or equal to 3.50 but less than 3.75.

(d) Ten percent (10%) of honors students earned GPAs greater than or equal to 3.25 but less than 3.50.

(e) (Thirty-three percent (33.08%) of honors students earned GPAs less than a 3.25; fifteen (14.62%) percent of the honors students earned GPAs greater than or equal to 3.00 but less than 3.25, fifteen percent (15.38%) earned GPAs greater than or equal to 2.0 but less than 3.0, and three (3.08%) percent earned GPAs less than 2.0.

(f) In summary, $87/130 = 66.92\%$ of the honors students earned at least 3.25 semester GPAs for Spring 2015.

The Office of Institutional Advancement provided a report containing the number of DSU students (1400 in total) who earned at least 3.25 GPAs for the 2014-2015 academic year. There were 495 freshmen, 214 sophomores, 342 juniors and 349 seniors. See Table.

FALL 2014 Cumulative GPAs

1. Chart 22 shows the Fall 2014 cumulative GPAs and the number of students that fall into each divided category.

(a) Twelve (12) honors students maintained 4.0 GPAs.

(b) Twenty-nine (29) honors students maintained GPAs greater than or equal to 3.75 but less than 4.0.

(c) Thirty-six (36) honors students maintained GPAs greater than or equal to 3.50 but less than 3.75.

(d) Thirty-six (36) honors students maintained GPAs greater than or equal to 3.25 but less than 3.50.

(e) Thirty-two (32) honors students maintained GPAs less than 3.25.

2. Figure 23 shows the Fall 2014 cumulative GPAs of the honors students in percentages.

(a) Eight percent (8.28%) of honors students maintained 4.0 CGPAs.

(b) Twenty percent (20%) of honors students maintained CGPAs greater than or equal to 3.75 but less than 4.0.

(c) Twenty-five percent (24.83%) of honors students maintained CGPAs greater than or equal to 3.50 but less than 3.75.

(d) Twenty-five percent (24.83%) of honors students maintained CGPAs greater than or equal to 3.25 but less than 3.50.
(e) Twenty-two percent (22.07%) of honors students maintained CGPAs less than a 3.25; twelve percent (11.72%) of the honors students maintained CGPAs greater than or equal to 3.00 but less than 3.25, nine percent (8.97%) maintained CGPAs greater than or equal to 2.0 but less than 3.0, and one percent (1.38%) maintained CGPAs less than 2.0.

(f) In summary, 113/145 = 77.93% of the honors students maintained CGPAs of 3.25 or greater in Fall 2014. (See Figure 23).

SPRING 2015 Cumulative GPAs

1. Chart 42 shows the Spring 2015 cumulative GPAs and the number of students that fall into each divided category.

(a) Six (6) honors students maintained 4.0 CGPAs.

(b) Twenty-nine (29) honors students earned CGPAs greater than or equal to 3.75 but less than 4.0.

(c) Twenty-seven (37) honors students earned CGPAs greater than or equal to 3.50 but less than 3.75.

(d) Thirty (30) honors students earned CGPAs greater than or equal to 3.25 but less than 3.50.

(e) Twenty-eight (28) honors students earned CGPAs less than 3.25.

2. Figure 43 shows the Spring 2015 cumulative CGPAs of the honors students in percentages.

(a) Five percent (4.61%) of honors students maintained 4.0 CGPAs.

(b) Twenty-two percent (22.30%) of honors students earned CGPAs greater than or equal to 3.75 but less than 4.0.

(c) Twenty-eight percent (28.46%) of honors students earned CGPAs greater than or equal to 3.50 but less than 3.75.

(d) Twenty-three percent (23.08%) of honors students earned CGPAs greater than or equal to 3.25 but less than 3.50.

(e) Twenty-two percent (21.53%) of honors students earned CGPAs less than a 3.25; eight percent (8.28%) of the honors students earned CGPAs greater than or equal to 3.00 but less than 3.25, eleven percent (10.77%) earned CGPAs greater than or equal to 2.0 but less than 3.0, and two percent (1.54%) earned CGPAs less than 2.0. In summary, 89/137 = 64.96% of the honors students earned cumulative GPAs of 3.25 or greater in Spring 2015.

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

For full information, see the *Details of Action Plans* section of this report.
Student Demographics  
*Established in Cycle: 2010-2011*

Assess the following information: number of students in program; number of students who receive Honors Certification; number o...

**M 7: Graduation & Completion**
Senior honors students complete the Honors Program curriculum and graduate with a minimum of 3.25 cumulative grade point average.

Source of Evidence: Academic direct measure of learning - other

**Target:**
50% of all honor students are completing individual components of the program and successfully matriculating toward earning Honors Program Graduate designation. Students must maintain the minimum 3.25 cumulative GPA requirement. Students must complete at least one honors course by the end of their freshman year; 2 courses and one colloquium by the end of their sophomore year; 3 courses and one colloquium by the end of their junior year; and four courses and 2 colloquia prior to graduation.

**Findings (2017-2018) - Target: Partially Met**
The number graduated seniors that completed 6 courses and colloquia is 5/27 = 18.52%.
The number of rising seniors (juniors) that have completed 4 or more courses and/or colloquia is 17/33 = 51.52%.
The number of rising juniors (sophomores) that have completed 4 or more courses and/or colloquia is 6/38 = 15.79%.

**Connected Document**
- *Course and Colloquium Completion*

**Findings (2014-2015) - Target: Partially Met**
Several of the honors students are on target for completion of the Honors Program Curriculum. In this report, we have included the progress of the senior honors students (projected graduation date May 2016) and one junior honors student (see Table 54). Majority of the students (sophomore to senior) need faculty research mentors and are not engaged in research. Also see Chart: Senior Requirement Completion Table in Appendix VIII.

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

**Advisement**  
*Established in Cycle: 2009-2010*
Develop/implement form versions of all major academic schedules that include various options for placement of honors courses. ...

**Courses & Colloquia**  
*Established in Cycle*: 2009-2010  
Offer sufficient honors courses each semester to enable honors students to satisfy yearly requirements and complete the program....

**Graduation Audit**  
*Established in Cycle*: 2010-2011

Perform an audit to determine if the student is on track for satisfying the requirements for Honors Program Graduate designati...

**Student Demographics**  
*Established in Cycle*: 2010-2011

Assess the following information: number of students in program; number of students who receive Honors Certification; number o...

**SLO 2: Student Performance II: Research**

To engage students in the creative process of formulating a hypothesis, researching those problems and drawing conclusions that lead to either original classroom assignments or larger faculty-mentored research projects resulting in contributions of scholarly work to each student's chosen field of study.

Honors students will engage in faculty-mentored research projects. Each student will perform a methodical study in order to prove a hypothesis or answer a specific question. Each student's research must be organized and undergo planning, including performing literature reviews of past research and evaluating what questions need to be answered.

Honors students, with the assistance of the Honors Program director, will choose a research mentor with whom he/she will conduct formal research in his/her field of study. Students will present research results each April on DSU Research Day and be encouraged to present research at a conference held by his/her academic field. Senior students are required to write an honors senior research thesis documenting all research activities, including methods, procedures and results. The honors senior research thesis must satisfy the thesis guidelines outlined by the Honors Program.

**Relevant Associations:**
DSU Learning Goal Associations:

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

Strategic Plan Associations:

Delaware State University

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
3.1 Increase research productivity in grants, scholarly publications, creative activities, innovation, and patents by 50% in five years.
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.
3.3 Provide opportunities for undergraduate students to participate in research.
3.4 Maintain the highest standards of ethics and integrity in research and management of the research enterprise
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.
5.2 Expand interdisciplinary research and scholarship in advancing knowledge and innovations for sustainable energy, materials, and technology.

Related Measures:

M 6: Faculty Research Mentors

DSU faculty will participate in and contribute to the Honors Program via faculty-mentored research projects, creation/instruction of honors courses and colloquia, and service in honors-administrative positions.

Source of Evidence: Activity volume

Target:

Faculty members from all disciplines (100%) represented by the Honors students majors shall direct faculty-mentored research.

Findings (2017-2018) - Target: Partially Met

Faculty members from 16 discipline served at research mentors for 39 honors students.
1. **Findings (2014-2015) - Target: Partially Met**

   There were 17 faculty research mentors, which represent 14 out of 21 departments (66.67%). The departments represented are Agriculture & Related Sciences, Art, Aviation, Biological Sciences, Business Administration, Chemistry, English & Foreign Languages, Public & Allied Health, History, Mass Communications, Mathematical Sciences, Physics & Engineering, Social Work, and Sociology and Criminal Justice.

2. For faculty-mentee details, see Tables 9 - 12.

2. **Findings (2012-2013) - Target: Partially Met**

   1. There were 17 faculty research mentors, which represent 11 out of 21 departments (52.38%). The departments represented are Agriculture & Natural Resources, Aviation, Biological Sciences, Chemistry, English & Foreign Languages, Mass Communications, Mathematical Sciences, Nursing, Physics & Engineering, Public & Allied Health Sciences, and Social Work.

   2. For faculty-mentee details, see Tables 11 - 13.

3. **Findings (2011-2012) - Target: Not Met**

   1. Nine faculty research mentors represent 5 out of 21 departments (23.81%). The departments represented are Agriculture, Biological Sciences, Mathematical Sciences, Physics and Psychology.

   2. For faculty-mentee details, see Table 10: Faculty Research Representation and Mentorship.
Findings (2010-2011) - Target: Not Met
In Spring 2011, the Honors Program had 78 students enrolled. One out of two seniors was engaged in faculty-mentored research (50%); Five out of eleven juniors were engaged in faculty-mentored research (45%); Three out of twenty-one sophomores were engaged in faculty-mentored research (14.3%).

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<th>STATUS</th>
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<tr>
<td>Gray</td>
<td>Jennifer</td>
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<td>Kimele</td>
<td>Junior</td>
<td>Dr. Brian Friel</td>
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<td>Miner</td>
<td>Calvin</td>
<td>Junior</td>
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<td>Pinkman</td>
<td>Iymaan</td>
<td>Junior</td>
<td>Dr. Vincent Fondong</td>
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<td>Junior</td>
<td>Dr. Dhillon</td>
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<td>Phontaye L.</td>
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<td>Martha</td>
<td>Sophomore</td>
<td>Dr. Jinjie Liu</td>
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<td>Dr. Dahlia Jackson O'Brien</td>
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<td>Patel</td>
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<td>Morris</td>
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<td>Freshman</td>
<td>Dr.Szabo-Maas</td>
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<td>Oliver, Jr.</td>
<td>Maurice A.</td>
<td>Freshman</td>
<td>Dr. Andrew Goudy</td>
</tr>
</tbody>
</table>
Related Action Plans (by Established cycle, then alpha):

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

Research
Established in Cycle: 2009-2010
Each honors student will identify his/her faculty research advisor by the second semester his/her freshman year. Management stud...

M 12: Student Research Activity

All upper-class honors students will participate in faculty-mentored research projects.

Source of Evidence: Senior thesis or culminating major project

Target:
90% of senior honors students complete and defend their senior thesis.

Findings (2017-2018) - Target: Not Met
In Spring 2018, the Honors Program had 25 senior students enrolled. No seniors composed and defended honors senior research theses.

Findings (2014-2015) - Target: Not Met
At the end of Spring 2015, there were 25 senior and 4 super-senior honors students. Six students completed honors senior research theses and five students defended honors senior research theses (See Table 13). Thus, 6/30 (20%) of senior honors students completed and defended their senior thesis.

Findings (2012-2013) - Target: Not Reported This Cycle
Senior thesis not required for graduating seniors until the 2013-2014 academic school year.

Findings (2011-2012) - Target: Not Reported This Cycle
Senior thesis not required for graduating seniors until the 2013-2014 academic school year.

Findings (2010-2011) - Target: Not Reported This Cycle
Senior thesis not required for graduating seniors this cycle.
Findings (2009-2010) - Target: Not Met
1 sophomore honors student and 1 senior honors student presented research on Honors Day 2010.

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

Research
Established in Cycle: 2009-2010
Each honors student will identify his/her faculty research advisor by the second semester his/her freshman year. Management stud...

SLO 3: Student Performance III: Program Completion

To prepare honors students through experience with department-based honors courses, interdisciplinary colloquia and seminars, and independent study and research to ensure its students earn Honors Program Graduate designation.

The Honors Program will provide the necessary education, instruction and advisement to ensure its students earn Honors Program Graduate designation.

Relevant Associations:

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

Strategic Plan Associations:
Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.
5.2 Expand interdisciplinary research and scholarship in advancing knowledge and innovations for sustainable energy, materials, and technology.

Related Measures:

M 7: Graduation & Completion
Senior honors students complete the Honors Program curriculum and graduate with a minimum of 3.25 cumulative grade point average.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% of graduating honors students earn Honors Program Graduate designation;
90% graduate with a minimum GPA of 3.25 (Cum Laude),
70% graduate with a minimum GPA of 3.5 (Magna Cum Laude);
50% graduate with a minimum GPA of 3.75 (Summa Cum Laude);

**Findings (2017-2018) - Target: Partially Met**
During the 2017-2018 academic school year, 27 honors students graduated from DSU.

0 seniors earned Honors Program Graduate designation.
7 seniors graduated with Summa Cum Laude latin honors: 7/27 = 25.93%
17 seniors graduated with Magna Cum Laude latin honors: 17/25 = 62.96%
2 seniors graduated with Magna Cum Laude latin honors: 2/27 = 2.41%
1 senior graduated without latin honors.

96.3% of the graduating seniors graduated with a GPA of 3.25 or greater.
88.89% of the graduating seniors graduated with a GPA of 3.50 or greater.
25.93% of the graduating seniors graduated with a GPA of 3.75 or greater.

**Connected Document**
- *Graduation Data by Latin Honors*

**Findings (2014-2015) - Target: Partially Met**
1. Twenty honors students graduated on May 17, 2015 with baccalaureate degrees. See Table 17: 2015 Honors Program Graduates-Demographics and/or Figure 45: Spring 2015 Cumulative GPAs-seniors.

2. Six students earned Honors Program Graduate designation and the Honors medallion and sash (6/20 = 30%).

3. Nineteen students earned a minimum GPA of 3.25 (19/20 = 95%).

4. Thirteen students earned a minimum GPA of 3.50 (13/20 = 65%).

5. Six students earned a minimum GPA of 3.75 (6/20 = 30%).
Two students graduated with GPAs of 4.0 (4/20 = 20%).
Findings (2012-2013) - Target: Partially Met

1. Three honors students graduated on May 19, 2013 with baccalaureate degrees. See Table 17: 2013 Honors Program Graduates' Cumulative GPAs and/or Figure 27: Spring 2013 Cumulative GPAs-seniors.

2. Three students earned Honors Program Graduate designation and the Honors medallion and sash (100%).

3. Three students earned a minimum GPA of 3.25 (100%).

4. Two students earned a minimum GPA of 3.50 (66.67%).

5. Zero students earned a minimum GPA of 3.75 (0%)

Connected Documents
- Tables for 2012-2013 Report
- Figures for 2012-2013 Report

Findings (2011-2012) - Target: Partially Met

1. Ten Honors students graduated on May 20, 2012 with baccalaureate degrees. See Table 11: 2012 Honors Program Graduates' Cumulative GPAs and/or Figure 1, Graduating Seniors with Latin Honors.

2. One student, Iymaan Pinkman, earned Honors Student Graduate and the Honors medallion (10%).

3. Nine students earned a minimum GPA of 3.25 (90.00%).

4. Eight students earned a minimum GPA of 3.50 (80.00%).

5. Three students earned a minimum GPA of 3.75 (30.00%)

Connected Document
- Honors Program 2011-2012 Appendices I, II, and III

Findings (2010-2011) - Target: Not Met

One of two graduating seniors received an honors medallion. The Honors Certification was not issued due to administrative issues.

50% (1 student) had a GPA greater than 3.25.
50% (1 student) did not graduate with honors.
Findings (2009-2010) - Target: Not Met
0% earned Honors Certificates in May 2010; No current data on GPAs of honors students.

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

Graduation Audit
Established in Cycle: 2010-2011

Perform an audit to determine if the student is on track for satisfying the requirements for Honors Program Graduate designation...

Student Demographics
Established in Cycle: 2010-2011

Assess the following information: number of students in program; number of students who receive Honors Certification; number o...

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

G 2: Enrollment Management

The Honors Program Living-Learning Community will achieve and maintain an Honors Program enrollment representative of the number of high-achieving, talented students in the DSU undergraduate population.

O/O 4: Enrollment Management I: Admissions

The number of DSU undergraduate student applicants who apply and are accepted into the Honors Program will increase commensurate with the university enrollment rates.

Related Measures:

M 10: Quality Enrollment
Honors Program, in conjunction with Office of Admissions and Office of Institutional Advancement will market the Honors Program on a regional and national level to gain a larger application pool and a larger number of qualified
participants. Measures are based on the number of new applicants and the number of DSU applicants which qualify for the Honors Program;

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
Recruit a minimum of 20 qualified, current DSU students into the Honors Program each year;
Recruit a minimum of 5 students from the Summer Programs each year;
Increase enrollment of Honors Program by 25% yearly;
90% of the students who apply are qualified and accepted into the program;
80% of those students who are accepted matriculate into the DSU honors program.

Findings (2017-2018) - Target: Not Met
Three DSU students joined the program during the 2017-2018 academic year.
No students were recruited from Jumpstart, Summer Bridge, etc.

During the 2017-2018 academic school year, the Honors Program received a total of 132 applications.
Total number of incomplete applications received is 86 out of 132: 65%
Total number of applications approved for acceptance is 37 out of 132: 28%
Total number of applications not approved for acceptance is 4.5%.
The program accepted 34 new applications (high school applicants) and 26 will matriculate as freshmen (26/34 = 76.47 %)

O/O 5: Enrollment Management II: Retention
Honors students will matriculate to the next academic level and experience a retention rate higher than the general student body.

Related Measures:

M 11: Retention
The Honors Program will measure the percentage of students who enroll in the program and the percentage of current students who matriculate to the next academic level in their program. This measure can be determined by the number of honors students who enter/remain in the program each year.

Source of Evidence: Activity volume
Target:
80% of all freshman honors students remain in the honors program for their sophomore year;
90% of all sophomore honors students remain in the honors program for their junior year;
95% of all junior honors students remain in the honors program for their senior year;

Findings (2017-2018) - Target: Partially Met
34 out of 34 freshmen will matriculate in the Honors Program as sophomores (100%).
36 out of 38 sophomores will matriculate in the Honors Program as juniors (94.74%).
29 out of 33 juniors will matriculate in the Honors Program as seniors (87.88%).

Findings (2014-2015) - Target: Partially Met
1. In Fall 2014, there were a total of 43 freshmen honors students. 41 out of 43 freshmen will matriculate in the Honors Program as sophomores (95.39%).
2. 24 out of 33 sophomores will matriculate in the Honors Program as juniors (72.73%).
3. 29 out of 36 juniors will matriculate in the Honors Program as seniors (80.56%).

Findings (2012-2013) - Target: Met
1. 100 out of 100 freshmen will matriculate in the Honors Program as sophomores (100%).
2. 37 out of 40 sophomores will matriculate in the Honors Program as juniors (92.50%).
3. 20 out of 20 juniors will matriculate in the Honors Program as seniors (100%).

Findings (2011-2012) - Target: Partially Met
1. 100 out of 100 freshmen will matriculate in the Honors Program as sophomores (100%).
2. 28 out of 32 sophomores will matriculate in the Honors Program as juniors (87.5%).
3. 17 out of 18 juniors will matriculate in the Honors Program as seniors (94.44%).

**Findings (2010-2011) - Target: Met**

100% of the freshmen honors students will matriculate in the Honors Program as sophomores; 19 out of 21 (90.47%) of the sophomore honors students will matriculate in the Honors Program as juniors; 100% of the junior honors students will matriculate in the Honors Program as seniors.

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

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

**Student Demographics**

*Established in Cycle: 2010-2011*

Assess the following information: number of students in program; number of students who receive Honors Certification; number o...

**G 3: Program Management**

The Honors Program Living-Learning Community will increase its visibility on the campus of Delaware State University and it will strive to garner regional and national recognition as a premier academic program in Delaware.

**O/O 7: Program Management II: Recruitment**

The Honors Program will develop and implement an integrated marketing plan that will garner the program and its students regional and national recognition.

**Related Measures:**

**M 9: Publicity & Marketing**

Honors Program, in conjunction with Office of Admissions and Office of Institutional Advancement will market the Honors Program on a regional and national level to gain a larger application pool and a larger number of qualified participants. Measures are based on the number of new applicants and the number of DSU applicants which qualify for the Honors Program.

Source of Evidence: External report

**Target:**

Send information regarding the Honors Program to qualifying university
applicants; Publicize the Honors Program during Orientation, Hornet Days, Open house and other activities which reach incoming or current DSU students; Update the Honors Program brochure (as needed); Publicize the Honors Program in local high schools;

**Findings (2017-2018) - Target: Met**
The Honors Program was publicized at the following venues: All Hornet Days (Office of Admission), Fall and Spring Open House (Office of Admissions) and the Organization Fair (OSLA).

**Findings (2014-2015) - Target: Partially Met**

1. NEW STUDENT ORIENTATION

(a) Director Lott and Secretary Adams participated in the following New Student Orientations: (June 17-18, 2014; June 24-25, 2014; July 8-9, 2014; July 22-23, 2014)

2. WELCOME WEEK

(a) Director Lott and Secretary Adams greeted students during Move-in-Day.

(b) Director Lott participated in the Women's panel.

3. DSU OPEN HOUSES Director Lott made two presentations each Open House.

(a) DSU Fall Open House, October 25, 2014.

(b) DSU Spring Open House, April 11, 2015.

4. HORNET DAY'S PARTICIPATION

Director Lott presented at DSU's Hornet's Day on the following days: (November 14, 2014; February 6, 2015; February 13, 2015, February 20, 2015; February 27, 2015)

5. HONORS DAY and HONORS INDUCTION/GRADUATION ceremonies

Director Lott planned, organized and presided over the following ceremonies (with the assistance of the Honors Council and Ms. Heather Adams).

(a) The Honors Program sponsored the Honors Program Induction/Graduation Ceremony on April 7, 2015, where 9 graduating seniors were honored and 39 students were inducted.

(b) The Honors Program sponsored Honors Day on April 16, 2015.

6. OPPORTUNITIES FOR MARKETING
(a) Director Lott is a member of the DSU - Learning Communities committee as a representative of the Honors Program.

7. MARKETING AND RECRUITING

(a) Director Lott with the Admissions department updated the Honors Program brochure.

(b) Director Lott revised the Honors Day abstract submission forms for electronic submission.

(c) Director Lott modified and improved the Honors Program web site to include links to more pertinent information about the Honors Program. Director Lott submitted a complete Honors Program budget to the Vice President of Finance.

**Findings (2012-2013) - Target: Partially Met**

1. NEW STUDENT ORIENTATION

(a) Director Lott participated in the following New Student Orientations: (June 26-27, 2012; July 9-10, 2012; July 12-13, 2012; July 24-25, 2012)

(b) Director Lott made two presentations each orientation: The announcement of the Honors Program on the first day and the information session on the second day.

2. WELCOME WEEK

(a) Director Lott made three presentations during Welcome Week.

3. DSU OPEN HOUSES Director Lott made two presentations each Open House.

(a) DSU Fall Open House, October 27, 2012.

(b) DSU Spring Open House, April 13, 2013.

4. HORNET DAY’S PARTICIPATION

(a) Director Lott presented at DSU's Hornet's Day on the following days: (November 16, 2012; February 1, 2013; February 22, 2013)

5. HONORS DAY and HONORS INDUCTION/GRADUATION ceremonies

Director Lott planned, organized and presided over the following ceremonies (with the assistance of the Honors Council and Ms. Heather Adams).
(a) The Honors Program sponsored Honors Day on April 4, 2013.

(b) The Honors Program sponsored the Honors Program Induction/Graduation Ceremony on April 11, 2013, where 3 graduating seniors were honored and 52 students were inducted.

6. OPPORTUNITIES FOR MARKETING

(a) Director Lott is a member of the DSU - Learning Communities committee as a representative of the Honors Program.

(b) Vanderbilt Graduate School Recruitment seminar on September 27, 2012 by Dr. Donald Brunson (sponsored by the DSU Honors Program).

(c) Six honors students participated in the American Heart Walk on October 27, 2012.

(d) Game Night: October 12, 2012; March 1, 2013; April 19, 2013; May 3, 2013.

(e) Movie Night: November 18, 2012; March 22, 2013.

(f) Director Lott attended the Fairy GodSister’s event on February 16, 2013.

(g) Director Lott was the guest speaker for Scholars Day on April 12, 2013.

(h) Director Lott attended the National Regional Honors Council Conference, April 5-7, 2013.

(i) Director Lott attended the DSU Graduate Symposium on April 26, 2013.

7. MARKETING, RECRUITING WITH ADMISSIONS

(a) Director Lott with the Admissions department updated the Honors Program brochure.

(b) Director Lott revised the Honors Day abstract submission forms for electronic submission.

(c) Director Lott modified and improved the Honors Program web site to include links to more pertinent information about the Honors Program.

(d) Director Lott published the 2012-2013 Honors Program Policies & Procedures Handbook (with the assistance of Ms. Heather Adams).

(e) Director Lott submitted a complete Honors Program budget to the Vice President of Finance.

(f) Director Lott proposed Propositions 13.1 - 13.4 (see O/O 11:Program Outcome II, Measure 15).
**Findings (2011-2012) - Target: Partially Met**

1. NEW STUDENT ORIENTATION


(b) The Honors Program made two presentations each orientation: The announcement of the Honors Program on the first day and the information session on the second day. On August 11, 2011 instead of a presentation, the Honors Program set up an information table in the administration building and provided information to the transfer students interested in the honors program.

2. OPEN HOUSES DSU

(a) Fall Open House, October 6, 2011

(b) Delaware State University Open House, October 22, 2011

3. HORNET DAY'S PARTICIPATION

Dr. Dawn Lott, Director of the Honors Program Participated in DSU's Hornet's Day on the following days: (February 3, 2012, February 17, 2012, February 24, 2012)

4. OTHER OPPORTUNITIES FOR MARKETING

(a) Honors Showcase - August 26, 2011

(b) Love DSU Fair - Honors Program - September 18, 2011

(c) Game Night, November 11, 2011

(d) Dr. Dawn Lott was a guest speaker at the English Honor Society Induction, November 17, 2011

(e) Dr. Dawn Lott participated in the Fairy God Mother of Delaware, January 28, 2012

5. MARKETING, RECRUITING WITH ADMISSIONS

(a) October 18, 2011. A table was set up in the memorial hall Gym. Twenty students stopped by the table and left their names and e-mails. The Honors Program replied to their emails, and one student (Caprice Green) applied and got accepted into the Honors Program.

(b) Director Lott with the Admissions department updated the Honors Program brochure.
(c) The program did not send applications to the current qualifying university applicants and the program was not publicized in local high schools this year.

Findings (2010-2011) - Target: Partially Met
Director Lott publicized the program at the following events.

3. DSU Scholars Day: Apr 15, 2011
4. DSU Open House: Apr 16, 2011
5. "Become an Honors Student," Project Success, DSU, Mar 15, 2011

Director Lott updated the Honors Program brochure.

The program did not send applications to the current qualifying university applicants and the program was not publicized in local high schools this year.

Findings (2009-2010) - Target: Not Met
DSU received 958 applicants with a 3.25 GPA or higher (filtered out those rejected for other reasons). 767 applicants have been accepted with a 3.25 GPA or higher.

220 of the accepted applicants with a 3.25 GPA or higher have confirmed they will attend. Of the 220 newly admitted freshman, 23 will be honors students = 10% of the available pool of students.

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

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

Community Service Project
Established in Cycle: 2009-2010
Plan/execute a community service project, preferably in October each year.

Publicity & Marketing
Established in Cycle: 2009-2010
Publicize the Honors Program in public venues on- and off-campus, at local high schools, etc.; widely publicize honors courses a...

O/O 8: Program Management III: Outreach
Through activities and programs on campus, the Honors program will be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.

**Related Measures:**

**M 3:Co-Curricular Learning**

Honors students fulfill other social and academic responsibilities and/or participate in activities which provide co-curricular, service learning and leadership opportunities, while maintaining good academic standing.

Source of Evidence: Activity volume

**Target:**
- 50% of the honors students will participate in other organizations on campus; 25% of the honors students will hold offices in other organizations.

**Findings (2017-2018) - Target: Not Reported This Cycle**

Data not available at the time of this report.

**M 5:DSU Research Day**

Honors Program will Co-Host Delaware State University Research Day

Source of Evidence: Presentation, either individual or group

**Target:**
- DSU Research Day will host a minimum of
  - 10 faculty research presenters;
  - 150 student research presentations (undergraduate & graduate combined);
  - 15 student research posters (graduate students only).

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

DSU Research Day was held on Friday, April 20, 2018. There were 184 student research presentations of which 31 were by graduate students and 153 were by undergraduate students. There were 8 faculty research presentations and 10 graduate poster presenters.

**M 8:Outreach programs**

Honors Program will create, offer and/or participate in activities that involve the DSU student body and the surrounding community, at large.

Source of Evidence: Activity volume

**Target:**
- Honors students will participate in at least one community project per year.
Findings (2017-2018) - Target: Met
In October 2017, ten honors students participated in Habitat for Humanity. Several honors students participated in individual community service projects.

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

Publicity & Marketing
Established in Cycle: 2009-2010
Publicize the Honors Program in public venues on- and off-campus, at local high schools, etc.; widely publicize honors courses a...

M 12: Student Research Activity
All upper-class honors students will participate in faculty-mentored research projects.

Source of Evidence: Senior thesis or culminating major project

Target:
90% of senior, junior and sophomore honors students present their research on DSU Research Day and/or other venues.

Findings (2017-2018) - Target: Not Met
In Spring 2018, the Honors Program had 128 students enrolled. On DSU Research Day,

- 39 Total Honors students presented research: 39/128 = 30.47%
- 6 Honors seniors: 6/25 = 24%
- 14 Honors juniors: 14/33 = 42.43%
- 18 Honors sophomores: 18/37 = 48.65%
- 1 Honors freshman: 1/33 = 3.03%

Connected Document
- 2018 DSU Research Day Presenters

   In Spring 2015, the Honors Program had 131 students enrolled.
2. Eleven out of 33 seniors and super-seniors presented research on Honors Day (33.33%).
3. Four out of 32 juniors presented research on Honors Day (12.5%).
4. Three out of 28 sophomores presented research on Honors Day (10.71%).
5. See Tables 9 - 11: 2015 Honors Day Honors Student Presentations.

Findings (2012-2013) - Target: Partially Met

1. In Spring 2013, the Honors Program had 137 students enrolled. All three senior students presented research on Honors Day (100%).

2. Seven out of 20 juniors presented research on Honors Day (35.00%).

3. Seven out of 40 sophomores presented research on Honors Day (17.50%).


Findings (2011-2012) - Target: Not Met

1. In Spring 2012, the Honors Program had 160 students enrolled. Three out of 11 seniors presented research on Honors Day (27.27%).

2. Five out of 18 juniors presented research on Honors Day (27.78%).

3. Zero out of 32 sophomores presented research on Honors Day (0%).

4. One out of 100 freshmen presented research on Honors Day (1%).

5. See Table 24: 2012 Honors Day Honors Student Presentations.

Findings (2010-2011) - Target: Partially Met

In Spring 2011, the Honors Program had 78 students enrolled. One out of two seniors presented her research on Honors Day (50%); Two out of eleven juniors presented their research on Honors Day (18%); Two out of twenty-one sophomores presented their research on Honors Day (10%).

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<td>Dr. Harbinder. S. Dhillon</td>
<td>Expression analysis of a C.elegans dopamine auto-receptor</td>
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**Related Action Plans (by Established cycle, then alpha):**

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

**Advisement**

*Established in Cycle: 2009-2010*

Develop/implement form versions of all major academic schedules that include various options for placement of honors courses. ...

**Research**

*Established in Cycle: 2009-2010*

Each honors student will identify his/her faculty research advisor by the second semester his/her freshman year. Management stud...

**Student Demographics**

*Established in Cycle: 2010-2011*
Assess the following information: number of students in program; number of students who receive Honors Certification; number of...

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 6: Program Management I: Pedagogy**
The Honors Program will experience growth and improvement in the following forms: Curriculum modifications; new course and colloquia development; honors program faculty strength;

**Related Measures:**

**M 2: Courses and Colloquia**
Measure the success of the Honors Program based on its course offerings; colloquia offerings.

Source of Evidence: Activity volume

**Target:**
Honors Program will offer at least two freshman level Honors courses per year, at least four upper-class level Honors courses per year, and two Honors colloquia per semester.

**Findings (2017-2018) - Target: Partially Met**
In Fall 2017, the Honors Program offered 4 freshman level honors courses, 2 upper-class honors courses and 2 colloquia.
In Spring 2018, the Honors Program offered 4 freshman level honors courses and 3 colloquia.

**Connected Document**
- 2017-2018 Honors Courses and Colloquia

**Findings (2014-2015) - Target: Not Met**
No honors courses were offered during the 2014 summer sessions.

**Findings (2012-2013) - Target: Not Met**
No honors courses were offered during the 2012 summer sessions.

**Findings (2011-2012) - Target: Not Met**
No honors courses were offered during the 2011 summer sessions.

**Findings (2010-2011) - Target: Not Met**
No honors courses were offered during Summer session I or II 2010.

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

Established in Cycle: 2009-2010
Offer sufficient honors courses each semester to enable honors students to satisfy yearly requirements and complete the program.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Advisement

Develop/implement form versions of all major academic schedules that include various options for placement of honors courses. Identify honors students in Banner by the attribute HONR.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
- Measure: Graduation & Completion | Outcome/Objective: Student Performance
- I: Course Assessment
- Measure: Student Research Activity | Outcome/Objective: Program Management
- III: Outreach

Implementation Description: Ongoing activity as departments change curricula
Projected Completion Date: 06/30/2014
Responsible Person/Group: Honors director, Honors secretary

Budget

Annually submit the Honors Program budget.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Publicity & Marketing | Outcome/Objective: Program Management III: Outreach

Implementation Description: Annually
Projected Completion Date: 03/01/2014
Responsible Person/Group: Honors director, Provost and Vice Provost
Budget Amount Requested: $35,000.00 (recurring)
Community Service Project
Plan/execute a community service project, preferably in October each year.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Publicity & Marketing | Outcome/Objective: Enrollment Management I: Admissions | Program Management II: Recruitment | Program Management III: Outreach
  Measure: Retention | Outcome/Objective: Enrollment Management I: Admissions

Implementation Description: One community service project per semester
Projected Completion Date: 04/30/2014
Responsible Person/Group: Honors director, Honors secretary, and Honors Student Association.

Courses & Colloquia
Offer sufficient honors courses each semester to enable honors students to satisfy yearly requirements and complete the program. Administer honors course/colloquium evaluations each semester.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Courses and Colloquia | Outcome/Objective: Program Management I: Pedagogy
  Measure: Graduation & Completion | Outcome/Objective: Student Performance I: Course Assessment

Implementation Description: Semi-annually
Projected Completion Date: 05/11/2014
Responsible Person/Group: Honors director, Honors secretary, Departments and Department Chairs

Gift Account
Monitor Honors Program Gift Account so that individuals can personally donate to the Honors Program.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Projected Completion Date: 07/23/2010
Liaisons

Establish 2 "College Honors Liaisons" for each college for college and/or department representation.

Established in Cycle: 2009-2010
Implementation Status: On-Hold
Priority: Medium
Implementation Description: Annually
Projected Completion Date: 05/11/2014
Responsible Person/Group: Honors director, Honors secretary, Institutional Advancement Liaisons

Policies & Procedure Handbook

Update/maintain/disseminate (online) the Honors Program Policies & Procedure Book documenting all policies, procedures, activities, and vital information necessary to the academic development of the honors students and honors faculty.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Implementation Description: Update annually and make available in print and on the web
Projected Completion Date: 08/25/2013
Responsible Person/Group: Honors director, Honors secretary, Honors Council, Academic Affairs committee, Faculty Senate
Additional Resources Requested: Reprographics

Publicity & Marketing

Publicize the Honors Program in public venues on- and off-campus, at local high schools, etc.; widely publicize honors courses and colloquia early and encourage honors students to enroll. Develop/implement a formal marketing strategy that includes brochures and on-campus presentations. Send an accompanying letter from the Director of the Honors Program to qualified accepted incoming students (via the Office of Admissions) as part of their letter of acceptance encouraging such students to apply for honors.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  - **Measure**: Outreach programs  |  **Outcome/Objective**: Program Management III: Outreach
  - **Measure**: Publicity & Marketing  |  **Outcome/Objective**: Enrollment Management I: Admissions  |  Program Management II: Recruitment  |  Program Management III: Outreach
  - **Measure**: Retention  |  **Outcome/Objective**: Enrollment Management I: Admissions

Implementation Description: Bi-annually
Projected Completion Date: 06/30/2014
Responsible Person/Group: Honors director, Honors secretary, Honors Council, Office of Institutional Advancement
Additional Resources Requested: Reprographics

Repository
Establish/maintain the Honors Program repository to maintain contact with graduating honors students post-graduation.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Implementation Description: Annually
Projected Completion Date: 05/15/2019
Responsible Person/Group: Honors secretary

Research
Each honors student will identify his/her faculty research advisor by the second semester his/her freshman year. Management student research hours and outcomes. Help foster research relationships between honors students and research faculty.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  - **Measure**: Faculty Research Mentors  |  **Outcome/Objective**: Student Performance II: Research
  - **Measure**: Student Research Activity  |  **Outcome/Objective**: Program Management III: Outreach  |  Student Performance II: Research

Implementation Description: Provide students with Mentor form to initiate the search for a mentor.
Projected Completion Date: 11/30/2013
Responsible Person/Group: Honors director, Honors secretary
Additional Resources Requested:
Admissions
Periodically review admission requirements to ensure the GPA and the SAT scores accurately reflect the quality of students desired for the program; review requirements for other programs in relationship to the DSU Honors Program.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  
**Implementation Description:** Review annually  
**Projected Completion Date:** 02/20/2013  
**Responsible Person/Group:** Honors Council, Academic Affairs Committee, Admissions and Faculty Senate

Calendar
Plan all Honors Program events at least 6 months in advance to ensure dates and completion of projects/activities.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** Monthly  
**Responsible Person/Group:** Honors director, Honors secretary

DSU Research Day
Co-Host the annual DSU Research Day.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Publicity & Marketing | **Outcome/Objective:** Program Management III: Outreach

**Implementation Description:** Annually. Activities according to Honors Program "To-do" list.  
**Projected Completion Date:** 03/15/2013  
**Responsible Person/Group:** Honors director, Honors secretary, Honors Council, Honors Council  
**Additional Resources Requested:** Reprographics

Graduation Audit
Perform an audit to determine if the student is on track for satisfying the requirements for Honors Program Graduate designation. Administer exit interview to all graduating seniors every year in March to determine student's planned activities post graduation.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Graduation & Completion | **Outcome/Objective:** Student Performance I: Course Assessment | Student Performance III: Program Completion

**Implementation Description:** Conduct audit prior to the Pre-advising period each semester.  
**Projected Completion Date:** 10/01/2013  
**Responsible Person/Group:** Honors director, Honors secretary

**Student Demographics**

Assess the following information: number of students in program; number of students who receive Honors Certification; number of students inducted; number of students graduated; number of students on probation I; number of students on probation II; number of ineligible students; number of Jumpstart students; ratio of males to females; number of student research presentations at Honors Day; etc.

**Established in Cycle:** 2010-2011  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Academic Success | **Outcome/Objective:** Student Performance I: Course Assessment  
**Measure:** Cumulative Grade Point Averages | **Outcome/Objective:** Student Performance I: Course Assessment  
**Measure:** Graduation & Completion | **Outcome/Objective:** Student Performance I: Course Assessment | Student Performance III: Program Completion  
**Measure:** Publicity & Marketing | **Outcome/Objective:** Program Management III: Outreach  
**Measure:** Retention | **Outcome/Objective:** Enrollment Management II: Retention  
**Measure:** Student Research Activity | **Outcome/Objective:** Program Management III: Outreach

**Implementation Description:** Complete student statistics semi-annually  
**Projected Completion Date:** 05/11/2014
Responsible Person/Group: Honors director, Honors secretary, Office of Institutional Research

Annual Report Section Responses

Executive Summary (1-2 pages)

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

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

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

Admission Criteria

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

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

The application must meet admission criteria. Application materials include:
• Freshmen: Copies of the high school transcript;
• Transfer students: Copies of college transcript(s) from every institution attended;
• Continuing DSU students: Unofficial DSU transcript.
• Freshmen: Letters of recommendation from two high school instructors;
• Transfer and continuing DSU students: Letters of recommendation from two college instructors.
• A typed 400-600 word essay explaining the desire to be admitted into the Honors Program; A list of academic and extracurricular achievements/awards.

Honors Program Goals

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

The Honors Curriculum

The Honors curriculum consists of the following category of courses and activities:

• Interdisciplinary/multidisciplinary colloquia/seminars.
• Departmental Honors Courses including sections of General Education courses.
An honors student will earn Honors Program Graduate designation if he/she

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

Oversight and Facilities

The Honors Program is part of the Division of Academic Affairs and reports to the Office of the Provost. The office is housed in Suite 310 of the Martin Luther King, Jr. Student Center and is staffed by the Director and the Secretary. The Honors Study Lounge is located in Tubman Hall, first floor.

The Honor Program serves approximately 120 students per year in their academic pursuit of Honors Program Graduate designation. It is supported by the university Honors Council that oversees the program.

Unit(s) Profile

A. PERSONNEL (Faculty/Professional and/or Classified Staff).

1. Full or part-time employees.

a. Dr. Dawn A. Lott, Honors Program Director, Department of Mathematical Sciences
b. Ms. Terry Pauls-Smith, Honors Program Secretary
c. Dr. Andrew Blake, Department of English & Foreign Languages
d. Dr. Myna German, Honors Council Chairperson, Department of Mass Communications
e. Dr. Samuel Hoff, Department of History, Political Science & Philosophy
f. Dr. Karl Miletti, Department of Biological Sciences
g. Dr. Gulnihal Ozbay, Department of Agriculture & Natural Resources
h. Dr. Renu Tripathi, Department of Physics & Engineering
i. Dr. Jesse Zuba, Honors Council Secretary, Department of English & Foreign Languages

2. Personnel changes. None.
B. CENTERS None.

C. EDUCATIONAL PROGRAMS

1. Degree(s) and degree options available within Department:

The Honors Program is not a degree-offering department.

2. Graduating honors students can earn the Honors Program Graduate designation. The requirements are

a. Completes a minimum of SIX credit hours of Interdisciplinary Honors Colloquia or Honors Independent Study Research with a minimum of "B" in each course;

b. Completes a minimum of TWELVE credit hours of department-based Honors courses with no more than SIX (6) coming from a single department with a minimum of "B" in each course;

c. Maintains an overall cumulative GPA of 3.25 each semester until graduated;

d. Presents a paper or poster project on Honors Day each year after the freshman year;

e. Successfully completes and defends an honors senior research thesis;

f. Completes an Honors Inventory Form by the end of the semester before the semester he/she graduates, and

g. Petitions the Honors Council for Honors Program Graduate designation.

3. Honors students approved for Honors Program Graduate designation will receive a certificate at Commencement. Their Honors status will be acknowledged in the Commencement book and designated in the official grade transcript and as part of their permanent academic record.

4. Enrollment by College

a. College of Agriculture and Related Sciences - CARS (9.38%)

b. College of Arts, Humanities and Social Science - CAHSS (35.16%)

c. College of Business - COB (15.63 %)

d. College of Education, Health and Public Policy - CEHPP (14.84 %)

e. College of Mathematics, Natural Sciences and Technology - CMNST (25.78 %)

5. Enrollment by Major: The following majors are represented by at least 4% of the Honors students

a. Aviation 3.13 %

b. Computer Science 3.13 %

c. Physics and Engineering 3.13 %
d. Education 3.91 %
e. Kinesiology 3.91 %
f. Agriculture 4.69 %
g. Business 4.69 %
h. Nursing 4.69 %
i. Accounting 5.47 %
j. Criminal Justice 5.47 %
k. Political Science 5.47 %
l. Mass Communications 6.25 %
m. Psychology 10.94 %
n. Other 16.41 %
o. Biological Sciences 17.19 %

6. Enrollment by Gender (consistent over the past 5 years)
   a. 108 women (84.38 %)
   b. 20 men (18.52%)

Unit(s) Initiatives accomplished in this cycle
   A. List and describe any new programs and/or initiatives.

   1. Margaret Oliver First Lady's Hats and Gloves Tea for March 2016.

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

   1. Two new honors colloquia were piloted this year: HONR 309: The Concept of Risk Across Disciplines; HONR 310: The Concept of Network Across Disciplines (both taught by Dr. Myna German)

   C. List Professional Development Efforts and/or Activities organized by the unit. None.

   D. List Professional Development Activities not organized by the unit but attended by or pursued by unit member (s), list names of members involved: See Departmental Reports.
E. List all community, public, and business outreach programs, activities and events occurring during the reporting year. Asterisk any that involved individuals from other DSU Units. Where appropriate, indicate the number of persons served by the outreach effort.

1. DSU Organization Fairs (*Office of Student Leadership and Activities)
2. New Student Orientations *(Office of Admissions)
3. DSU Open Houses *(Office of Admissions)
4. Hornet Days *(Office of Admissions)
5. DSU Research Day (*School of Graduate Studies and Research)
6. Habitat for Humanity

F. Technology Integration: Include a discussion of continuing effort or need for technology. Academic Departments are to include efforts in incorporating technology use in classroom instruction.

1. DSU Events App(lication) utilized for DSU Research Day
2. HP seeks to offer at least two more online courses.
3. HP seeks to encourage faculty who teach honors courses or colloquia to utilize technology in the classroom.

G. List any facility and/or infrastructure improvements.

1. Establishment of the Honors Program working group by the Provost's Office.

H. Terminated Programs: None

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

1. Director Lott submitted a formal budget to the Provost's office in order to obtain funds for the administration of the program. This program needs the established budget secured in order for the program to the honors students effectively and efficiently serve. For the past two years, most of the items required by or for the Honors Program have been funded by the Provost's budget. Hence, the Honors Program budget still does not include sufficient funding for university-wide honors activities.
2. Due to the growth of the program, the Honors Program is in need of a larger facility that can service the students and the staff effectively.
3. The Honors Program is in need of new colloquia (interdisciplinary courses). Students continue to complain that there is little variety in topics and in instructors for these specialized courses.

**Unit(s) Honors/Awards and Achievements**

A. Report any special honors and/or awards for the year. Academic departments are to include key statistics, such as number of degrees awarded, average time-to-degree, graduation rate, retention rate (year-to-year and to graduation) as compared to university totals.

1. Degrees

Four honors students earned Bachelor of Science/Art degrees on December 15, 2017. Twenty-three honors students earned awarded Bachelor of Science/Art degrees on May 15, 2018.

2. SAT scores

The SAT scores for entering freshmen honors based on honors students admitted to the Honors Program for 201501 are as follows:

- Critical Reading range = [500-730]; Critical Reading average = 573
- Mathematics range = [490-650]; Mathematics average = 546
- Total range (CR and M) = [910-1380]; Total average = 1119

3. Average time-to-degree for graduating honors students who have completed the curriculum is 4 years: Approximately 4 years.

4. Graduation rate for students who remain in the Honors Program: 25/29 = 86.21%

5. Retention rate

(a) 34 out of 34 freshmen will matriculate in the Honors Program as sophomores (100%).

(b) 36 out of 38 sophomores will matriculate in the Honors Program as juniors (94.74%).

(c) 29 out of 33 juniors will matriculate in the Honors Program as seniors (87.88%).

6. Fall 2017 President's and Dean's List

(a) President's List: 43 out of 132 students (32.58%)

(b) Dean's List: 109 out of 132 students (82.58%)

7. Spring 2018 President's and Dean's List
(a) President's List: 42 out of 128 students (32.81 %)

(b) Dean's List: 102 out of 128 students (79.69 %)

B. Major Achievements of Students.

1. National Presentations

Ten honors students presented their research at the 2017 Annual Conference of the National Association of African American Honors Programs (NAAAHP) in November 2017.

2. Activities of Student Groups (including civic and social activities)

(a) Honors Program Orientation

(b) Honors Induction/Graduation Ceremony (April 3, 2018)

(c) DSU Research Day (April 20, 2018).

(d) Brain Games Night (October 2017)

3. Job Placement and/or Accomplishments of Seniors: Not known at the time of this report.

C. Job Placement and/or Accomplishments of Graduate Degree Recipients: Not known at the time of this report.

D. Follow-up of Graduates (All Degree Levels; since 2009)

1. Number and Percentage of Honors Graduates: Not known at the time of this report.

2. Number and Percentage of Graduates Enrolled in full-time higher-level education within one year of graduation:

   Not known at the time of this report.

3. Number and Percentage of Graduates employed in the major field within one year of graduation.

   Not known at the time of this report.

4. Number and Percentage of Graduates in Delaware 5 years after graduation: Not known at the time of this report.

   E. Employer satisfaction: Not known at the time of this report.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning,
internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

See 2018 DSU Research Day Presenters.

Data regarding study abroad, service learning, internships, and experiential learning is not available at the time of this report.

Connected Document

- 2018 DSU Research Day Presenters

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

(a) The program will administer course and student evaluations so that the program can assess its strengths and weaknesses and then conduct modifications for positive change. The Director will meet with the Deans to determine a general schedule for course offerings and departments that are open to the creation of more honors courses.

(b) Some of these initiatives were implemented in the past but not aggressively. Forms which will allow honors students to evaluate the honors courses will be reinstated in the 2018-2019 academic school year. Additionally, exit interviews for seniors will be reinstated.

(c) The Honors Program will assess the courses/colloquia semi-annually in the 12th week of each semester in order to guarantee these initiatives are growing and improving the program and guarantee acquisition of necessary data for program review.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Employees’ Profile/Recent Achievements are documents in individual host departments as follows:

- Dr. Myna German, Department of Mass Communications
- Dr. Andrew Blake, Department of English & Foreign Languages
- Dr. Samuel Hoff, Department of History, Political Science & Philosophy
- Dr. Dawn A. Lott, Department of Mathematical Sciences
- Dr. Karl Miletti, Department of Biological Sciences
- Dr. Gulnihal Ozbay, Department of Agriculture & Natural Resources
- Dr. Renu Tripathi, Department of Physics & Engineering
- Dr. Jesse Zuba, Department of English & Foreign Languages
Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

See attached.

**Connected Document**
- *Undergraduate Program Data template*
Detailed Assessment Report
As of: 9/27/2018 12:26 PM EST
2017-2018 Hospitality & Tourism Management (B.S.)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Hospitality and Tourism Management Program is to prepare students to become leaders and management professionals, who possess the hospitality, entrepreneurial and managerial skills and competencies necessary to make positive contributions to the hospitality industry, in a global society.

This includes enhancing operational efficiency and effectiveness and the financial viability of organizations in the industry. Students must: (1) demonstrate knowledge and application, as well as oral and written communications of specific functional areas of specialization with management; (2) demonstrate requisite skills of a common body of knowledge in Hospitality and Tourism Management; (3) demonstrate Knowledge and applications to solve managerial and business problems, quantitative reasoning related to all sectors of the industry, in a global, cultural and diverse society; (4) Develop management, leadership and decision-making skills; and (5) assess data gathering, problem solving and information literacy related to HTM.

The Hospitality and Tourism Management (HTM) mission is congruent with the mission of the University, in that it prepares students for a meaningful and relevant education that emphasizes both the liberal and professional aspects of higher education. The Hospitality and Tourism Management Program embraces diversity and provides a broad range of interactive instruction, service, and research, so that graduates will become competent, productive and contributing citizens in a global, diverse society.

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

G 1: Student Learning Goals
Hospitality & Tourism Student learning goals.

SLO 1: SLG - Demonstrate HTM knowledge and skills to the application of decisions

Demonstrate knowledge and application, as well as oral and written communications of specific functional areas of specialization within Hospitality and Tourism Management.

Relevant Associations:

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

**Strategic Plan Associations:**
College of Business
1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

**Related Measures:**

**M 1: Senior Assessment Test**
1. HTM students are assessed using several methods. During the junior year and the beginning of the senior year, all HTM students are required to complete a 120-item exam that encompasses all aspects of Hospitality and tourism Management.
2. HTM students are assessed on the core subjects in the COB through a Senior Assessment Test that includes questions related to the 12 subjects included in the core areas.
3. Students are assessed using the "Across the Curriculum" rubrics required by the university.
4. Management and leadership skills are assessed through course activities and participation in professional and honors organizations.

The results of each assessment is evaluated and adjustments are made through course activities to improve the competencies noted below the standard.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
Students are required to score a minimum score of 80 in the senior Assessment test.

**Findings (2015-2016) - Target: Met**
The assessment test included the basic level of KSAs needed as a hospitality graduate. The target of 80 is being evaluated to determine if the target number should be raised. In previous years, students who did not score 80 or above were given additional questions to complete and an additional writing assignment as given if the writing was the problem.

Results indicate that the students met the minimum level of knowledge required. The test included two essay questions. Each student completed the essay questions that indicated that they were proficient in writing a response to issues and questions posed.

Revisions to questions where most students answered improperly will be evaluated and changed.

**SLO 2: SLG Requisite skills of Hospitality and Tourism Management**
Demonstrate requisite skills through the use of technology and other venues of the common body of knowledge related to Hospitality and Tourism Management.

**Relevant Associations:**

**Strategic Plan Associations:**

- College of Business
  1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
  5. Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

**Related Measures:**

**M 1: Senior Assessment Test**

1. HTM students are assessed using several methods. During the junior year and the beginning of the senior year, all HTM students are required to complete a 120-item exam that encompasses all aspects of Hospitality and tourism Management.
2. HTM students are assessed on the core subjects in the COB through a Senior Assessment Test that includes questions related to the 12 subjects included in the core areas.
3. Students are assessed using the "Across the Curriculum" rubrics required by the university.
4. Management and leadership skills are assessed through course activities and participation in professional and honors organizations.

The results of each assessment is evaluated and adjustments are made through course activities to improve the competencies noted below the standard.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

The target of 80

**Findings (2015-2016) - Target: Met**

Results indicate that the students met the minimum level of knowledge required. The test included two essay questions. Each student completed the essay questions that indicated that they were proficient in writing a response to issues and questions posed.

1. Seniors Assessment of Communication skills is conducted during the fall semester of the senior year, through HTM 449-Event Planning. The assessment includes: Writing, Speaking, Listening, Decision-making, completed through a special development project that is provided as the tool to assess. Students must assess,
plan, develop and present in written and oral format.

2.

Ninety-seven percent of the students met the minimum requirement of S, based on the rubric. The students who did not meet the minimum target were given additional assignments to complete. Additional time and resources were provided.

**M 2: Internship Portfolio**

A detailed portfolio of three activities related to internship and serving in supervisory roles. This is started with HTM 214 and expanded in HTM 314. This information is assessed using a rubric and given back to students for personal marketing, displaying HTM competencies.

. The three activities for Internship HTM 214:

1. Write a job description for one of the positions at the site.

2. Interview a manager/supervisor/director and ask specific questions included in the guide.

3. Assess and write the solution for one critical incident while working as an intern.

The maximum total points = 100 and included as a rubric at the end of the guide book.

Three activities are required for HTM 314, Internship II. They include

1. A detailed portfolio of each day’s activities.

2. Complete an assessment of an issue that may be occurring at the site, a process that needs improvement or an identified need that the supervisor directs the intern to complete and write a plan for improvement

3. Self-evaluation, pictures, plan developed placed into a portfolio.

Source of Evidence: Portfolio, showing skill development or best work
Target:
All students must score 90%. If there is missing information, time is provided for students to complete the assignment to meet 90%.

Findings (2015-2016) - Target: Met

Students completing internships scored 90 or above on the required assignments. The problem seems to be the time it takes them to complete the written component of the assignment. Most students (95%) have above the required hours needed for each internship. Many of the students continue to work after completing the internship hours.

No changes are needed with the requirements. The timing to submit the portfolio needs to be extended to six weeks after the end of the internship.

SLO 3:SLG - Hospitality and Tourism Problem Solving

Apply knowledge and applications of Hospitality and Tourism Management to apply and solve managerial and business problems, quantitative reasoning related to all sectors of the hospitality industry, in a global, cultural and diverse society.

Related Measures:

M 1: Senior Assessment Test
1. HTM students are assessed using several methods. During the junior year and the beginning of the senior year, all HTM students are required to complete a 120-item exam that encompasses all aspects of Hospitality and tourism Management.
2. HTM students are assessed on the core subjects in the COB through a Senior Assessment Test that includes questions related to the 12 subjects included in the core areas.
3. Students are assessed using the "Across the Curriculum" rubrics required by the university.
4. Management and leadership skills are assessed through course activities and participation in professional and honors organizations.

The results of each assessment is evaluated and adjustments are made through course activities to improve the competencies noted below the standard.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Assess data gathering, problem solving and information literacy related to HTM
This measure consists of an assigned research topic completed through the Hospitality Law class. Students are assigned to research laws related to the operation of hotels, and other lodging facilities, food services to find out the following:

a. Laws of operation for a specific state (Qualitative)

b. Code and regulations to own or rent properties (research and data gathering)

c. Recent legislation and the changes made that impact operation

d. Assessment of how the student would change laws to make the operations more profitable (quantitative data).

e. Recommendation to lawmakers and rationale for each recommendation (critical thinking).

Minimum requirement of "S" based on the rubric.

1. **Findings (2015-2016) - Target: Met**

   All of the students were able to research the specific codes for their state and each was able to identify legislation and the impact of the changes. Each student was able to assess the pitfalls, but many had shallow recommendations for lawmakers and the concrete rationale for their recommendations. More resources will be added so that students will have examples of making recommendations with the rationale that is workable and sustainable.

**SLO 4: SLG - Management, leadership and decision-making skills**

Develop management, leadership and decision-making skills.

**Relevant Associations:**

**Strategic Plan Associations:**

- **College of Business**
  1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.

**Related Measures:**

**M 1:Senior Assessment Test**

1. HTM students are assessed using several methods. During the junior year and the beginning of the senior year, all HTM students are required to complete
a 120-item exam that encompasses all aspects of Hospitality and tourism Management.
2. HTM students are assessed on the core subjects in the COB through a Senior Assessment Test that includes questions related to the 12 subjects included in the core areas.
3. Students are assessed using the "Across the Curriculum" rubrics required by the university.
4. Management and leadership skills are assessed through course activities and participation in professional and honors organizations.

The results of each assessment is evaluated and adjustments are made through course activities to improve the competencies noted below the standard.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
Assessment of management and leadership include the following:
1. Through HTM 311 and HTM 345-Food Production and Restaurant Management, students plan, develop, cost, produce and evaluate a meal that is marketed and served at the University club.
   Evaluation is completed by the instructor and class members weekly.
   Students must score a satisfactory rating by customers and classmates.
   Failure to score a satisfactory rating (75) means the student must complete an additional assignment in the area where the weaknesses occurred: costing, meal preparation and service.
2. Leadership development occurs through designing group projects, joining and participating in NSMH organization.

**Findings (2015-2016) - Target: Met**
2014-2015 Finding- Five HTM seniors completed the HTM assessment test. The average score was 82 %. All students scored at least 80 %. The test is given through Blackboard to seniors. If any student fails to meet the 80 % standard, they are provided with the missed questions to complete.
2015-2016 Finding- Two of the three graduating seniors completed the assessment test. Both students scored 85 % or higher on the test.

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

**Senior Assessment**
*Established in Cycle: 2015-2016*
Seniors must complete the Senior Assessment test with a minimum score of 80 %.

**SLO 5:SLG Assess data gathering, problem solving and information literacy related to HTM**
Assess data gathering, problem solving and information literacy related to HTM.

**Relevant Associations:**

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

Related Measures:

M 3: Information Literacy Rubric
Information literacy rubric will be used in the safety and sanitation class (HTM 270) to assess students' competency in data gathering, problem solving and information literacy related to HTM.

Source of Evidence: Written assignment(s), usually scored by a rubric

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

G 2: Strategic Goals
Program Strategic Goals for Hospitality & Tourism
HTM Strategic Goals:
1. Conduct yearly recruitment of students, by providing information to the undecided students and participating in recruitment fairs—Open House (fall and spring) and recruitment fairs.

O/O 6: Improve and strengthen outreach efforts to underserved populations in the state.

Improve and strengthen efforts by maintaining a positive relationship with students, parents, alumni, members of the Delaware community, and the general population.

- Develop and offer more Distance Learning Courses to increase participation and population.
- Encourage and identify collaborative Study-Abroad Opportunities for students.
- Increase the number of Industry professionals who spend a day with HTM students from 5 each semester to 8 each semester.
- Maintain affiliations with professional Organizations, such as ICHRIE, American Hotel and Lodging Association (AH&LA), National Restaurant Association, Delaware Economic Development Office, Delaware Tourism Office, Delaware Hotel and Lodging Association, (DH&LA), Eta Sigma Delta, HBCU-HM Consortium, NSMH, National Coalition of Black Meeting Planners (NCBP)

Relevant Associations:

Strategic Plan Associations:
College of Business
6 Increase external support for COB by nurturing collaborative research projects with public and private organizations.

**O/O 7:** Strengthen and support academic programs to enable students to reach their career goals.

Develop programs and processes to enhance student learning, professional development and success.

- Describe and give examples of how external forces impact HTM rational decision-making in a global society.

1.3 Infuse global awareness through Internationalizing the HTM curriculum and international relationships.

1.4 Conduct annual surveys of graduates to receive feedback about program.

1.3 Monitor all environments impacting HTM to infuse, adapt and adjust program goals and activities to meet industry needs.

1.4 Evaluate, maintain and improve program assessment strategies.

1.5 Provide support for student participation in professional activities and organizations, through industry collaborations.

Obtain feedback for continuous improvement from graduates, employees, alumni and advisory boards yearly.

This is evaluated by summarizing survey results of graduates: current positions, graduate school, future career goals.

**Relevant Associations:**

**Strategic Plan Associations:**

- College of Business
  3 Improve and strengthen outreach efforts by maintaining a positive relationship with students, parents, and alumni and by developing certificate and executive educational programs to serve the community.
  8 Improve the process of program review to ensure compliance with requirements for certification and accreditation.
O/O 8: Improve and upgrade technology to support the living-learning environment.

Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

- Use industry software and hardware.
- Demonstrate the use of various IT solutions and demonstrate how to apply them in specific business contexts.
- Infuse the use of technology in each HTM class.

Relevant Associations:

Strategic Plan Associations:
College of Business
5: Ensure use of technology resources in all aspects of student learning, including curriculum development, pedagogy and student advising.

O/O 9: Improve the quality of life for residential and commuting students through a comprehensive enrichment program.

Improve the quality of student life within HTM program

- Provide professional documented advisement to all HTM students yearly.
- Provide mentors for each freshmen HTM Major

Relevant Associations:

Strategic Plan Associations:
College of Business
1: Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
O/O 10: Improve external support for the University through enhanced development and marketing efforts.

Increase external support for HTM by nurturing collaborative research projects with public and private organizations.

- Assess the Hospitality Industry research needs each year and seek funding for the desired research.
- Work collaboratively with faculty at DSU and other institutions to design and conduct research projects
- Continue collaborative research with Penn State University
- Assess marketing strategies currently used.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Business

6 Increase external support for COB by nurturing collaborative research projects with public and private organizations.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Senior Assessment**
Seniors must complete the Senior Assessment test with a minimum score of 80%.

- **Established in Cycle:** 2015-2016
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Senior Assessment Test | **Outcome/Objective:** SLG - Management, leadership and decision-making skills
Annual Report Section Responses

Executive Summary (1-2 pages)

1. Executive summary

The Hospitality and tourism Management Program faculty and staff conduct yearly assessments of the program through different courses during each semester. Several courses were assessed using the WEAVE templates. The courses assessed during the fall semester included Hospitality and Tourism Management (HTM 100).

The courses assessed during the spring semester were the Hospitality Law and Legal Environment (HTM 417) for Information Literacy, and Managerial Finance/Accounting (HTM 449) for Analytical Analysis. Based on last year’s assessment, the results are improving and more student had obtained the Proficient level of assessment.

In order to meet and combat the challenges of students performing at the proficient level, additional information and activities in the form of case studies and research have been developed to create, build and develop critical thinking and data gathering skills. These activities are structured to assist in the improvement of students' performance of the essential objectives that they must meet as aspiring students pursuing undergraduate degrees.

Unit(s) Profile

1. Unit's Profile

The Hospitality and Tourism Management Unit's profile to date, consists of one full time tenured faculty member and three adjunct faculty members who work cooperatively to assess and develop program curriculum to meet the program needs as well as other objectives so that the students can become and stay competent in their hospitality career.

Unit(s) Honors/Awards and Achievements

1. Initiatives accomplished

The focus for the 2017-2018 academic school year was on the recruitment of students. In June of 2017, a Bridge Program was held for one week to expose middle and high school students to the exciting career of hospitality and tourism management. Nine students participated in this initiative.
Based on several initiatives during the year, visits were made to local schools in Delaware to talk with juniors and seniors about the Hospitality program at Delaware State University and career opportunities in the hospitality and tourism industry.

- A meeting with the Hospitality & Tourism Management program and representatives from the Delaware Restaurant Association (DRA) resulted in recruitment activities on October 5, 2017 at the inaugural Steps to Success ProStart Student Leadership Conference.
- As a member of the Delaware Restaurant Association, the program was invited to recruit at the Delaware ProStart student invitational culinary and management competitions. This took place on March 2, 2018.
- During the Month of May (15, 23), visits were made to the Dover High and Polytech High Schools to introduce and recruit students to the hospitality and tourism program.
- Online recruitment has been ongoing with the College Connection initiative, North Carolina. The program has attracted more than 5 students in the past 5 years for the program.

2. Unit Honors and Awards and Achievements:

The hospitality and tourism management program retained its accreditation through the Accreditation Commission for Programs in Hospitality Administration (ACPHA). The program was also re-accredited through the Association to Advance Collegiate Schools of Business (AACSB) under the College of Business (COB).

The full-time Faculty Member was appointed and joined the Delaware Restaurant Association (DRA) Board as an educational representative.

Served as panelist for the implementation of a statewide program of study that more closely aligned to the hospitality industry.

Served as management Judge for the Delaware Pro-Start student invitational culinary and management competitions.

Continue to serve as:

Member of the Board of Trustee for Western Hospitality Institute (WHI), Jamaica. Member of the Board of Trustee - Oversee Organization Business

Member Capital School District Career and Technical Education Advisory Board. Attend meeting, make suggestions, recommendations and decision on behalf of the school district.

Culinary/Nutrition and wellness judge for the Family, Career and Community Leaders of America (FCCLA) Delaware leadership Conference - March 28, 2018

Assistant treasurer and co-editor for the HBCU Consortium and the Consortium Journal of Hospitality and Tourism.
Editorial Review Board member for the Journal of Hospitality & Tourism Cases

Fall Semester, 2017

Fall 2017, seven (7) students took the ServSafe Manager Certification and were successfully certified.

During the fall graduation, one student applied for and graduated, completing all graduation requirements.

Spring Semester, 2018

Graduation

- During the spring semester of 2018, ten (10) students applied for graduation. Four students completed all requirements while the other students are completing outstanding course requirement during the summer semester.

Conference

- Eight Students including myself attended the National society for Minority in Hospitality (NSMH) Conference in February of 2018. From this conference, students received internships and jobs.

Certifications

- Five students took the Contemporary Club Management Certification and were successful
- Three (3) students took the Bar and Beverage management and were ________ while five (5) students completed the Delaware Alcohol and Tobacco Enforcement Alcoholic Beverage Server training Certification and were also successful.
- One (1) student took the ServSafe Manager Certification while two (2) students retook the exam and were successfully certified.
- Four (4) students took the Hospitality and Restaurant Management Certification

One (1) student took the Certification in Hotel Industry Analytics and was successful.

Awards

- Four Students were awarded honors by DSU for outstanding academic achievement based on their Grade Point Average (GPA).
- Certificate of appreciation awarded on behalf of the Capital School District to faculty member for serving as a community partner.
Certificate of appreciation awarded on behalf of the Capital School District Career and Technical Education Advisory Board (CTE) to faculty member for serving as advisory board member.

Students Initiative

The students in the National Society for Minority in Hospitality (NSMH) conducted a semester-long fundraising initiative to raise funds for their trip to the NSMH Conference which was held in Chicago on February 15-18 of 2018.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

1. Strategic Goals for 2017-18 that will be assessed:

   a. Goal 1: To graduate students who are excellent in communication and presentation competencies, so that recruiters will note during an annual survey.

   o Assessment of Courses: HTM 100, HTM 108, HTM 305, HTM 355, HTM 417, and HTM 449.

   b. Goal 2: To graduate students who are proficient in financial, research methods and costing/pricing for predictable profits.

   o Assessment: Assessment of financial, research methods and costing/pricing will be evaluated through daily and monthly case studies and activities and assessed via faculty, recruiters and peer reviews. This is to improve analytical and critical thinking skills.

Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  

   a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  

   b) Have these changes been implemented? If not, when will they be implemented?  

   c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

1. Closing the loop

The HTM program faculty assesses yearly results and have designed new activities that require students to enhance and improve skills in communications, research, and costing. The activities re as a result of assessment, interviews with industry recruiters and yearly updates of industry supporters.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.
1. Scholarly Products

Research/Publications


Mission / Purpose

The Office of Housing and Residential Education is committed to creating a safe and inclusive living-learning community that assists in fostering the intellectual and social development of Delaware State University's diverse residential student population, through programs and services that are aligned with the University's Mission and Core Values.

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

G 2: Recruitment and Training

To recruit and train quality residential personnel.

SLO 3: Recruitment and Training
Administer a training session and distribute handbook for all RAs and SRAs.

Related Measures:

M 5: Administer Training and Recruitment Tools
Administer training and recruitment materials for all student workers.

Source of Evidence: Service Quality

Target:
New RA Application in March, 2011.

Findings (2016-2017) - Target: Met
Updated RA manual and training session materials. SRAs and RAs attended Fire School Training and the "Escape Room" to enhance team-building skills.

Findings (2010-2011) - Target: Met
Achieved new application in March 2011.

SLO 4: Recruitment and Training
Provide staff cross-training with other Student Affairs areas for critical dialogue, proper use of on-campus expertise and ability to develop crucial collaborations.

SLO 6: Recruitment and Training
Develop marketing and recruitment methods that emphasize the benefits and responsibilities of Residential Assistants.

**Relevant Associations:**

**Related Measures:**

**M 6:RA Recruitment & Training**
Continue to update SRA and RA application packets, plan RA Recruitment Week which occurs in February of each year.

Source of Evidence: Administrative measure - other

**Target:**
Design application packet, set up Twitter, give sweatshirts and shirts to RA staff.

**Findings (2016-2017) - Target: Met**
Updated RA application packet, and held successful "RA Interest Week" in February. Utilized Facebook and Twitter to advertise, and made short clip of "Why be an RA."

**Findings (2010-2011) - Target: Partially Met**

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

**G 2:Recruitment and Training**
To recruit and train quality residential personnel.

**O/O 5:Recruitment and Training**
Develop cross-training opportunities for resident directors

**Related Measures:**

**M 4:Offer Professional Development Opportunities**
Offer development opportunities to staff through conferences, classes, etc.

Source of Evidence: Evaluations

**Target:**
Number of conferences and classes attended

**Findings (2016-2017) - Target: Met**
Conferences attended by staff include MACUHO and NASPA. Housing Dept./DSU hosted TedTalks, where RD Mrs. Jones was guest speaker.

**Findings (2010-2011) - Target: Met**
Achieved. 4 pro staff attended ACUHO-I National Conference and MACUHO Housing Conference.

**G 5: Professional Development**
Offer professional development opportunities to all members of DHRE professional and paraprofessional.

**O/O 11: Training and Professional Development**
Offer training and other professional development opportunities within the National and Regional Housing and Residential Education Organization (ACUHO-I and MACUHO).

**Relevant Associations:**
MACUHO and ACUHO-I

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

**Related Measures:**

**M 4: Offer Professional Development Opportunities**
Offer development opportunities to staff through conferences, classes, etc.

Source of Evidence: Evaluations

**M 7: Staff Development**
Continue to offer classes/presentation opportunities to resident assistants and professional staff.

Source of Evidence: Evaluations

**Target:**
Four staff members to attend at least one conference a year.

**Findings (2016-2017) - Target: Met**
Hosted TedTalks, where RD Mrs. Jones was speaker. Sponsored SRA
and RD to NASPA Conference in Austin, Texas. All RD staff and director of Housing attended MACUHO conferences.

**Findings (2010-2011) - Target: Met**
Completed 2011

**G 6: Improve Online Housing Application Process**
Invested in housing software to allow for easier housing application process for students and assignment coordinators

**O/O 12: Streamlined Application Process**
Eliminated paper applications, faster and easier process for students, timestamp applications submitted for ease of assigning spaces for "first come, first serve"

**Related Measures:**

**M 9: Volume of Applications Increased**
Volume increased on opening day of application process due to ease of applying by computer or cellphone.

Source of Evidence: Activity volume

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 7: Freshmen Mentoring**
Establish new mentoring programs in the residence halls while utilizing the Resident Assistants (RAs) as mentors.

**SLO 8: Mentoring**
Freshmen student mentees will write at least one individual personal, educational or career-related goal; three personal strengths and one weakness; one instance in which they have exhibited self-reliant behavior; and one situation in which they exhibited enhanced self-esteem.

**SLO 9: Communication and Collaboration**
Maintain and consistently update website for housing information to better inform students and parents about policies, procedures and important notifications.

**Related Measures:**

**M 3: Update Housing and Residential Education Website**
Update Housing and Residential Education website to be more user friendly, and provide thorough information to students and staff.

Source of Evidence: Efficiency
Target:
Was it completed on time?

Findings (2016-2017) - Target: Met
Housing web pages are updated as information changes within the department. Developed short video clips of each residence hall, which was added to campus map.

Findings (2010-2011) - Target: Not Met
Website in progress

SLO 10: Communication and Collaboration

Maintain Facebook page and Twitter account for Housing and Residential Education that informs students of important information and dates regarding housing processes and dates.

Related Measures:

M 2: Establish Communication Methods

Establish communication methods for students to utilize Facebook and Twitter to receive information from Housing and Residential Education.

Source of Evidence: Efficiency

Target:
Established communication with parents and students regarding housing information through social media.

Findings (2016-2017) - Target: Met
Students and parents became more knowledgeable of Housing information and important dates by watching DHRE Facebook and Twitter posts

Findings (2010-2011) - Target: Partially Met
Twitter Completed, Facebook In Progress

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Collaboration with Nursing Department
Continue collaboration with Nursing Department so that a nurse-based themed housing is created.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Meetings over Fall semester with Nursing Department and Provost Office.
Establish Facebook Page
Establish Facebook page.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Establish Facebook page prior to 2012 Fall Semester.
Responsible Person/Group: Phillip Holmes, Lisa Alexander
Additional Resources Requested: None
Budget Amount Requested: $0.00 (no request)

Finalize Update of Housing Website
Update of website to be complete prior to Fall Semester 2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Update and finalize website prior to Fall semester.
Responsible Person/Group: Matthew Fortune, Lisa Alexander
Additional Resources Requested: None
Budget Amount Requested: $0.00 (no request)

Finalize Updated Housing Website
Finalize update to website prior to Fall Semester 2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Will finish and complete before Fall semester.
Responsible Person/Group: Matthew Fortune, Lisa Alexander
Additional Resources Requested: None
Budget Amount Requested: $0.00 (no request)

Goal Writing

Facilitate writing of goals during initial floor meetings at beginning of Fall Semester, 2012.
Student/RA Mentoring Program  
Incorporate RA Mentoring Program into the departments programming model based on the University's Core values.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  
Implementation Description: Will implement in Fall 2012, beginning first month students return to campus during wing and hall meetings.  
Responsible Person/Group: Phillip Holmes  
Additional Resources Requested: None  
Budget Amount Requested: $0.00 (no request)

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**Student/RA Mentoring Program**  
Incorporate RA Mentoring Program into the departments programming model based on the University's Core values.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  
Implementation Description: Will begin implementation in the Fall 2012 semester, with each student being assigned an RA as a mentor.  
Responsible Person/Group: Phillip Holmes  
Additional Resources Requested: Paper, Files  
Budget Amount Requested: $100.00 (recurring)
Mission / Purpose

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

Goals without Outcome/Objective Relationships Specified

G 1: Strengthen teaching, research and service learning
Strengthen and support teaching, research and service learning to enable students to reach their career goals in the food and nutrition or textiles and apparel studies field.

G 2: Strong research activities
Maintain, support and encourage dynamic research activities that will foster and increase faculty and student participation.

G 3: Strengthen experiential learning and outreach activities
Strengthen experiential learning and outreach efforts for students and underserved populations in the state.

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Enhance quality of teaching, research and service learning
Enhance the quality of teaching and learning in all programs.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement

Related Measures:

M 1: Faculty professional development
Method of assessment are based on: Number of professional development seminars and workshops attended by faculty and staff.
Source of Evidence: Service Quality
Source of Evidence: Service Quality

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

**Findings (2016-2017) - Target: Met**
Drs. Taylor, Oh, Lee and Aryee have attended one professional development workshops organized by the Center for teaching and learning. Drs. Aryee, Besong and Lee attended the 18th Biennial Research Symposium organized by 1890 Research Directors in Atlanta, Georgia on April 1-4, 2017, and Taylor attended the annual Food and Nutrition Conference and Exposition for dietitians. Drs. Aryee, Besong and Taylor have also attended at least one professional conference in their field. Staff member also attended the 18th Biennial Research Symposium organized by 1890 Research Directors in Atlanta, Georgia on April 1-4, 2017. All 6 faculty and one staff member participated in at least one seminar/workshop. At least $10,000 travel funds from grant awards and college were used to support travel expenses for professional conferences.

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

**Faculty professional development**
*Established in Cycle: 2016-2017*
Continue to encourage faculty to participate in professional development workshops organized by the center for teaching and learn...

**O/O 2: Improve enrollment**
Number of undergraduate students enrolled per academic year; % change from previous years

**Relevant Associations:**

**Strategic Plan Associations:**
- Delaware State University
  - 2.2 Use enrollment management best practices to increase overall enrollment to 5,000 students

**Related Measures:**

**M 2: Percentage of enrollment increase**
Number of undergraduate students enrolled per academic year; % change from previous years

Source of Evidence: Activity volume

**Target:**
Student enrollment will increase by 5% each year.
Findings (2016-2017) - Target: **Met**

Target: MET

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

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

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

### Increase enrollment

*Established in Cycle:* 2016-2017

To increase enrollment, faculty plan to participate in career days in high schools, organize events in the department that can b...

M 3: **Submit accreditation documents in a timely manner**

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

*Source of Evidence:* Administrative measure - other

**Target:**

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

Findings (2016-2017) - Target: **Not Reported This Cycle**

**Target:** Not reported this cycle

We phased out the Didactic Program in Dietetics program in December 2016 and started implementation of the CPD program in the Fall 2016 semester. Progress report will be submitted in 2017-2018 cycle. Based on 2014-2015 academic year data of CPD program success, was 100% pass rate.

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

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

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

*Established in Cycle:* 2016-2017

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

O/O 3: **Encourage faculty/student research opportunities**

Encourage faculty participation and provide research opportunities for students.

**Related Measures:**

M 4: **Gauge research productivity**

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

Source of Evidence: Administrative measure - other

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

**Findings (2016-2017) - Target: Met**
Target: Met
Four faculty participated in collaborative research projects and about Ten students participated in research with a faculty mentor. Five faculty members participated in research activities with 13 students. Research topics that were assigned to students are shown in the table below. Drs. Besong, Lee, Oh, Lumor submitted grant proposal to USDA-NIFA. Dr. Oh’s proposal was awarded in the amount of $249,000 in October 2016. Food Chemists in Human Ecology collaborated with faculty in Biology Dept. to write grants together and mentor students.

**Student who conducted research in Spring 2016**

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

**Students who conducted research in 2015-2016 academic year (Fall and Spring)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Savin</td>
<td>bacterial spoilage in fish products</td>
<td>Lee</td>
</tr>
<tr>
<td>Nicola Boyle</td>
<td>Antioxidant activity and total Phenolics in Njansa seed oil</td>
<td>Lumor</td>
</tr>
</tbody>
</table>
### Student who conducted research in Spring 2017

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

Ross, Sterlin  Impact of education and literacy on purchasing and selection of apparel  Besong & Oh

Wood, Tiffany B.  Impact of media/TV on purchasing and selection of apparel  Besong & Oh

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

Lasheda Brooks  Bacterial spoilage in fish products  Lee

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

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

Increase funding to increase students participating in research
Established in Cycle: 2016-2017
Additional funds are needed to increase the number of students participating in research activities. Continue to encourage faculty...

O/O 4: Strong outreach efforts
Strengthen the experiential learning and outreach activities by providing instruction and hands-on activities in food production, food safety, textiles and apparel construction.

Related Measures:

M 5: Number of integrated projects/outreach efforts
Number of academic projects that have an outreach component for students; number of internship activities, number of internship sites developed, number of opportunities to provide research-based information both to the students and to underserved population in Delaware.
Source of Evidence: Administrative measure - other

Target:
At least 3 academic projects that have an outreach component for students were offered. The Department will offer at least five internship opportunities in retailing for Textiles and Apparel students. Four internship opportunities in food service, community nutrition and clinical nutrition for Food and Nutritional Science Students.

Findings (2016-2017) - Target: Met
Target: Met

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

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

Collaborate with retailers for internships
Established in Cycle: 2016-2017
Plan to build collaboration with more retail stores in Delaware to provide more internship opportunities for Textiles and Apparel...

M 6: Summer outreach activities
Human Ecology programming activities that are provided to high school students in the summer; Human Ecology facilities are being used by DSU and other outreach programs to provide instruction to under-served youths and adults; Human Ecology students are gaining experience in the community by providing research-based information to underserved youths and adults.

Source of Evidence: Climate / Environment

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

Findings (2016-2017) - Target: Met
Target: met

Dr. Lee provided summer apprenticeship activities on Food microbiology for high school students on campus. Dr. Lumor provided summer research activities on Food Chemistry for High School students. Ms. Donna Brown provided cooking class for middle school students. Three graduate students (Vanessa Richards, Gina Accumanno, Michael Hickey) assisted Dr. Lee, 3 graduate students (Duchard Louis, Prince G. Boakye, Jadhav, Pratik) assisted Dr. Lumor and on undergraduate assisted Ms. Brown with summer activities. Therefore, three summer outreach activities were offered for high school students.
Related Action Plans (by Established cycle, then alpha):

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

**Seek funding for outreach to middle and high school students**

*Established in Cycle:* 2016-2017

Additional funds are needed to provide organized outreach activities on campus for middle and high school students. Continue t...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Collaborate with retailers for internships**

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

*Established in Cycle:* 2016-2017  
*Implementation Status:* Planned  
*Priority:* High  

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Number of integrated projects/outreach efforts  
*Outcome/Objective:* Strong outreach efforts

**Faculty professional development**

Continue to encourage faculty to participate in professional development workshops organized by the center for teaching and learning. Continue to attract extramural funds to support professional development activities.

*Established in Cycle:* 2016-2017  
*Implementation Status:* Planned  
*Priority:* High  

**Relationships (Measure | Outcome/Objective):**  
*Measure:* Faculty professional development  
*Outcome/Objective:* Enhance quality of teaching, research and service leaning

**Increase enrollment**

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

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Percentage of enrollment increase  | **Outcome/Objective:** Improve enrollment

---

**Increase funding to increase students participating in research**

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

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Gauge research productivity  | **Outcome/Objective:** Encourage faculty/student research opportunities

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

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

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** Submit accreditation documents in a timely manner | **Outcome/Objective:** Improve enrollment

**Seek funding for outreach to middle and high school students**

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

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Summer outreach activities | **Outcome/Objective:** Strong outreach efforts

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

I. EXECUTIVE SUMMARY

Summarize significant accomplishments for the year, including status report on success in achieving 2016-2017 annual goals and objectives. [One Page]

- Faculty and staff have successfully attracted additional external funds over $200,000 during the 2017-2018 academic year. These funds are being used to strengthen teaching and research activities in the Food and Nutritional Sciences programs. The funds are also used to enhance students experiential learning activities and enhance department's recruitment efforts

Funded grants/funding source/amount/time period
• Faculty and staff have successfully attracted external funds during the 2017-2018 academic year. These funds are being used to strengthen teaching and research activities in the Textiles and Apparel Studies, Food and Nutritional Sciences, Food Chemistry, Food Microbiology and Biotechnology programs.

• Ten students graduated with a baccalaureate degree this academic year, 2017-2018 (2 earned a degree in Food and Nutritional Sciences, and 8 earned a degree in Textiles & Apparel Studies)

• Three students graduated with a Master of Science degree in Food Science and Biotechnology

• Two students 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.

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

Unit(s) Profile

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017- April 2018

Name  Samuel Besong

Rank/Title  Professor and Chairperson

Year Hired  July 2005  Years of Service  12 Years and 11 Months

X Tenured  Non-Tenured on tenure track  Not tenure-track  N/A

1. Courses taught

Fall-2017

a. Introduction to Nutrition (HMEC-215)

b. Etiology of Obesity and Prevention Approaches (HMEC-430)

Spring 2018

a. Advanced Nutrition (HMEC-308)

b. Senior Seminar (HMEC-450)

c. Nutritional Biochemistry (HMEC-455)
2. Participation in professional meetings, seminars, etc. Include date.

a. Project Directors’ meeting on Food Safety Sponsored by USDA-NIFA, June 2017

3. Research and publications (Students in bold font)

1) Bougouneau, B.M., Moore, M., Besong, S.A. and Aryee, A.N.A. Structural analysis of njangsa and other edible seeds using confocal imaging. 2nd Conference on Preparing Winning Grants. Dover Downs Hotel and casino, May 10-11, 2018, Dover, DE.


5) Besong, M.A., Nguyen, A., Besong, S.A. and Aryee, A.N.A. A comparison of commercial enzymes used singly or combined in aqueous enzymatic extraction of oil from njangsa seed. 109th AOCS Annual Meeting and Industry Showcase, May 6-9, 2018, Minneapolis, MN.

6) Bougouneau, B.M., Moore, M., Besong, S.A. and Aryee, A.N.A. A Microscopy study of the structure of njangsa and other selected seeds: Method development. 109th AOCS Annual Meeting and Industry Showcase, May 6-9, 2018, Minneapolis, MN.


10) Bougouneau, B.M., Moore, M., Besong, S.A. and Aryee, A.N.A. Analysis of the microstructure of selected edible seeds using confocal imaging. Research Day, April 20, 2018, Delaware State University Dover, DE.

11) Asuzu, P.C., Besong, S.A. and Aryee, A.N.A. Effect of solvent systems on the extraction and physicochemical properties of palm kernel oil to be used for food product development. Research Day, April 20, 2018, Delaware State University Dover, DE.

13) Smith, J.C., Asuzu, P.C., Besong, S.A. and Aryee, A.N.A. In vitro screening of phenolic compounds and antioxidant capacity of selected plants and plant parts. Research Day, April 20, 2018, Delaware State University Dover, DE.

4. Proposals submitted but not yet funded. Include funding agency.

a. Project Title: Establishing research on Phytochemistry at DSU (submitted to USDA-Evans Allen)

5. Funded grants/funding source/amount/time period

Project Title: Provide Experiential Learning Opportunities and Financial Support to facilitate transfer from Community College to DSU’s Coordinated Program in Dietetics." Funded by USDA-NIFA ($149,878)

6. Outreach Programs/Activities and dates

· Hosted His Excellency Governor Cornel Rasanga of Siaya County (State), Kenya to strengthen collaboration with institutions within the state.

7. Innovative teaching strategies and/or student services strategies initiated

· Integrated review of published articles, assignments and class lecture

8. Assessment related activities

· Developed a rubric to assess student writing, communication and oral presentation skills in the Senior Seminar course (HMEC-450)

· Developed a rubric to assess students' competencies in DPD core courses (HMEC-215, HMEC-317, HMEC-334)

9. Advanced study or other professional development

None

10. Special honors and awards received

None

11. Other significant accomplishments
EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017 - April 2018

Name Jungmi Oh___________________________________________

Rank/Title__Associate Professor_________________________________

Year Hired __2007______ Years of Service _______11 years____

__X___ Tenured ___ Non-Tenured on tenure track____ Not tenure-track______ N/A

1. Courses taught

Fall 2014

HMEC-207 Introduction to the Fashion Industry
HMEC-307 Quantitative Merchandising
HMEC-523 Theory/Practice for Web-Based Instruction
HMEC-607 STATS/Research Method in FCS

Spring 2015

HMEC-202 Historic Costume & Design
HMEC-423 Merchandising Assortment Planning & Buying
HMEC-561 CURR DEV/EVAL in FCS
HMEC-565 Experimental Design & Data Analysis

2. Participation in professional meetings, seminars, etc. Include date.
Delaware Family Consumer Science Teachers Meetings (Fall & Spring)

3. Research and publications. List the names of students involved.

4. Proposals submitted but not yet funded. Include funding agency.

5. Funded grants/funding source/amount/time period

6. Outreach Programs/Activities and dates

Spring 2013 ~ present Editorial Committee for the Korean Society of Knit Design

Spring 2015 Delaware 21st Century Program, William Henry Middle School, Dover DE

Spring 2015 FCCLA Annual Spring Conference

7. Innovative teaching strategies and/or student services strategies initiated

Developed a community engage program for FCS MS graduate students.

Developed a Teaching Portfolio Template (HMEC-561)

Developed Templates for Educational Technology Tools (HMEC-523)

· Distance Education: Blackboard

· Timeline Technology: Timetoast

· Online Themed Activities: Pinterest

· Virtual Story Board: Glogster

· Video Production Technology: Animoto

8. Assessment related activities

9. Advanced study or other professional development

March 30~31 LEAD2015 Global Leadership Forum

10. Special honors and awards received

11. Other significant accomplishments

Danielle Dawkins "School Uniform and The Effects of Child
EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017 - April 2018

Name: Jung-lim Lee

Rank/Title: Associate Professor

Year Hired: 2010

Years of Service: 8 years

X Tenured Non-Tenured on tenure track Not tenure-track

1. Courses taught

Fall-2015

• Food Microbiology: HMEC 260-01

• Advanced Food Microbiology: HMEC 520-01

• Advanced Food Safety: HMEC 610-60

Spring-2016

• Food Biotech and Genomics: HMEC 474-01

• Food Safety: HMEC 476-01

• Research Problems in Food Science: HMEC 625-60

2. Participation in professional meetings, seminars, etc. Include date.

• Delaware BioAssociation meeting, Delaware Biotechnology Institute, Newark, Feb, 2018.

• 1890 ARD Food Safety meeting, Beltsville, MD, April 2018.

3. Research and publications. List the names of students involved.

• Correlation of Total Bacterial and Vibriospp. Populations between Fish and
https://doi.org/10.3389/fmars.2017.00147


4. Proposals submitted but not yet funded. Include funding agency.

- Establish a PHAGE and new omics capacity for the mitigation of AMR bacteria. PD, CBG grants, USDA-NIFA.

- Development of Nutritionally Enhanced Corn Dried Distillers Grains with Solubles as a Phytogenic Alternative to Antibiotic Growth Promoters in Broiler Production. Co-PD, USDA-NIFA.

- Advanced Biomanufacturing: Bridging the gap between genomics and phenomics using the *Caulobacter* system, Co-PD, NSF.

5. Funded grants/funding source/amount/time period


6. Outreach Programs/Activities and dates

- Open "DSU Summer Food Biotechnology Camp for High School Students" 2015- Present.
• Committee activities of the MOT Charter CTE/ Perkins advisory committee 2016-Present.

• Serve as our higher education liaison and resident expert for the development of the Biotechnology Program at the MOT Science & Arts charter high school. 2015- Present.

• Committee activities of the DHSS food safety, 2017-Present.

7. Assessment related activities

• Review panel activity in the peer-reviewed journal "Food Biotechnology".

• Review panel activity in the peer-reviewed journal "Foodborne Pathogens and Disease".

• Review panel activity in the peer-reviewed journal "Journal of Food Safety".

• Review panel activity in the peer-reviewed journal "Food Research".

• Editorial board activity in the peer-reviewed journal "International Journal of Food Science, Nutrition and Dietetics".

• Review panel activity in Small Business Innovation Research (SBIR) program, USDA-NIFA.

8. Advanced study or other professional development

• Commitment to developing in metagenomics and AMR studies.

• Commitment to developing the pipelines for bioinformatics/biostatistics analysis.

9. Special honors and awards received

• None.

10. Other significant accomplishments

Graduate Committee Chair


• Gina Accumanno. The Study of Bacterial Communities on Catfish (*Ictalurus*

• Cassandra Eyong. The Effects of Natural Preservatives on the sensory Properties and Shelf Life of Channel Catfish (Ictalurus punctatus). April 2018.

• Raphael Eyum. Quantification of Viable Pseudomonas species based on DNA Amplification. April 2018.

Search Committees

• Search Committee Member for Food and Nutritional Science faculty. Winter, 2018.

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017 - April 2018

Name__ Bettina C. Taylor ________________________________

Rank/Title Assistant Professor _________________________

Year Hired ___12/2014____ Years of Service _____3 year and 5 months________

_____Tenured ___x__ Non-Tenured on tenure track ___ Not tenure-track ___ N/A

1. Courses taught

Fall 2017

• Nutrition During the Lifecycle (HMEC 335)
• Introduction to Dietetic Practice (HMEC 310)
• Human Nutrition Assessment (HMEC 325)
• Medical Nutrition Therapy II (HMEC 426)
• Community Practicum (HMEC 490)
• Clinical Practicum II (HMEC 492)
• Enrichment Practicum (HMEC 494)

Spring 2018
· Principles of Analysis of Food Preparation (HMEC 105)
· Human Nutrition Assessment (HMEC 325)
· Medical Nutrition Therapy II (HMEC 426)
· Clinical Practicum I (HMEC 493)
· Community Nutrition Practicum (HMEC 490)
· Food Service Management Practicum (HMEC 491)
· Enrichment Practicum (HMEC 494)

2. Participation in professional meetings, seminars, etc. Include date.
· ACEND Program Reviewer Workshop. 6/22-23/2018.
· Food and Nutrition Conference & Expo. 10/22/2017.
· Delaware Academy of Nutrition and Dietetics 2018 Annual Conference. 4/27/2018.

3. Research and publications (Students in bold font)
Bhagya Sri Kaja, Stephen Lumor, Samuel Besong, Bettina Taylor and GULNIHAL OZBAY. Investigating Enzyme Activity of Immobilized Candida rugosa Lipase. Journal of Food Quality. [Accepted for publication]

4. Proposals submitted but not yet funded. Include funding agency.
· Jung-lim Lee, Derrick Scott, Bettina Taylor, Fran Franklin, Amrita Madabushi. Establish a PHAGE and new omics capacity for the mitigation of AMR bacteria. USDA-NIFA-CBG.
· Shobha Sriharan Christopher Catanzaro, Crystal Wynn Debbie Jones, Asmare Atalay Reza Rafie, Gabriel K Harris, Stacey Nelson. Collaborative Approach for Underrepresented Student Experiential Learning in Agricultural and Food Sciences. Subaward Grant. USDA-NIFA-CBG.

5. Funded grants/funding source/amount/time period
· Samuel Besong, Bettina Taylor, Donna Brown. Collaborative Initiative to Assess and Develop Intervention programs to Combat Obesity among Low-income Families. $249,993. 10/2015-09/2018. USDA-NIFA-CBG.
· Bettina Taylor, Samuel Besong, Donna Brown. Provide Experiential Learning and Financial
Support to Facilitate transfer from Community College to DSU's CPD program. $149,878. 02/2018-02/2020.

6. Outreach Programs/Activities and dates
   · Student Outreach Committee Member. CARS. January 11, 2018 - Present.
   · Poster Presentation: Coordinated Program in Dietetics presented at the Delaware Academy of Nutrition and Dietetics Conference. 4/27/2018.

7. Innovative teaching strategies and/or student services strategies initiated

8. Assessment related activities
   Redesigned Goals and SLOs with Associations and Related Measures, Targets, Findings, and Action Plans for Food and Nutrition Sciences (B.S.). Fall 2017.
   Updated and Submitted to ACEND: Coordinated Program in Dietetics Curriculum Map, RDN Curriculum Map Required Components Checklist, and CRDN Student Learning Outcomes (SLO) Assessment Plan (Required Elements 6.1 and 6.2) On-going Assessment of Core Competencies for the RDN. December 2017.
   General Education Committee Member. 2017/18 Academic Year.
   Faculty Senator, Delaware State University. 2017/18 Academic Year.

9. Advanced study or other professional development
   Webinars for Continuing Professional Education Attended:


· Patient Simulation: Putting Malnutrition Screening, Assessment, Diagnosis, and Intervention into Practice. October 2017.

· Botanical for a Healthy Inflammatory Response; Cooling the Fire Dragon. October 2017.


· Exploring the Evidence on Dietary Patterns. The Interplay of What We Eat and Health. January 2018.

· Engage Students by Adding ANDHII to the Classroom. January 2018.


· IPE 101 for the Dietetic Educator. April 2018.


· Nutrition Care Process from and Integrative and Functional Perspective. May 2018.

· Medical Cannabis: Considerations for Dietitians Working in Oncology. May 2018

10. Special honors and awards received

None

11. Other significant accomplishments

Graduate Committees


· Graduate Committee Member: Gina Accumanno. The Study of Bacterial Communities on Catfish (Ictalurus Punctatus) during Storage. April 2018.

· Graduate Committee Member: Cassandra Eyong. The Effects of Natural Preservatives on the sensory Properties and Shelf Life of Channel Catfish (Ictalurus punctatus). April 2018.

Search Committees
· Search Committee Member for position in Textiles and Apparel Studies. Summer, 2017.

· Search Committee Chair for Food and Nutritional Science faculty. Winter, 2018.

· Search Committee Chair for Early Childhood Lab Director position. Spring, 2018.

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017 - April 2018

Name Alberta N.A. Aryee

Rank/Title Assistant Professor

Year Hired ____ 2017 ____ Years of Service ____ 1 year 5 months ____

Tenured ___ Non-Tenured on tenure track ____ Not tenure-track ____ N/A

1. Courses taught

Spring 2018

a. Food Chemistry (HMEC 530)

b. Food Chemistry (HMEC 540)

c. Food Product Development (HMEC 600)

d. Introduction to Food Science (HMEC 250)

Fall 2017

a) Food Analysis (HMEC 540)

Spring 2017

a) Food Chemistry (HMEC 530)

2. Participation in professional meetings, seminars, etc. Include date.

a) 2nd Conference on Preparing Winning Grants. Dover Downs Hotel and casino, May 10-11, 2018, Dover, DE.

b) American Oil Chemists' Society annual meeting - 109th AOCS Annual Meeting and
Industry Showcase, May 6-9, 2018, Minneapolis, MN.

c) The 2nd 1890 ARD & USDA-ARS Food Safety Symposium, Beltsville Agricultural Research Center, April 23-25, 2018, Beltsville, MD

d) 2nd Annual Research Day, April 20, 2018, Delaware State University Dover, DE.

e) Small Farms Conference Program Committee, MLK Student Center, Delaware State University, March 6, 2017, Dover, DE.

f) 75th Professional Agricultural Workers Conference, December 3-5, 2017, Auburn/Opelika, AL.

g) 8th Annual Undergraduate Research and Service Celebratory Symposium, August 10, 2017, University of Delaware, Newark, DE.

h) 2017 Summer Research Symposium, MLK Student Center, Delaware State University, July 27, 2017, Dover, DE.


j) Inaugural Delaware State University Research Day, April 21, 2017, Dover, DE.


3. Research and publications (Students in bold font)

Publication


**Presentation**


3) **Shehu, I., Abousamra, W.** and Aryee, A.N.A. Effect of non-thermal pretreatment on physicochemical and sensory characteristics of yellow bean flours and cake. 2nd Conference on Preparing Winning Grants. Dover Downs Hotel and casino, May 10-11, 2018, Dover, DE.


6) **Besong, M.A.**, Nguyen, A., Besong, S.A. and Aryee, A.N.A. A comparison of commercial enzymes used singly or combined in aqueous enzymatic extraction of oil from njangsa seed. 109th AOCS Annual Meeting and Industry Showcase, May 6-9, 2018, Minneapolis, MN.


11) **Bougouneau, B.M.**, Moore, M., Besong, S.A. and Aryee, A.N.A. Analysis of the microstructure of selected edible seeds using confocal imaging. Research Day, April 20, 2018, Delaware State University Dover, DE.

12) **Asuzu, P.C.**, Besong, S.A. and Aryee, A.N.A. Effect of solvent systems on the extraction and physicochemical properties of palm kernel oil to be used for food product development. Research Day, April 20, 2018, Delaware State University Dover, DE.


15) Smith, J.C., Asuzu, P.C., Besong, S.A. and Aryee, A.N.A. In vitro screening of phenolic compounds and antioxidant capacity of selected plants and plant parts. Research Day, April 20, 2018, Delaware State University Dover, DE.


20) Thomas, J., Aikins, A. and Aryee, A.N.A. Exploring the potential antimicrobial properties of selected plant extracts against Proteus vulgaris. Research Day, April 20, 2018, Delaware State University Dover, DE.


22) Morrison, C., Aikins, A. and Aryee, A.N.A. Exploring the potential antimicrobial properties of selected plant extracts against E. coli. Research Day, April 20, 2018, Delaware State University Dover, DE.

23) Besong, M., Arrey, I.T., Nguyen, A. and Aryee, A.N.A. (2017). Influence of various enzyme combinations on njangsa (Ricinodendron heudelotti) seed oil extraction, recovery and quality. 8th Annual Undergraduate Research and Service Celebratory Symposium, August 10, 2017, University of Delaware, Newark, DE.


4. Proposals submitted but not yet funded. Include funding agency.

a) **Building Students' Capacity in Food Science Research using Experiential Learning, Concepts of Food Analysis, Product Development and Sensory Evaluation.** PI, 2018, Funding Organization: USDA-NIFA-CBG.

b) **Acquisition of an AFM-Raman Microscope.** Collaborator, 2018, Funding Organization: NSF.

c) **Acquisition of a Multiphoton Confocal Microscope for research and Education at Delaware State University.** Co-PI, Funding Organization: NSF.

d) **Waste Valorization and Food for Health: An Integrated Approach to Train Food Scientists to Meet National Need.** PI, 2017, Funding Organization: USDA-NIFA-HEP.

e) **Demonstration of Edible Oil Production from Algal Biomass.** Co-PI, 2017, Funding Organization: SDA-NIFA-AFRI.
5. Funded grants/funding source/amount/time period

a) Digestive aid delivery, Delaware INBRE Core Center Access Award (awarded/active)

b) Delaware INBRE Summer Research Program (Support for supplies and 2 summer students - Summer 2018).

   i. Encapsulation of astaxanthin and its characterization, Delaware INBRE Summer Research Program (Feb. 2, 2018) (awarded)

   ii. Food safety and human health; bacterial detection in food and safety of product shelf life for consumption Delaware INBRE Summer Research Program, co-mentoring with Dr. Gulnihal Ozbay (awarded/active)

6. Outreach Programs/Activities and dates

a) **Speaking Events**

Routinely invited to speak to students from the Early College High School about Food Science, and Research opportunities in my Food Chemistry Lab (April 2018 and October 2017).

b) **Laboratory Visit**

Routinely invite students from the Early College High School to visit my Lab and to participate in experiments (April 2018 and October 2017).

c) **Research Experiences**

I regularly host 1 to 2 in my laboratory during the semester. Between Fall 2017 and Spring 2018, I have hosted 2 undergrads.

d) **Summer Research Experiences**

My summers are dedicated to research and increasing participation of underrepresented groups in Science and Technology. Since, 2017 I have hosted 2 or more students in my laboratory. This year (2018), I have two high school students and two undergrad interning in my lab.

e) **Analytical Service Lab**

Routinely analyze (GC-MS) flavor and fragrance oils for perfumery and flavoring for Champon Vanilla Inc, Palm Beach Gardens, Florida.

Developed nutrition fact label for 32 flavors for Vanderwende Farm Creamery, Bridgeville, DE. (Completed: April 2018).

f) **Reviewer**

1. Natural Sciences and Engineering Research Council of Canada (NSERC)

2. Food Chemistry

3. Journal of Food Biochemistry
4. Journal of Food Engineering

5. American Oil Chemists' Society

7. Innovative teaching strategies and/or student services strategies initiated
   a) Development of research projects for Food Product Development (HMEC 600)
   b) Development of sensory evaluation protocols for Food Product Development (HMEC 600)
   c) Mini-research projects; Introduction to Food Science (HMEC 250)
   d) Site visit to USDA Research Center, Wyndmoor, PA

8. Assessment related activities
   a) AOCS/PCP Division's ADM Best Paper Award Judge (Feb. 2018).
   b) Faculty Senator, Delaware State University, 2017/18 Academic Year.
   c) College of Ag. & Related Science Seminar Committee Seminar Committee Co-Chair (Fall 2017 - present)
   d) Chemical & Biosafety committee member, Delaware State University (Summer 2017 - present)
   e) National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCHE2017); Review Committee Member (Sept. 2017)
   f) AOCS/PCP Division's ADM Best Paper Award Judge (March 2, 2017)
   g) 6th Annual Kent County Science Fair - Chemistry, Delaware State University; Judge (March 2, 2017)

9. Advanced study or other professional development
   a) R01 GRANT: How to write a persuasive proposal (May 24, 2018) - Webinar.
   b) Inspiring Women in STEM conference (October 18, 2017, Wilmington, DE).
   d) Climate Change Education Symposium, Delaware State University (March, 28 2017)

10. Special honors and awards received
    a) 13th Center for Teaching and Learning Teaching Innovation and Enrichment Mini-Grant Award, Delaware State University (May 22, 2018).
    b) Travel Award, Center for Teaching & Learning, Delaware State University (May 21, 2018).
    c) Hornets Awards, Early College High at Delaware State University (May 7, 2018).
11. Other significant accomplishments (Supervision of students' M.S. thesis)

a) Undergraduate Mentoring:

i. Adebola Gbadebo, Summer Research Intern, 2018

ii. David Adejoro, Summer Research Intern, 2018

iii. Damyen Ingram, INBRE Summer 2018 Intern

iv. Kristabel J. Madera, Student Research Assistant - Completed

v. Sydney Jones, Capstone project: Determination of acetaminophen and ibuprofen in the larvae of *Calliphora vicina* using High Performance Liquid Chromatography), Co-mentored with Dr. Krystal Hans (Forensic Biology, DSU) - Completed/Graduated

vi. Chigozie Louis Okolie (Topic: The structure-function relationship between *Ascophyllum nodosum*poly saccharides and in vitro prebiotic activity: An assessment of the impact of extraction technologies). Dalhousie University, Truro, Canada & Verschuren Center for Sustainability in Energy and the Environment, Cape Breton University, Sydney, Canada - Completed/Graduated - Feb 2018

vii. Wei Xu (Topic: Bile acid-binding capacity of lobster shell-derived chitin, chitosan and chitooligosaccharides). Dalhousie University, Truro, Canada & Verschuren Center for Sustainability in Energy and the Environment, Cape Breton University, Sydney, Canada - Completed/Graduated - Nov 2017

viii. Benjamin Bougouneau, Student Research Assistant - August 2017 - to present

ix. Linton Bailey, CIBER Scholar Summer 2017 - Completed

x. Mary Besong, CIBER Scholar Summer 2017 - Completed

b) Graduate Student Advising:

i. Jallah C. Smith: January 2018 - to present

ii. Wycliffe O. Wanyang: August 2017 - Dec. 2017

iii. Peace C. Asuzu: August 2017 - to present

c) Graduate Student Committee:

i. Raphael L. Eyum (Topic: Development of a rapid method to distinguish between total number of viable and dead *Pseudomonas* species in pure culture by Ethidium bromide monoazide-PCR) Thesis Supervisory Committee Member - Completed/Graduated - April 2018

ii. Esam Almuhaideb (Thesis: Isolation and differentiation of *Vibrio* species in oyster and seawater from Delaware bay and molecular characterization of *Vibrio parahaemolyticus*), Thesis Supervisory Committee Member - Completed/Graduated - April 2018

iv. Yazmine Thomas (Topic: Lead, arsenic, and cadmium contamination in commercially available brands of coconut milk), Non-thesis Supervisory Committee Member - Completed/Graduated - July 2017

v. Immaculate T. Arrey (Thesis: Enzyme-assisted aqueous extraction of njangsa (Ricinidendron heudelotti) seed oil), Thesis Supervisory Committee Member & de facto advisor - Completed/Graduated - April 2018

vi. Michael D. Hughes (Thesis: GC-MS characterization of sulfur species in lightweight fractions of biodiesel distillate), Thesis Supervisory Committee Member - Completed/Graduated - April 2017

d) Search Committees

i. Search Committee Member - Faculty Position for Textiles and Apparel Studies. Summer, 2017.

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLishments

May 2017 - April 2018

Name: __ Jihye Lim __________________________________________

Rank/Title: Assistant Professor __________________________________

Year Hired : 2017 __ Years of Service: __ year_____________________

_____Tenured _X_ Non-Tenured on tenure track ____ Not tenure-track ____ N/A

12. Courses taught with enrolment

a. Fall 2017


HMEC 210 Introduction to Textiles (New Prep) (7).

HMEC 415 Consumer Behavior in Fashion (New Prep) (9).

b. Spring 2018

HMEC 103 Apparel Construction (New Prep) (9).

HMEC 202 Historic Costume & Design (New Prep) (8).

HMEC 470 Textiles and Apparel Global Economy (New Prep) (13).

13. Participation in professional meetings, seminars, etc. Include date.

a. PDW 2017 Professional Development workshop; Transformation with Purpose, Delaware State University, Dover, November 2017.

b. 47th Delaware Agricultural Industry meeting, Delaware Council of Farm Organizations, Dover, January 2018.

c. 2nd Conference on Preparing Wining Grants, Delaware State University and USDA, Dover, May 2018.


14. Research and publications. List the names of students involved.


15. Proposals submitted but not yet funded. Include funding agency.

a. Design of Textile Composite Highly Performing for Management of Sludge Wastewater. PI, 2018 CBG grants, USDA-NIFA.

16. Funded grants/funding source/amount/time period: None.

17. Outreach Programs/Activities and dates:

· 2018 Ad Hoc Reviewer, Fashion and Textiles.

· 2015 - Present Ad Hoc Reviewer, Textile Research Journal.

18. Innovative teaching strategies and/or student services strategies initiated:

Incorporated the following activities in Textiles and Apparel design program courses:

a. Field trip to the high performing textiles and apparel global company, Invista.

b. 2018 AATCC Student Competition for Product Development.

c. 2018 AATCC Student Competition for Merchandising.

d. Review of peer-reviewed journal paper and market report related textile and apparel fields.

19. Assessment related activities:
· New preparation of courses following:

HMEC 209, HMEC 210, HMEC 415, HMEC 103, HMEC 202, HMEC 320, HMEC 470.

· New preparations include the development of:

i. Syllabus.

ii. Lecture notes.

iii. Small group long term project related textile product development and merchandising.

iv. Small group discussion and presentation.

v. Rubric to assess students’ performance in writing, presentation, and sewing practices.

vi. Industrial network through field trip.

20. Advanced study or other professional development:

- Interdisciplinary research development, integrating textile science and technology into sludge wastewater management.

- Collaborative research development with the University of Delaware.

21. Special honors and awards received: None.

22. Other significant accomplishments:

- Undergraduate Advising for Junior (7)

EMPLOYEE (faculty, professional/classified staff)

PROFILE AND ACCOMPLISHMENTS

May 2017 - April 2018

Name  Jasmine Chandler ________________________________

Rank/Title  Instructor/Extension Specialist Textiles & Apparel Studies ______

Year Hired  2014  Years of Service  3 years and 9 months ______

____ Tenured  ____ Non-Tenured on tenure track  __ Not tenure-track  ____ N/A

1. Courses taught

   Fall 2017

   Apparel Construction (HMEC-103)
Apparel Production (HMEC-204)

Spring 2018

Flat Pattern and Design (HMEC-205)

Visual Merchandising (HMEC-332)

Computer Applications in Apparel Design and Production (HMEC-311)

2. Participation in professional meetings, seminars, etc. Include date.

2014 Annual Delaware Extension Conference (October 22, 2014) *Extension

TexWorld USA Apparel Sourcing Convention, NYC (January 19, 2015)

Levy Court Appreciation (January 26, 2015) *Extension

Advisory Council Meeting (April 13, 2015) *Extension

3. Assessment related activities

none

4. Advanced study or other professional development

none

5. Special honors and awards received

none

6. Other significant accomplishments

none
Unit(s) Initiatives accomplished in this cycle

VI. UNIT INITIATIVES

A. List and describe any new programs and/or initiatives.

The Accreditation Council for Education of Nutrition and Dietetics has approved the implementation of a Coordinated Program in Dietetics at DSU

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

Program Review
Curriculum and Course Revisions / Modifications:

- The Food and Nutritional Sciences program has been modified to have concentrations listed below:
  - Coordinated Program in Dietetics
  - Nutritional Science
  - Food Science
  - Pre-Medicine
  - Pre-Allied Health Sciences
  - Pre-Physician Assistant

By studying nutritional sciences at Delaware State University students can fulfill their premed or pre-physician's assistant or pre-accelerated nursing school requirements while studying how nutrition enhances health and quality of life through promotion of wellness, disease prevention or delay and/or medical nutrition therapy. There is in increasing recognition of the effect of nutrition and diet on health and longevity in the health care community. **Rationale:** Medical Schools and Allied Health programs across the United States School have recognized that practical nutrition education must be incorporated into their curricula to address the startling increase in **chronic diseases and the obesity epidemic** in the Western world

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

**Concentration: Fashion Design**

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

**Concentration: Fashion Merchandising**

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

**Established collaboration to enhance research**

**External Collaboration to support Food Microbiology Research**

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

**External Collaboration to support Food Chemistry Research**

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

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

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

Service Learning & Experiential Learning

- Continue to provide experiential learning opportunities to Food and Nutritional Sciences students through collaboration with DSU’s cooperative extension, the Food Bank of Delaware, the WIC program in Delaware, the School Lunch Program, Area Agencies for Aging, hospitals and long-term care facilities.
- Continue to provide internship opportunities to students interested in food science and biotechnology through collaboration with food industries such as Perdue Farms and USDA-ARS in Wyndmoor, PA.
- Continue to provide experiential learning opportunities for Textiles and Apparel students through collaboration with retail stores.

Recruitment Efforts

Organize a two-week summer research apprenticeship program for high school students (grade 10-12) to provide experiential learning in the Food Chemistry and Food Microbiology laboratories:

- CARS-CIBER Summer Intern Program for undergraduate.
- DSU Summer Biotechnology Camp for high school student

(ii) 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.

(iii) Enter any other comments that you feel are important to the continued improvement of the Unit
Student Leadership Opportunities

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

Unit(s) Honors/Awards and Achievements

VII. HONORS/AWARDS/ACHIEVEMENT OF STUDENTS

A. Report any special honors and/or awards for the year. Academic departments are to include key statistics, such as number of degrees awarded, average time-to-degree, graduation rate, retention rate (year-to-year and to graduation) as compared to university totals.

- Ten (10) students graduated with a baccalaureate degree the during May 12, 2018 commencement (3 earned a degree in Food and Nutritional Sciences, and 7 earned a degree in Textiles & Apparel Studies)
- Three students graduated with a Master of Science degree in Food Science and Biotechnology

B. Major Achievements of Students (not included above) as compared to university totals. Please provide information as available. Institutional Research Office may be contacted for needed information.

i Honors Received by Majors

Food and Nutritional Science: Abigail Webster (’12/17) received the Outstanding Dietetic Student of the Year Award of the Delaware Academy of Nutrition and Dietetics

Textiles and Apparel Studies:

ii Activities of Student Groups (including civic and social activities)

Seventeen TAS students participated in a field trip to Paris, France

iii Job Placement and/or Accomplishments of Seniors

Most FNS graduates are employed within their field or continue their studies in graduate work.

The 5 Textiles and Apparel Studies graduates have received offers for potential jobs in their field of studies.
iv Job Placement and/or Accomplishments of Graduate Degree Recipients

- Sixty (60) percent of Food and Nutritional Science graduates are employed within their field and forty percent (40%) are pursuing a certificate program and graduate/professional school
- Seventy percent of Textiles and Apparel Studies graduates have received offers for potential jobs in their field of studies and thirty percent are planning to pursue graduate school.

Job Placement and/or Accomplishments of Graduate Degree Recipients

- Seventy percent (70%) of our graduates have received offers for potential jobs in their field of studies and thirty percent (30%) are pursuing a PhD in a closely related field

Follow-up of Graduates (All Degree Levels; 2014 and before)

In the past, many FNS undergraduates transferred from the nursing major into FNS and therefore plan to pursue an accelerated nursing degree after graduation. However, with changing requirements in Math and Science for FNS majors, more nursing students are moving into fields within their College while some other are pursuing minors in Nutrition.

Number and Percentage of Honors Graduates

a. Number and Percentage of Graduates Enrolled in full-time higher-level education within one year of graduation

- Two graduate students from the Food Microbiology lab were accepted into PhD Food Science Program with full the scholarship.
- One nutrition graduate was accepted into the Master of Science in Nutrition and Wellness program at Benedictine University and another at Eastern Illinois University.

b. Number and Percentage of Graduates employed in the major field within one year of graduation

i. 70% of graduates in food and nutritional sciences are working in their field

ii. 75% of graduates in textiles & apparel studies are working in their field, while about 5% are pursuing graduate studies
ii. 90% of graduates in the food and Biotechnology program are working in their field, while 10% are pursuing graduate school.

c. Number and Percentage of Graduates in Delaware 5 years after graduation

About 5% of graduates are working in Delaware.

d. Employer satisfaction

In the process of collecting and analyzing data

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

VIII. UNIT GOALS, OBJECTIVES, AND MEASURES FOR 2017-2018

List Unit's Short Range Goals for the coming academic year, 2017-2018. This section will become section IV and/or V for next year's report.

Five-Year Goals for the Department

Short Term Goals (1-2 yrs)

- Improve recruitment efforts
  - Effectively use student groups and clubs as an important recruitment tool
  - Establish faculty-high school teacher relationship within the state
  - Expose our programs to other departments to attract undecided majors to Human Ecology programs
  - Continue to initiate, develop and establish articulation agreement with community colleges

- Attract external funds to the department
  - Promote grantmanship among faculty members
  - Promote inter-departmental collaboration on projects with common interest
  - Promote faculty and staff development

- Increase retention and graduation rate
  - Offer financial assistance to needy students
  - Establish collaboration with industries/companies, state & federal agencies to create opportunities for internship & employment for our students
IX. LONG RANGE GOALS


Long Term Goals (5-10 yrs)

- Develop a Nutrition Assessment/Simulation Lab
- Develop and implement a multidisciplinary Certificate/graduate program in Diabetes-Renal Disease Education and management
- Develop research facility for conducting basic research in nutrigenomics and phytochemistry
- Upgrade teaching equipment
- Increase pool of Faculty and support staff

IV. UNIT GOALS AND OBJECTIVES
learning in all programs reach their career goals attended by faculty and staff; funds available for professional development; Annual faculty/staff evaluations; student course evaluations. Number of students involve in scholarly work and creative activities. Number of honored students.

Objective 1.2: Number of students enrolled in 20017-2018 year; % change from previous years, and graduation rate

Objective 1.3: Process in place to limited for these opportunities; where possible, grant funds have been used; faculty and staff evaluations and student course evaluation have revealed strengths and weaknesses in teaching

Objective 1.2: Student enrollment increased from 45 in Spring-2016 to 55 in Spring 2018 resulting to a 17.8 % increase in enrollment.

Objective 1.3: Coordinated Program in Dietetics achieved accreditation in Fall 2016 by ACEND

Objective 1.2: Continue to grow the programs with enhanced recruiting; ensure CARS recruiter understands special needs of the Human Ecology Department

Objective 1.3: Maintain accreditation by fulfilling on-going reports as requested by ACEND; stay abreast of changes in accreditation standards; explore accreditation/certification of TAS program

Objective 1.4: Continue to seek approval for these two programs; explore articulation agreement with community colleges: Dietetics Technician Registered.
maintain and seek accreditation(s) and certificates where applicable

**Objective 1.4:** Number of master and doctoral programs initiated by department

**Goal #2:**

**Objective 2.1:** To increase faculty participation and provide research opportunities for students to participate

... To maintain, support and encourage a dynamic research program that will foster and increase faculty and student participation ...

**Objective 2.2:** To increase grant applications and research contracts.

**Objective 2.4:** To

...
enhance interdisciplinary research and encourage collaborative research.

**Objective 2.5:** To provide increased professional development and academic enrichment support for faculty of grant applications submitted; number that were awarded to faculty and staff in department

**Objective 2.4:** Number of faculty and staff participating in collaborative projects; number of opportunities for faculty and staff to interact with faculty at other institutions

**Objective 2.5:** Faculty and staff have attended one or more professional development opportunities in 2017-2018; funds are limited for these opportunities; where possible, grant funds have been used

**Objective 2.5:** Faculty and staff have developed inter-institutional and international collaboration.

**Objective 2.5:** More funds necessary for professional development; a full-time research appointment in TAS and one in Nutrition would greatly enhance visibility and collaborative opportunities for Department

**Objective 2.5:** Number of professional development seminars & workshops attended by faculty and staff; funds
Goal #3:

Objective 3.3: To improve and strengthen outreach efforts to underserved populations in the state

Objective 3.3: Number of academic projects that have a research and/or outreach component to them; number of opportunities to provide research-based information both to the students and to the people of Delaware

Objective 3.3: Human Ecology facilities are being used by DSU and other outreach programs to provide instruction to underserved youth and adults; Human Ecology students are gaining experience in the community by providing research-based information to underserved youth and adults

Objective 3.3: More funds are necessary to provide more students with the necessary skills and materials to reach out to the people of Delaware

V. STUDENT LEARNING GOALS AND OBJECTIVES (all Academic Departments, Programs when applicable).

<table>
<thead>
<tr>
<th>DSU Student Learning Goals &amp; Objectives</th>
<th>Methods of Assessment</th>
<th>Results of Assessment</th>
<th>Changes/Improvements Based on Assessment Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal (s) a-d</td>
<td></td>
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<tr>
<td>Goal</td>
<td>a. Competent</td>
<td>a. Students</td>
<td>a. More opportunity to</td>
</tr>
</tbody>
</table>
#1: Ensure high quality student instruction and services

**Objective 1.1:**
Provide students with knowledge and skills needed for entry level jobs

- b. effective communicators
- c. ethical, collaborative and productive citizens
- d. independent learners

**Objective 1.2:**
Promote the development of strong communication and interpersonal skills

**Objective 1.6:**
Provide relevant field experience parallel to classroom work to enhance professional development

Opportunities to express opinions on a variety of topics.

Socratic method of teaching requires students to answer questions frequently.

Presentation of a case study, including use of Power Point. Scores on faculty-developed rubrics for final oral presentation and final report in a capstone course.

b. Some students ask more questions than others; most improve on case studies over time.

c. Case study work encourages critical thinking.

d. Course material introduced by way of using a case study rather than just assigning one at the end of the chapter discussion; Include more active learning by having the students take more responsibility for the material they have to know.

b. Students encouraged to ask questions; must complete case studies in which they have to develop nutrition care plans for each individual and display varying ability; some never answer questions unless directly asked; varying levels of facility with Power Point presentations in class.

b. Encourage more class participation; more opportunities to analyze pertinent research papers outside of class.

c. More relevant guest speakers to enhance subject matter knowledge.

b. Use Power Point presentations in most courses.

b. Encourage more opportunities to analyze pertinent research papers outside of class.
defend their choices; also have to analyze at least one research paper and answer questions about the paper

c. case studies often involve people of different cultures or religions; students are encouraged to express sensitivity in dealing with differences;

d. work on case studies helps students integrate knowledge from text into practical learning; work is typed on computer; some submit via email; many aspects of course are
on Blackboard
and some
require
searching the
web; use of
Power Point
required for
presentation of
case studies.

Bibliography of Scholarly Products published in 2017-2018 by unit members.
Colleges should just list the number of publication listed by the departments.
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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

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

Relevant Associations:

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

Related Measures:

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

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

Findings (2017-2018) - Target: Met
100 percent (11 out of 11) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.
SLO 2: Analyze a problem, and identify and define the computing requirements

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

Findings (2017-2018) - Target: Partially Met
92 percent (11 out of 12) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

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

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

Relevant Associations:

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

**Related Measures:**

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

Attainment levels on program level outcomes.

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**

- 2018 Course Assessment Matrix
- 2018 Course Assessments

**Target:**

All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

91 percent (10 out of 11) of the courses achieved an attainment level of 3 or better for this program level outcome.

**Findings (2016-2017) - Target: Met**

100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

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

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

**Relevant Associations:**

**DSU Learning Goal Associations:**

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

**Related Measures:**

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

Attainment levels on program level outcomes.

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**

- 2018 Course Assessment Matrix
- 2018 Course Assessments

**Target:**

All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.
Findings (2017-2018) - Target: Partially Met
67 percent (2 out of 3) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

M 2: Workshops and seminar attendance.
Workshops and seminar attendance.

Target:
Average attendance at workshops and seminars should be 50 percent or better for the academic year.

Findings (2017-2018) - Target: Partially Met
Average attendance at all events organized by the Department is 45%.

Findings (2016-2017) - Target: Not Reported This Cycle
This measure was not assessed due to loss of departmental administrative and faculty capacity.

SLO 9: Use current techniques, skills, and tools necessary for computing practice
An ability to use current techniques, skills, and tools necessary for computing practice.

 Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
• 2018 Course Assessment Matrix
• 2018 Course Assessments
Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

M 2: Workshops and seminar attendance.
Workshops and seminar attendance.

Source of Evidence: Activity volume

Target:
Average attendance at workshops should be 40 percent or better of the enrolled undergraduate majors for the academic year.

Findings (2017-2018) - Target: Partially Met
Average attendance at workshops was 37%

Findings (2016-2017) - Target: Not Reported This Cycle
This measure was not assessed due to loss of departmental administrative and faculty capacity.

SLO 10: Use and apply current technical concepts in core information technologies

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments
Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

Findings (2017-2018) - Target: Partially Met
80 percent (4 out of 5) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

M 4: Competition Attendance
Attendance at competitions such as hackathons and cyber security CTFs.

Source of Evidence: Administrative measure - other

Target:
Students shall attend at least 1 hackathon or competition (could be online as well) during the academic year.

Findings (2017-2018) - Target: Met
Students attended an IBM Hackathon, the Black Enterprise BE Smart Hackathon, and T3 Student Competition.

SLO 11: Identify and analyze user needs to select, create, or evaluate and administrate a computer-based system

An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments
**Target:**
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

**Findings (2016-2017) - Target: Not Reported This Cycle**
This outcome was not assessed this cycle because courses that assess this outcome were had to be taught by adjuncts.

**SLO 12: Integrate IT-based solutions into the user environment**

An ability to effectively integrate IT-based solutions into the user environment.

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018 Course Assessment Matrix
- 2018 Course Assessments

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

**Findings (2017-2018) - Target: Partially Met**
80 percent (4 out of 5) of the courses achieved an attainment level of 3 or better for this program level outcome.

**Findings (2016-2017) - Target: Not Reported This Cycle**
This outcome was not assessed this cycle because courses that assess this outcome were had to be taught by adjuncts.

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

Understands best practices and standards and their application.

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

SLO 14: Assist in the creation of an effective project plan

An ability to assist in the creation of an effective project plan.

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

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

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents

• 2018 Course Assessment Matrix
• 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.
Findings (2017-2018) - Target: Met
100 percent (11 out of 11) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

SLO 2: Analyze a problem, and identify and define the computing requirements

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

Findings (2017-2018) - Target: Partially Met
92 percent (11 out of 12) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

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

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

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
• 2018 Course Assessment Matrix
• 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

Findings (2017-2018) - Target: Partially Met
91 percent (10 out of 11) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

SLO 11: Identify and analyze user needs to select, create, or evaluate and administrate a computer-based system

An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018 Course Assessment Matrix
- 2018 Course Assessments

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

**Findings (2016-2017) - Target: Not Reported This Cycle**
This outcome was not assessed this cycle because courses that assess this outcome were had to be taught by adjuncts.

**SLO 14: Assist in the creation of an effective project plan**

An ability to assist in the creation of an effective project plan.

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018 Course Assessment Matrix
- 2018 Course Assessments

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

G 3: ITLG 3 - Work both independently and within groups with effective communication skills
Graduates will be able to work well independently and within diversified groups and be able to communicate effectively in both oral and written form.

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

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

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments

Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

M 3: Conference Attendance
Conference Attendance

Source of Evidence: Administrative measure - other

Target:
Students should attend at least 2 conferences a year.

Findings (2017-2018) - Target: Met
Students attended three conferences, AnacondaCon, Tapia, and NSBE.

SLO 14: Assist in the creation of an effective project plan

An ability to assist in the creation of an effective project plan.

Relevant Associations:

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018 Course Assessment Matrix
- 2018 Course Assessments

**Target:**
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

**Findings (2016-2017) - Target: Met**
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

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

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

**Relevant Associations:**

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

**Related Measures:**

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

Source of Evidence: Academic direct measure of learning - other

**Connected Documents**
- 2018 Course Assessment Matrix
- 2018 Course Assessments
Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

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

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

M 4: Competition Attendance
Attendance at competitions such as hackathons and cyber security CTFs.

Source of Evidence: Administrative measure - other

Target:
Students shall attend at least 1 hackathon or competition (could be online as well) during the academic year.

Findings (2017-2018) - Target: Met
Sixteen students attended the CyberSEED competition at the University of Connecticut, 20 students competed on the Cyber Quest online competition, and one student participated in the US Cyber Challenge Summer Camp last July.

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

Relevant Associations:

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

Related Measures:

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

Source of Evidence: Academic direct measure of learning - other

Connected Documents
- 2018 Course Assessment Matrix
- 2018 Course Assessments
Target:
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.

Findings (2017-2018) - Target: Met
100 percent (1 out of 1) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings (2016-2017) - Target: Met
100 percent of the courses achieved an attainment level of 3 or better for this program level outcome.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Include projects on privacy, security, and intellectual property
Request faculty include projects on privacy, security, and intellectual property in future course work.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High

Responsible Person/Group: Faculty

Include privacy, intellectual property, and social computing issues in courses
Require faculty to include privacy, intellectual property, and social computing issues in courses where relevant.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High

Responsible Person/Group: Faculty

Address requirements, design, and implementation of moderately complex problems
Address requirements, design, and implementation of moderately complex problems earlier in the curriculum. Students, currently, must work on small programming projects starting from design to implementation; however, a more systematic way of progressively working toward more complex problems is needed. This could be accomplished through laboratory work and both midterm and final projects in the first four computing courses sequence.
Established in Cycle: 2010-2011  
Implementation Status: Finished  
Priority: High  
Implementation Description: Faculty teaching the first four computing courses sequence will need to coordinate to design progressively more complex problems.  
Responsible Person/Group: faculty

**Expose students to different environments**  
Faculty will need to expose students to various programming and technical environments with minimum input from instructor and tutor. Students must learn to learn on their own and develop a self-confidence in their ability to complete tasks.

Established in Cycle: 2010-2011  
Implementation Status: Finished  
Priority: High  
Implementation Description: course specific and described in course assessment forms.  
Responsible Person/Group: faculty member

**Extracredit applied to any CS/IT course for which the student is enrolled**  
Extracredit can be applied to any CS/IT course for which the student is enrolled if they attend a workshop to the satisfaction of workshop organizer or presenter.

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High  
Implementation Description: Student attends workshop and participates. Presenter provides documented evidence that the student completed workshop with satisfaction. Student submits evidence along with form to main office.  
Projected Completion Date: 12/08/2011  
Responsible Person/Group: student, workshop presenter, chair  
Additional Resources Requested: None.

**Implement Recommendation**

Since only one course did not attain a level of 3 or greater, it is recommended that the faculty member in that course implement the suggested improvement plan presented in the course assessment form.

Established in Cycle: 2010-2011  
Implementation Status: Finished  
Priority: High
Increase projects in courses that failed to achieve attainment level
The courses that did not achieve attainment levels were primarily theoretical courses. These courses did not seem to engage students in projects that help build a culture of continuous professional development.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High
Implementation Description: recommendation presented in course assessment form.
Responsible Person/Group: faculty member

Provide students with more practice in writing, reading journal articles in the field, and presenting technical work.
Provide students with more practice in writing, reading journal articles in the field, and presenting technical work.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Faculty will work on a plan to provide across-the-curriculum technical communication projects with detailed feedback.
Responsible Person/Group: Faculty
Mission / Purpose

Mission

The mission of the office of Institutional Research is to provide relevant institutional reporting and analysis of all aspects of the University to support decision-making, planning, assessment, and review of institutional performance. (Adopted 2009)

Institutional Research serves as the official reporting entity for the University to both internal and external audiences. The office is responsible for preparing official university statistics and completing mandated reporting to government agencies and accrediting bodies. The Institutional Research team provides reporting services to the University community such as analyzing trends, conducting peer comparisons, providing data for program review, compiling data for grant proposals, and completing ad hoc data requests.

Institutional Research maintains data repositories to support reporting and information needs of the University. IR also provides consultation in identifying ways to capture data within the University information system (Banner) to meet information needs. The office authors annual publications such as the DSU Fact Book and Annual Retention Study

Goals without Outcome/Objective Relationships Specified

G 4: Provide evaluation and analysis services for University programs.
Use the University information system and databases to provide evaluation and analysis services for programs in the form of studies and reports. Examine the impact of programs on various student and institutional outcomes.

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

G 1: Provide data and information to internal constituents.
Generate and disseminate data and information in a usable format while providing appropriate research and analytical support to assist university policymakers in the institution's quest for continuous quality improvement.
O/O 1: Provide Data support
Provide data for departments and programs conducting periodic program reviews in 2009-2010

Related Measures:

M 2: Provide data support
Provided university data for constituents
Provided data for departments and programs that conducted periodic program reviews in 2009-2010

Source of Evidence: Administrative measure - other

Target:
Provide data for departments and programs for recurring and ad-hoc information needs
Provide data for departments and programs scheduled to conduct periodic program reviews in 2009-2010

Findings (2010-2011) - Target: Met
IR accomplished the following:

- Published the University Fact Book (online)
- Published New Student Retention/Graduation Rates Tables;
- Provided data for five departments and programs that conducted program reviews in 2010-2011 (Airway Science; College of Business; Education; Physics and Pre-Engineering; and Psychology.
- Completed planning design for a data warehouse to supply data for analytical reporting needs

Findings (2009-2010) - Target: Met
IR accomplished the following:

- Published the University Fact Book (online)
- Published the New Student Persistence Update and Retention/Graduation Rates Tables\ 
- Provided data for six departments and programs that conducted program reviews in 2009-2010 (Academic Services for Student Athletes; Adult and Continuing Education; Art; Chemistry; Law Studies; and Sociology and Criminal Justice).
- Developed a Guide to Program Review Data to assist individuals in understanding the internal data provided for program review. The guide is published on the IR web
page and also includes sample reports. IR also gave an overview of program review data at a workshop coordinated by the DSU Assessment Office.

- Developed an online Data Request Form for internal requests for information.

**IR Web Page**

**G 2: Provide data and information to external constituents.**
Coordinate and complete appropriate reports and surveys requested by state and federal agencies, accrediting counsels, and external marketing sources.

**O/O 2: Provided External Reporting and Data Support**
Provide consistent data and information to external constituents.

**Related Measures:**

**M 1: Provide external reporting support**
Provide reporting and analysis for external requests and mandates

Source of Evidence: Administrative measure - other

**Target:**
Provide consistent and timely information to external constituents.

- **Findings (2010-2011) - Target: Met**
Satisfied reporting mandates to IPEDS, MSCHE, NCAA, NCATE and adhered to deadlines.

**G 3: Provide comprehensive data support for enrollment management efforts**
Provide comprehensive data support (research, analysis, and reporting) to the Enrollment Management Council to support efforts to increase enrollment and retention.

**O/O 3: Support of Enrollment Management**
Conduct research, analysis, and reporting in support of enrollment management efforts to increase enrollment and retention.

**Related Measures:**

**M 3: Enrollment Management Support**
Provided comprehensive support of enrollment management efforts

Source of Evidence: Administrative measure - other

**Target:**
Provide comprehensive research, analysis, and reporting to support enrollment management efforts

**Findings (2010-2011) - Target: Met**
The Institutional Research and Team (IR&A) team:
• Served as project manager for and coordinated data transmissions to feed proprietary data analysis tools to support enrollment management, scholarship leveraging, and predictive modeling
• Provided regular reporting and analysis to the Enrollment Management Council
• Conducted research of declined or denied applicants using the Student Tracker Service of the National Student Clearinghouse
• Monitored and updated automated scholarship offer system in the Banner information system
• Developed a reporting grid with weekly point in time comparisons for merit scholarship offers
• Collaborated with Institutional Advancement to secure funding for a major scholarship program to enhance retention and graduation rates
• Developed enrollment projections, awarding scenarios, and reporting metrics for the Inspire scholarship program

**Findings (2009-2010) - Target: Met**

The Institutional Research (IR) team:

• Led the development of extensive data sets to implement a proprietary data analysis tool to support enrollment management and scholarship leveraging.
• Provided regular reporting and analysis to the Enrollment Management Council membership.
• Conducted research of declined or denied applicants using the Student Tracker Service of the National Student Clearinghouse to inform the enrollment team.
• Collaborated with enrollment efforts to automate and load scholarship leveraging data in the Banner information system.

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 4: Conduct studies**
Conduct studies as needed to examine issues at the University in support of policy review and decision support.

**O/O 5: Predictive modeling**
Provide data and maintain a proprietary predictive modeling service to support enrollment management efforts.

**O/O 6: Develop online survey capacity**
Implement an online survey system to collect data from stakeholders.

**O/O 7: Satisfy external reporting mandates**
Satisfy all external reporting mandates.

**O/O 8: Complete high stakes reporting**
Complete all high stakes reporting requirements that are beneficial to the institution. Respond to external surveys from governmental, educational, and ranking organizations.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Increase automation for program review data**
Increase automation of the data provided to departments to conduct program review. This will allow the IR&A office to be more efficient, and allow the team to focus on other analytical requests.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Projected Completion Date:** 06/28/2012  
**Responsible Person/Group:** IR&A Team  
**Additional Resources Requested:** Dedicated workhours from IR&A team to accomplish tasks.
Mission / Purpose

The mission of Integrated Academic Support Services (Supplemental Instruction, Tutorial Center, Quantitative Reasoning Center, Writing Studio) 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.

Goals without Outcome/Objective Relationships Specified

G 1:IASS Program Strategic Goal #1
To implement social media to market Integrated Academic Support Services to improve utilization of services

G 2:IASS Program Strategic Goal #2
Provide all tutors and Supplemental Instruction leaders with on-going professional development workshops on tutoring best practices.

G 3:IASS Student Learning Goal #1
Students will articulate their understanding of tutor's feedback on written work.

G 4:IASS Student Learning Goal #2
Students will identify the next steps in their content mastery.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 3:IASS Student Learning Outcome #1
90% of students' responses on evaluation will agree that they understand the tutor's feedback on written work.

**Related Measures:**

**M 3:IASS Student Learning Measure #1**

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.

Source of Evidence: Service Quality

**Target:**
90% of students' responses on evaluation will agree that they understand the tutor's feedback on written work.

**Findings (2017-2018) - Target: Met**
The target (97%) was met as a result of students' responses on the evaluations completed at the end of each session for the QRC, Tutorial Center, and Writing Studio. Students in SI completed evaluation at end of semester.

**SLO 4:IASS Student Learning Outcome #2**

80% of tutors' and SI leaders' responses on evaluation form will register a 4 or 5 on a Likert Scale.

**Related Measures:**

**M 4:IASS Student Learning Measure #2**

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.

Source of Evidence: Service Quality

**Target:**
80% of tutors' and SI leaders' responses on evaluation form will register a 4 or 5 on a Likert Scale.

**Findings (2017-2018) - Target: Met**
The target (92%) was met. Students responded strongly agree or agree to the direct assessment question of being prepared to apply what was learned in the tutorial session.

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 1:IASS Strategic Program Outcome #1**

1) Number of contacts to SI and tutorial sessions to increase by 2% by the end of 2017-2018 academic year.
Related Measures:

M 1:IASS Program Measures #1
Total number of contacts to SI and Tutorial sessions will be tallied at end of each semester by collection of attendance sheets and AppointmentPlus data.

Source of Evidence: Service Quality

Target:
1) Number of contacts to SI and tutorial sessions to increase by 2% by the end of 2017-2018 academic year.

Findings (2017-2018 ) - Target: Met
1) There was a 23.4% increase in total contacts for the QRC, Writing Studio, and Tutorial Center combined compared to 2016 - 2017 academic year.

O/O 2:IASS Strategic Program Outcome #2
2) 70% of tutors working the full 2017-2018 academic year will qualify for Level I certified from a national organization, CRLA.

Related Measures:

M 2:IASS Program Measure #2
A number of professional development workshops will be held during each semester for which attendance will be tallied using sign-in sheet. Workshop evaluations will be administered using an on-line survey.

Source of Evidence: Service Quality

Target:
70% of tutors working the full 2017-2018 academic year will qualify for Level I certified from a national organization, CRLA.

Findings (2017-2018 ) - Target: Partially Met
The status is on-going as it is dependent upon the CRLA certification process.

Note: IASS staff are members of the College Reading & Learning Association (CRLA) and attend conferences.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
IASS Strategic Program #2 Action Plan
Established in Cycle: 2017-2018

Continue the progress of the application for CRLA certification.

Have IASS professional staff join professional organizations...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

IASS Strategic Program #2 Action Plan

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.

Established in Cycle: 2017-2018
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: IASS Program Measure #2 | Outcome/Objective: IASS Strategic Program Outcome #2

Projected Completion Date: 05/24/2019
Responsible Person/Group: Anna Cortese
Additional Resources Requested: Continued funds to attend professional development

Annual Report Section Responses

Executive Summary (1-2 pages)

Executive Summary

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

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

All students, not only those that are struggling in the course, are encouraged to attend 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. The QRC, Writing Studio, and Tutorial Centers are open during the academic year on Monday - Thursday at 9:00 am - 8:00 pm and on Friday at 9:00 am - 5:00 pm. As of summer 2017, the QRC and Writing Studio are open for students enrolled in Summer Sessions I and II. SI leaders are assigned to courses during the academic year with SI sessions determined by the SI leaders and students. During the summer, SI leaders are assigned to courses (math, English, history) for students who are enrolled in the 5-week Summer Bridge program. In order to provide academic support to all students, IASS collaborated with the HHMI grant to market Tutor.com, an online tutorial service offering tutorial sessions in math and science courses, and writing across the curriculum. Information about Tutor.com was included in emails IASS sent to students when announcing the academic support services provided on campus. The Tutor.com information was also sent to the Online Student Services Coordinator to share with students enrolled in DSU's online program.

IASS, including academic programs, had a total of 6015 contacts. Of those contacts, approximately 26% of the unique contacts utilized two or more of our academic support services. The Quantitative Reasoning Center had a total of 1082 contacts. The Writing Studio had a total of 1988 contacts. The Tutorial Center had a total of 653 contacts. Supplemental Instruction had a total of 2172 contacts. IASS sponsored seminars and workshops had 120 total contacts.

Quantitative Reasoning Center (QRC)

The Quantitative Reasoning Center (QRC) staffed 6 tutors; 5 whose majors are predominately in STEM and one who is a Mass Communications major. The tutors are qualified to assist students in math courses from developmental math to Calculus I. There are occasions when QRC tutors help students with higher-level math because they have taken the course.

The QRC had a total of 1082 contacts in the 2017 - 2018 academic year; a 19.8% increase from the previous academic year. Of the total contacts, 10% utilized the QRC for tutorials in both fall and spring semesters. The largest number of contacts, that is 57%, came to the QRC for College Algebra.

Supplemental Instruction (SI)

Supplemental Instruction (SI) is a peer-facilitated academic assistance program that was originally developed by Dr. Deanna Martin in 1973 at the University of Missouri-Kansas City, with the overall goal of identifying and supporting the most challenging courses for students.

SI is a non-remedial approach to learning since the program targets high-risk courses rather than high-risk students. The SI leader's role is to attend class sessions and to organize at least two study group sessions per week outside of class. During class
sessions, SI leaders exemplify a model student - arrive on time, take notes, and complete assigned materials. In study group sessions, SI Leaders facilitate the students in collaborative learning activities to review difficult concepts from class, to develop study strategies, and to foster working with peers in a study-group environment.

Ten courses for fall 2017 and seven courses for spring 2018 were assigned SI leaders. Each course had one or more sections for which one SI leader provided the SI sessions; except Anatomy & Physiology which had an SI leader for each section. Twenty-one SI leaders were assigned to forty sections; five SI leaders worked for both fall and spring semesters.

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 results of the comparison of the rate of A, B, C grades to the rate of D, F, W grades for SI-supported sections show that students who attended SI sessions earned a higher rate of A, B, C grades than their peers who did not attend SI sessions for seven out of the ten courses in fall 2017 and six out of seven courses in spring 2017. In fall 2017, one course had 100% of the students who attended SI (Macroeconomics) earn A, B, C grades and in spring 2017, two courses had 100% of the students who attended SI (Critical Thinking, Political Science) earn A, B, C grades.

**Tutorial Center**

Several factors determined the decision to provide tutors for certain courses. At the beginning of each semester, chairpersons are contacted to be participants in the decision; they along with their faculty would be in a better position to know the courses for which students would need a tutor and to recommend qualified tutors. For both semesters, very little communication from chairpersons regarding their students' needs were shared so as to provide the academic support. To ensure the Tutorial Center did have academic support to help our students, tutors were hired based on what information from previous semesters and on requests made by students coming to seek tutorial help. When possible, tutors were hired so that they were able to tutor more than one specific course. This was twofold; it was cost-efficient and tutors would be able to contribute more to the tutorial session if they know the foundations needed to succeed in the course being tutored.

The Tutorial Center had a total of 653 contacts in the 2017 - 2018 academic year; a 182% increase from the previous academic year. Of the total 242 unique contacts, 8% utilized the Tutorial Center for tutorials in both fall and spring semesters. The subjects for which a tutor was available and utilized were the sciences (Biology, Chemistry, Physics), psychology (100 - 400 level), business (Micro/Macroeconomics, Business Law, Microcomputer Applications, Accounting), languages (French, Spanish), history (100-200 level), and music theory. In addition, a study-skills tutor was hired in spring 2018 to help students develop and implement note-taking skills, study and test-taking skills, and time management.

**Writing Studio**

The mission of the University College Writing Studio (UCWS) is to help students strengthen their skills in writing for any course across the curriculum through the provision of individual and small group writing consultations. UCWS provides academic support in Writing to Delaware State University's (DSU) undergraduate and graduate populations. Current DSU students can receive free walk-in writing consultations or they can schedule an appointment to receive assistance. In addition to tutorials, the UCWS conducts Writing workshops and classroom visits at the request of instructors.
The UCWS recruits, hires, and trains faculty vetted undergraduate peer educators, also known as Writing Consultants, to provide tutelage and mentorship during Writing consultations. The UCWS staffed fourteen writing consultants during the 2017-2018 academic year. Three of the writing consultants are Language Ambassadors who work collaboratively with the ELL program of the Department of English and Languages. Writing Consultants are of varying majors and minors which makes it possible to offer support in writing across the curriculum.

During the 2017-2018 academic year, UCWS conducted 1988 writing tutorials. Of that, 1782 students were unique contacts. One hundred ninety-three students received between two and four writing consultations; thirteen students received at least five writing consultations. An additional 420 student contacts were made in the facility for the sole use of its computer lab. UCWS sponsored writing workshops that featured 66 students in attendance, and it conducted five classroom visits at the written requests of faculty.

**Academic Programming**

The QRC, Tutorial Center, and Writing Studio offered Socratic Seminars and workshops covering a wide range of topics and offered to all DSU students in the 2017-2018 academic year. The seminars and workshops were facilitated by faculty (Mathematical Sciences, Chemistry, English & Foreign Languages, and Public & Allied Health), professional staff, and peer educators. The workshops and seminars had a total of 120 contacts of which 13% of them attended more than one seminar or workshop.

**Unit(s) Profile**

**Professional Staff:**

- Anna Cortese, Integrated Academic Support Services Director

- Shanita Leanier-Powell, Writing Studio Assistant Director.

**Paraprofessional Staff:**

- 21 Supplemental Instruction leaders

- 6 Quantitative Reasoning Center tutors

- 11 Tutorial Center tutors
**Unit(s) Initiatives accomplished in this cycle**

**Closing the Assessment Loop**

For the 2017 - 2018 academic year, Integrated Academic Support Services sought to implement and carry out the Program Strategic Outcome and Student Learning Outcome to support Goal 2: Student Success - recruit, develop, retain, graduate and place outstanding students. The two objectives for Program Strategic Outcomes were 1) to implement social media to market Integrated Academic Support Services to improve utilization of services and 2) to provide all tutors and Supplemental Instruction leaders with ongoing professional development workshops on tutoring best practices. The two objectives for Student Learning Outcomes were 1) students will articulate their understanding of tutor’s feedback on written work and 2) Students will identify the next steps in their content mastery. The table below shares the status of our goals. The results of our assessment shows that IASS can continue to improve utilization of our Centers with ongoing outreach to students and faculty. For example, the Writing Studio surveys ask for programming recommendations and other comments. Writing workshops for the following academic year are created based upon the feedback of students and instructors. At the conclusion of each writing workshop, the evaluations are shared with Writing workshop presenters. The assistant director of the Writing Studio takes the feedback into consideration when extending invitations for workshop facilitation.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Action Plans</th>
<th>Target Met (y/n) or Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Strategic Outcome:</strong></td>
<td></td>
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</tr>
<tr>
<td>Implement social media to market</td>
<td>Contacts to SI and tutorial sessions to increase by 2% by the end of 2017-2018 academic year.</td>
<td>Number of contacts to SI and tutorial sessions to increase by 2% by the end of 2017-2018 academic year.</td>
<td>Choose relevant and current social media to advertise to students directly. Writing Studio, and Tutorial Center</td>
<td>There was a 23.4% increase in total contacts for the QRC, Writing Studio, and Tutorial Center.</td>
</tr>
<tr>
<td><strong>Integrated Academic</strong></td>
<td>Contacts to SI and Tutorial sessions</td>
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</tbody>
</table>

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Support Services to improve utilization of services.

Results will be analyzed by comparison of semester to semester.

AppointmentPlus.

Recruit a paid or volunteer marketing intern.

attendance sheets

70% of tutors working the full 2017-2018 academic year will qualify for Level I certified from a national organization, CRLA.

Become a member of College Reading & Learning Association (CRLA).

The status is ongoing as it is dependent upon the CRLA certification process.

A number of professional development workshops will be held during each semester.

Attendance at workshops will be tallied using sign-in sheet.

Workshop evaluations will be administered using an on-line survey.

Become a member of College Reading & Learning Association (CRLA).

Have IASS professional staff attend conferences.

Note: IASS staff are members of the College Reading & Learning Association (CRLA) and attend conferences.

Student Learning Outcome:

Students will articulate their understanding of tutor's feedback on written work.

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 staff.

Provide training for tutors and SI leaders.

Provide The target (97%) was met as a result of students' responses on the evaluations completed at the end of each session for the QRC, Tutorial Center, and

Provide training for tutors and SI leaders.

Note: IASS staff are members of the College Reading & Learning Association (CRLA) and attend conferences.

Educate students on the holistic approach to tutorial and SI sessions.

90% of students' responses on evaluation will agree that they understand the tutor's feedback on written work.

Educate students on the holistic approach to tutorial and SI sessions.

The target (97%) was met as a result of students' responses on the evaluations completed at the end of each session for the QRC, Tutorial Center, and
assessment questions. 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.

80% of tutors' and SI leaders' responses on evaluation form will register a 4 or 5 on a Likert Scale.

Student Learning Outcome:
Students will identify the next steps in their content mastery.

Educate students on the holistic approach to tutorial and SI sessions.

Provide training for tutors and SI leaders.

The target (92%) was met. Students responded strongly agree or agree to the direct assessment question of being prepared to apply what was learned in the tutorial session.

Unit(s) Honors/Awards and Achievements
N/A

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Strategic Goals and Student Learning Outcomes for Integrated Academic Support Services and Action Plan

<table>
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<td>Program Strategic Outcome:</td>
<td>Total number of contacts will be tallied and analyzed at end of each semester by collection of</td>
<td>Number of contacts to SI and tutorial sessions to increase by 10% by the end of 2018-2019 academic year.</td>
<td>Expand outreach to faculty and staff. Utilize various marketing strategies; fliers, emails, social</td>
</tr>
</tbody>
</table>

Educate students on the holistic approach to tutorial and SI sessions. Provide training for tutors and SI leaders.

The target (92%) was met. Students responded strongly agree or agree to the direct assessment question of being prepared to apply what was learned in the tutorial session.
utilization of services. attendance sheets and AppointmentPlus. 

Increase student usage of Writing academic support service during summer sessions.

Increase graduate student usage of Writing academic support service. 

Offer weekend hours for the Writing Studio and QRC.

Hire 2 - 3 graduate students or professional writing consultants who meet the Writing Studio's qualifications.

A number of professional development workshops will be held during each semester.

Continue the progress of the application for CRLA certification.

Have IASS professional staff join professional organizations and attend conferences.

Provide all tutors and Supplemental Instruction leaders with on-going professional development workshops on tutoring best practices.

70% of tutors working will qualify for Level I certified from a national organization, CRLA.

Invite faculty members to facilitate a professional development workshop for tutors and SI.

Program Strategic Outcome:

Provide all tutors and Supplemental Instruction leaders with on-going professional development workshops on tutoring best practices.

Workshop evaluations will be administered using an on-line survey.

Implement access to online tutorial sessions utilizing Tutor.com (limited access) or a different platform.

Market Tutor.com with current access to students when sharing IASS information.

Program Strategic Outcome:

Provide all students access to online tutorial sessions utilizing Tutor.com (limited access) or a different platform.

Attendance will be tallied at end of each semester.
services of academic support.

**Student Learning Outcome:** Students will articulate their understanding of tutor's feedback on written work.

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.

90% of students' responses on evaluation will agree that they understand the tutor's feedback on written work.

---

**Student Learning Outcome:** Students will identify the next steps in their content mastery.

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.

80% of tutors' and SI leaders' responses on evaluation form will register a 4 or 5 on a Likert Scale.

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"KPI # 1 and #10”. Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

N/A. Integrated Academic Support Services, under the Office of Student Success, associates with KPI, Goal 2.

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  

b) Have
these changes been implemented? If not, when will they be implemented?  c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Closing the Assessment Loop

For the 2017 - 2018 academic year, Integrated Academic Support Services sought to implement and carry out the Program Strategic Outcome and Student Learning Outcome to support Goal 2: Student Success - recruit, develop, retain, graduate and place outstanding students. The two objectives for Program Strategic Outcomes were 1) to implement social media to market Integrated Academic Support Services to improve utilization of services and 2) to provide all tutors and Supplemental Instruction leaders with on-going professional development workshops on tutoring best practices. The two objectives for Student Learning Outcomes were 1) students will articulate their understanding of tutor’s feedback on written work and 2) Students will identify the next steps in their content mastery. The table below shares the status of our goals. The results of our assessment shows that IASS can continue to improve utilization of our Centers with on-going outreach to students and faculty. For example, the Writing Studio surveys ask for programming recommendations and other comments. Writing workshops for the following academic year are created based upon the feedback of students and instructors. At the conclusion of each writing workshop, the evaluations are shared with Writing workshop presenters. The assistant director of the Writing Studio takes the feedback into consideration when extending invitations for workshop facilitation.

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Results will be analyzed by comparison of semester to semester.

A number of professional development workshops will be held during each semester.

Attendance at workshops will be tallied using sign-in sheet.

Workshop evaluations will be administered using an on-line survey.

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.

70% of tutors working the full 2017-2018 academic year will qualify for Level I certified from a national organization, CRLA.

Become a member of College Reading & Learning Association (CRLA).

Apply for CRLA certification.

Have IASS professional staff attend conferences.

Educate students on the holistic approach to tutorial and SI sessions.

Provide training for tutors and SI leaders.

Provide technological resources and supplies for

The status is ongoing as it is dependent upon the CRLA certification process.

Note: IASS staff are members of the College Reading & Learning Association (CRLA) and attend conferences.

The target (97%) was met as a result of students' responses on the evaluations completed at the end of each session for the QRC, Tutorial Center, and Writing Studio. Students in SI completed
Student Learning Outcome:

Students will identify the next steps in their content mastery.

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.

80% of tutors' and SI leaders' responses on evaluation form will register a 4 or 5 on a Likert Scale.

Educate students on the holistic approach to tutorial and SI sessions.

Provide training for tutors and SI leaders.

80% of tutors' and SI leaders' responses on evaluation form will register a 4 or 5 on a Likert Scale.

The target (92%) was met. Students responded strongly agree or agree to the direct assessment question of being prepared to apply what was learned in the tutorial session.

Bibliography of Scholarly Products published in 2017-2018 by unit members.

Colleges should just list the number of publication listed by the departments.

N/A

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

N/A

For undergraduate program annual reports:

TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

N/A

For graduate program annual reports:

TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

N/A

For graduate program annual reports:

TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged
in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

N/A

For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

N/A
Mission / Purpose

The Integrated Studies major is an interdisciplinary liberal arts degree designed to produce well-rounded, broadly educated, globally informed students armed with all the intellectual skills such as inquiry and analysis, critical thinking, excellent writing and the ability to comprehend in multifaceted arenas. It is an interdisciplinary program of study which allows students to develop an individualized curriculum of study through a broad-based education in the liberal arts and sciences. (2010)

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

G 1:BA in liberal arts through integrating two focus areas
provide an effective mechanism for students with the requisite number of credits to acquire a degree;

☐ capture a percentage of the 1000 or more graduates from Delaware Technical & Community (DTCC), 75 % of who enroll at competitor schools for further study.

☐ attract non-traditional students who have earned college-level credits and are looking to further their education;

☐ offer a bachelor completion program (either online and onsite) for those students who have opted out of a program of study for three or more years.

SLO 2:Relate theory to practice
Relate theory to practice.

Relevant Associations:

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

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:engage in and apply interdisciplinary enquiry and research
☐ Identify and locate multiple modes of enquiry which take cognizance of interdisciplinary and cross disciplinary collaborations;

☐ Relate theory to practice;

☐ Exhibit capabilities in making connections between and among multiple phenomena in their milieu;
Demonstrate the ability to articulate the interconnectedness of different dimensions of the human condition.

**Relevant Associations:**

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

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**add new courses**
Create new courses focussing on research methods

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Create and get University approval for at least one more research oriented course
- **Projected Completion Date:** 05/01/2014
- **Responsible Person/Group:** Dr. Osei; Ms. Phyllis Collins; Dean Marshall Stevenson
- **Additional Resources Requested:** Budget/funds
Mission / Purpose

This program is designed for students interested in research careers in mathematics in the military, industry or government. It also prepares individuals to teach and/or do research at college. The Ph.D. program in Interdisciplinary Applied Mathematics and Mathematical Physics is flexible enough to accommodate students with diversified backgrounds. Each student develops a course of study in Applied Mathematics concentration or Mathematical Physics concentration whichever is most relevant to his/her professional and career objectives.

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

G 1: Student Learning Goals

All Mathematics (Ph.D.) majors registered in mathematical science courses will demonstrate expertise in a selected area of mathematics.

List of PhD courses offered 2013-2014:

Fall 2013:

MTSC 821
MTSC 861
MTSC 867
MTSC 871
MTSC 883
MTSC 890

Spring 2014:

MTSC 822
MTSC 854
SLO 1: Ph.D SLO-1 Expert Proof Writing
Students will become experts at creating advanced and fully detailed proofs in a specialized area.

Relevant Associations:

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

Related Measures:

M 1: Ph.D SLO-1
Students' scores on cumulative common final project/exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

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

Connected Document
- Weave MTSC PhD program 2015-2016-1-6

Target:
A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO1.
Findings (2016-2017) - Target: Met
Students successfully (85%; n=3) demonstrate that they understand the concepts of numerical analysis and are able to construct proofs in the area of complex analysis

Connected Document
• Spring 2017 - Ph.D

Findings (2015-2016) - Target: Met
Fall 2015:
We offered four phd level courses in Fall 2015 semester.
Three courses have data submitted to measure these SLOs. MTSC 852: 3 students. MTSC 861: 2 students. MTSC 883: 3 students. MTSC 853: NO DATA.

Averaged score is 88% for three phd courses and each course has more than 80% score. Based on the score, students have demonstrated that they are able to create advanced and detailed proofs in their phd level mathematics courses.

Spring 2016:
We offered four phd level courses in Spring 2016 semester. Three courses have data submitted to measure these SLOs. MTSC 863: 2 students. MTSC 885: 1 student. MTSC 887: 1 student. MTSC 845: NO DATA.

Averaged score is 91% for three phd courses and each course has more than 88% score. Based on the score, students have demonstrated that they are able to create advanced and detailed proofs in their phd level mathematics courses.

Connected Document
• 2015-2016 Ph.D SLO Chart

Findings (2013-2014) - Target: Met
Based on the data we received so far, all courses met the goal of at least 70%.

Connected Documents
• Spring 2014-MTSC 822- CLO
• Spring 2014-MTSC 822- SLO
• Spring 2014-MTSC 887- CLO
• Spring 2014-MTSC 890- CLO
• Spring 2014-MTSC 890- SLO
• Fall 2013 MTSC 821 CLO
• Fall 2013 MTSC 871 CLO
• Fall 2013 MTSC 890 CLO
Findings (2012-2013) - Target: Met

All courses/classes met the goal of at least 80%.
MTSC 822: 100%
MTSC 845: 88%
MTSC 853: 100%
MTSC 885: 100%
MTSC 889: 100%

Findings (2011-2012) - Target: Not Met

Of the four courses, 67% of the goal was met in MTSC 821. In the remaining three courses, there was 80% success rate. Again, this course is the more intensive and demanding version of MTSC 561. Otherwise, being able to create advanced and detailed proofs in a specialized area was achieved.

Connected Document
- Ph.D SLO-1

SLO 2:Ph.D SLO-2 Mathematics Research
Students will be able to assess and synthesize mathematics research literature to develop a research plan and incorporate into their research.

Relevant Associations:

DSU Learning Goal Associations:
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:

M 2:Ph.D SLO-2

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

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

Connected Document
- Weave MTSC PhD program 2015-2016-1-6
**Target:**
A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO2.

**Findings (2016-2017) - Target: Met**
Students successfully (100%; n=3) demonstrated their understanding of the material and complete projects that can be incorporated into their research.

**Connected Document**
- Spring 2017 - Ph.D

**Findings (2015-2016) - Target: Met**
Fall 2015:
We offered four phd level courses in Fall 2015 semester. Three courses have data submitted to measure these SLOs. MTSC 852: 3 students. MTSC 861: 2 students. MTSC 883: 3 students. MTSC 853: NO DATA.

Averaged score is 87% for three phd courses and each course has more than 80% score. Based on the score, students have demonstrated that they are able to assess and synthesize mathematics research literature and incorporate into their research.

Spring 2016:
We offered four phd level courses in Spring 2016 semester. Two courses have data submitted to measure these SLOs. MTSC 885: 1 student. MTSC 887: 1 student. MTSC 863: this SLO is not measured. MTSC 845: NO DATA.

Averaged score is 88% for two phd courses and each course has more than 80% score. Based on the score, students have demonstrated that they are able to assess and synthesize mathematics research literature and incorporate into their research.

**Connected Document**
- 2015-2016 Ph.D SLO Chart

**Findings (2013-2014) - Target: Met**
Based on the data we received so far, all courses met the goal of at least 70%.

**Connected Documents**
- Spring 2014-MTSC 822- CLO
- Spring 2014-MTSC 822- SLO
- Spring 2014-MTSC 887- CLO
- Spring 2014-MTSC 890- CLO
- Spring 2014-MTSC 890- SLO
- Fall 2013 MTSC 821 CLO
- Fall 2013 MTSC 871 CLO
Findings (2012-2013) - Target: Met

All courses/classes met the goal of at least 80%.
MTSC 822: 100%
MTSC 845: 88%
MTSC 853: 100%
MTSC 885: 100%
MTSC 889: 90%

Findings (2011-2012) - Target: Not Met

MTSC 821 continued to be a challenge to the students. The other three courses/classes met or exceeded the goal. This means that in these classes, students were able to develop a research plan and incorporate into their research. At least 80% success rate was achieved.

Connected Document

SLO 3:Ph.D SLO-3 Professional Presentations

Students will be able to present a mathematics paper to mathematically informed audience (i.e., professional mathematician).

Relevant Associations:

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

Related Measures:

M 3:Ph.D SLO-3

Evidence of presenting at conference, workshops, or seminars.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document

Weave MTSC PhD program 2015-2016-1-6

Target:
Students should demonstrate ability to confidently present mathematical articles/papers to mathematically informed audience.

Findings (2016-2017) - Target: Met

Two graduate students successfully defended their PhD dissertations
this semester. Both demonstrated their ability to give talks to a professional audience.

**Connected Document**
- Spring 2017 - Ph.D

**Findings (2015-2016) - Target: Met**

**Fall 2015:**
We offered four Ph.D level courses in Fall 2015 semester. Two courses have data submitted to measure these SLOs. MTSC 861: 2 students. MTSC 883: 3 students. MTSC 852: SLOs not measured in this course. MTSC 853: NO DATA.

Averaged score is 86% for two Ph.D courses and each course has more than 80% score. Based on the score, students have demonstrated that they are able to present mathematics to audience.

**Spring 2016:**
We offered four Ph.D level courses in Spring 2016 semester. No course has data submitted to measure these SLOs.

**Connected Document**
- 2015-2016 Ph.D SLO Chart

**Findings (2013-2014) - Target: Met**

Based on the data we received so far, all courses met the goal of at least 70%.

**Connected Documents**
- Spring 2014-MTSC 822- CLO
- Spring 2014-MTSC 822- SLO
- Spring 2014-MTSC 887- CLO
- Spring 2014-MTSC 890- CLO
- Spring 2014-MTSC 890- SLO
- Fall 2013 MTSC 821 CLO
- Fall 2013 MTSC 871 CLO
- Fall 2013 MTSC 890 CLO

**Findings (2012-2013) - Target: Met**

Five students have successfully defended their PhD dissertations: Two for August 2012; One for December 2012; Two for May 2013.

They have presented their PhD works in professional manner to public audience in public sessions. They have met the goal on "Professional Presentations".

**Findings (2011-2012) - Target: Met**

Students need more experiences in ability to confidently present mathematical articles/ papers to mathematically informed audience.
Connected Document
• Ph.D SLO-3

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

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

Revise Target
Established in Cycle: 2011-2012
In the future, target needs to be revised to indicate that each graduate student must have evidence of at least 2 presentations ...

Student presentation
Established in Cycle: 2012-2013
Encourage students to present their research work in department seminars, national/international conferences.

SLO 4:Ph D SLO 4 Publishable Quality Research Document
Students will make an original contribution to the discipline by writing a publishable quality research document.

Relevant Associations:

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

Related Measures:

M 4:Ph.D SLO-4
Evidence of publication in refereed journals, and completion of dissertation with appropriate approvals.

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

Connected Document
• Weave MTSC PhD program 2015-2016-1-6

Target:
To graduate, student needs at least one publishable quality paper.

Findings (2016-2017) - Target: Met
Two graduate students submitted their PhD dissertations this semester. Both dissertations were complete and demonstrated the students abilities to write a quality document.
**Findings (2015-2016) - Target: Partially Met**

Fall 2015:  
We offered four PhD level courses in Fall 2015 semester. Two courses have data submitted to measure these SLOs. MTSC 861: 2 students. MTSC 883: 3 students. MTSC 852: SLOs not measured in this course. MTSC 853: NO DATA.

Averaged score is 73% for two PhD courses and each course has more than 70% score. Based on the score, students have demonstrated that they are able to write research document and make original contribution to a discipline.

Spring 2016:  
We offered four PhD level courses in Spring 2016 semester.

No course has data submitted to measure these SLOs.

**Findings (2013-2014) - Target: Met**

Based on the data we received so far, all courses met the goal of at least 70%.

**Findings (2012-2013) - Target: Met**

Five students graduated from August 2012 to May 2013. Every one of them has published at least one article and their publications can be found from internet (Google Scholar or ISI Web Knowledge). Their dissertation work is either published or publishable. They have met the goal on "Publishable Quality Research Document".

**Findings (2011-2012) - Target: Met**

A good number of students under the guidance of Dr. Anjan Biswas and Dr. Xiquan Shi publish refereed journal articles before they graduate. For instance, Engin Topkara graduated last summer with two papers published.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

Data Collection
Data collections will occur Fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Revise Target
In the future, target needs to be revised to indicate that each graduate student must have evidence of at least 2 presentations before graduation.

In addition, it would be more appropriate for the research/dissertation advisor to evaluate advisees for this category. In the future, the dissertation advisor will provide a rating of the advisee's performance in this category according to the following scale.

0 = unsatisfactory
1 = satisfactory
2 = acceptable
3 = target

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Ph.D SLO-3 | Outcome/Objective: Ph.D SLO-3 Professional Presentations

Responsible Person/Group: Advisors

PhD curriculum and course development
Continue PhD curriculum and course development to improve the program.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High
Student presentation

Encourage students to present their research work in department seminars, national/international conferences.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Student presentation

Encourage students to present their research work in department seminars, national/international conferences.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: Ph.D SLO-3 | Outcome/Objective: Ph.D SLO-3 Professional Presentations
Mission / Purpose

As the central office responsible for coordinating Delaware State University's international activities, the Office of International Affairs has the mission of integrating a global perspective into the University's teaching, research, and service programs. It encourages and supports the infusion of an international framework into the curriculum and works to find and create opportunities for students' exposure to international experience. It works to facilitate research on globally significant issues by University faculty and to bring researchers from other nations to the campus. The Office recruits international students through joint programs by working with foreign institutions. The Office also helps to bring the benefits of this international perspective to the community, the state, and the nation, thus helping, in the words of the University's vision statement "prepares our graduates to become the first choice of employers in a global market and invigorates the economy and the culture of Delaware and the Mid-Atlantic Region".

Goals without Outcome/Objective Relationships Specified

G 1: Internationalization

Goal #1: Make internationalization a part of OIA's vision, mission, and strategic plan

Objective 1.1: Integrate international perspective into all curricular and co-curricular programs

Objective 1.2: Maximize partnerships (MOU's, etc.) with institutions in other nations

G 2: Faculty and student Involvement
Goal #2: Promote direct involvement in international activities by both faculty and students

Objective 2.1: Promote, encourage and value internationally engaged faculty and staff

Objective 2.2: Design, fund and implement study abroad programs for students

G 3: Collaborations in Teaching and Research

Goal #3: Engage in mutually beneficial research of global significance

Objective 3.1: Integrate international perspectives into appropriate teaching and research programs

Objective 3.2: Seek collaborative projects with partnering institutions

G 4: International Experience

Goal #4: Promote career-enhancing, international experiences.

Objective 4.1: Provide discipline-specific international experiences

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Globalization

1. Internationalization (Draft / In Progress)  See text from all cycles
2. Faculty and student Involvement (Draft / In Progress)  See text from all cycles
4: International Experience (Draft / In Progress)

**Related Measures:**

**M 1: More foreign students**
We will have about 100 foreign students come to Delaware state University.

Source of Evidence: Client satisfaction survey (student, faculty)

**O/O 2: Faculty and student Involvement**
Chinese Students performance.

**O/O 3: Collaborations in Teaching and Research**
We got 3 million for 5 years grants.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Fall 2011**
We will have about 100 foreign students enroll in Delaware State University.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** In-Progress
- **Priority:** High

**Fall 2011 (More Foreign Students)**
Recruit more foreign students (100)

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High

**Increase the number of foreign students**
We have brought more than foreign 50 students.

- **Established in Cycle:** 2010-2011
Implementation Status: Planned
Priority: High

Let the World know Delaware State University
We want the world know Delaware State University.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Bring More Foreign Students to Delaware State University

Research and Brought more students to DSU
We got grants and brought more than 50 foreign students.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Annual Report Section Responses

Executive Summary (1-2 pages)

Unit(s) Initiatives for 2017-2018

The joint undergraduate accounting program with Ningbo University of Technology (started in fall 2011), and the physics program with Changchun University of Science and Technology in China attracted a total of 200 students in 2017 via the annual Chinese college entry examination in the past six years. During 2017-2018, there were a total of 760 students in the DSU programs in China. The Disney program attracted 63 students from Korea and France. We assisted and organized 88 DSU students to study abroad in 2017-2018. We organized on campus several international culture programs including the annual Chinese New Year Program and the annual International Education Week.

DSU signed 5 new agreements with universities from Africa and China. OIA worked with faculty members on planning and organizing 19 students to study in Poland and China with the financial support from a NSF grant and a Grant from State of Delaware. DSU attracted 85 international students to attend DSU US Culture Enrichment Program. We are preparing to start a 2+2 program with a university in China with which we expect to recruit more than 150 degree searching students each year. In Fall 2018, 25 students from the Changchun University of Science and Technology and Delaware State University Physics program will come to DSU for their 4th year as planned.
English Language Institute started in the fall semester of 2017.

Unit(s) Profile

Fengshan Liu
Associate Vice President for International Affairs
Professor, Department of Mathematical Sciences
Director, Applied Mathematics Research Center

Candace Alphonso-Moore
Director of International Student Services

Latasha Daniels
Office Manager
J-1 Responsible Officer

Unit(s) Initiatives accomplished in this cycle

DSU on Campus International Culture Programs:

We have held/participated in the following programs and activities for Fall 2017/Spring 2018:

International Student Orientation - Each international student enrolled at DSU attends an international students’ orientation in August, January, and sometimes May. This orientation helps students adjust to a new academic system, a new culture, and a new community. During the orientation, international students are provided with information relating directly to their DSU experiences however; in addition to this, they are provided with information regarding their adaptation to the United States and the situations they will encounter as a non-immigrant in a foreign country.

- Chinese New Year Celebration - The Chinese Student Association displayed performances, traditional dances and a variety cultural events, it was the perfect opportunity to experience Chinese culture at its best! This year, we involved CR School district and a few private elementary schools in the Chinese New Year celebration activities. CR School District also sent students to perform at the Chinese New Year Gala. The activities attracted more than 1000 audiences from DSU and the local community.

- Educational Excursions - Each semester we take the international students to Rehoboth Beach/Shopping Outlets, Fifer Orchards, Washington, DC and New York for fun as well as cultural experiences.

- Annual International Education Week - is a joint initiative of the U.S. Department of State and the U.S. Department of Education, and is part of an effort to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study and exchange experiences in the United States. Some of this
year's activities included: International Students Dinner/Awards, Benefits of Studying Abroad, Tai Chi Lessons, Salsa Lessons, International Lunch at the Village Café, Chinese Exhibition, Fashion Show, Story telling at the Lab School, Get Global Event, etc.

- Welcome Days - International Students participated in their second Welcome Days, Fall 2017, they introduced themselves in their language and were well received by our DSU American students. This is an opportunity for all students to see how diversified our campus actually is!

**Joint International Programs:**

There are more than 750 students in the current three Joint Education Programs (Accounting with Ningbo University of Technology and Physics with Changchun University of Science in China.

The joint undergraduate accounting program with Ningbo University of Technology (started in fall 2011), and the joint undergraduate physics program with Changchun University of Science and Technology (started in fall 2015) attracted a total of 760 students via annual Chinese college entry examination. We are working with Changchun University of Technology to establish a 4+0 undergraduate mathematics program.

**American Culture Programs:**

Delaware State University USA Culture Enrichment Program is designed to attract international students in an effort to foster internationalization and collaboration with other institutions of higher education around the world. Students accepted into the program will study at Delaware State University (DSU) for one or two semesters which will allow them to enhance their English skills, and enrich their cultural and social experiences through cross-cultural programs and activities. The program operates under the office of the Provost and Vice President for Academic Affairs. With the approval of DSU, students in the program will select from a variety of courses including: English as a Second Language courses, general education courses, and courses in their major. All of these courses are contingent upon students taking the proper prerequisites. After completion of the courses, the credit hours earned will be transferred to the students' home institutions.

Delaware State University USA Culture Enrichment Program is designed to achieve the following:

- Improve the written and oral English proficiency of the participants
- Provide an array of cultural activities for students
- Provide the educational courses for students to learn about culture in the U.S.A.
- Develop leadership skills of students by combining cultural experiences and knowledge acquired in the United States with those of their home countries
- Familiarize students with DSU undergraduate and graduate programs so that they can potentially return to DSU for further studies

In Fall 2017 and Spring 2018, the program attracted 85 students from China and Korea.

**Disney Program**

Delaware State University in conjunction with Disney offers an Exchange program with its international partner institutions. The program will allow selected students from partner universities to go to Walt Disney World in Florida while enrolled in academic coursework provided by Delaware State University. The students will be participants in a semester (or a year) long exchange program that includes an academic training experience in the Disney Theme Parks and Resorts International College Program.

The Disney program managed by College of Business attracted 63 students from Korea and France in Fall 2017 and Spring 2018.

**English Language Institute (ELI)**

ELI started in Fall 2017. We expect to grow the enrollment in 2019.
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Career Paths

Prepare students to pursue selected movement and exercise science career paths.

SLO 1: Structural and Functional Anatomy (a)
The student will demonstrate knowledge of structural and functional anatomy, kinesiology and exercise physiology.

Relevant Associations:

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

Related Measures:

M 2: A-t-C Rubric

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

Target: A minimum target of 80% proficiency in the senior capstone rubric will be followed

Findings (2016-2017) - Target: Met
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

Findings (2015-2016) - Target: Partially Met
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%,
Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

**Findings (2013-2014) - Target: Not Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

**Findings (2012-2013) - Target: Partially Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met).

**Findings (2011-2012) - Target: Partially Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**
Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

**Incorporate Additional Assignments/Experiences**
*Established in Cycle: 2012-2013*
After reviewing results for all components of the Senior Capstone
rubric, students are falling below the minimum percentage. The...

No data

Established in Cycle: 2015-2016
Data will be reported when provided.

SLO 2: Movement Analysis and Injury Prevention (b)
The student will demonstrate knowledge, skills and abilities in analysis of movement and injury prevention.

Relevant Associations:

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

Related Measures:

M 2: A-t-C Rubric

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum target of 80% proficiency in the senior capstone rubric will be followed

Findings (2016-2017) - Target: Met
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

Findings (2015-2016) - Target: Partially Met
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.
**Findings (2013-2014) - Target: Not Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

**Findings (2012-2013) - Target: Partially Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met).

**Findings (2011-2012) - Target: Partially Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**
Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

**Incorporate Additional Assignments/Experiences**
*Established in Cycle: 2012-2013*
After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...
SLO 3: Health Status (c)
The student will demonstrate knowledge and skills in the identification of health status, fitness appraisal, and exercise prescription.

Relevant Associations:

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

Related Measures:

M 2: A-t-C Rubric

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum target of 80% proficiency in the senior capstone rubric will be followed

Findings (2016-2017) - Target: Met
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

Findings (2015-2016) - Target: Partially Met
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

Findings (2013-2014) - Target: Not Met
The Senior Capstone Rubric resulted in percentages of proficient or
better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

Findings (2012-2013) - Target: Partially Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met)

Findings (2011-2012) - Target: Partially Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

Findings (2010-2011) - Target: Not Reported This Cycle
Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

Incorporate Additional Assignments/Experiences
Established in Cycle: 2012-2013
After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

No Data
Established in Cycle: 2015-2016
Data will be reported when provided.
SLO 4: Use of Technology (d)
The student will demonstrate knowledge, skills and abilities in the use of technology used in exercise and movement science.

Relevant Associations:

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

Related Measures:

M 2:A-t-C Rubric

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum target of 80% proficiency in the senior capstone rubric will be followed

Findings (2016-2017) - Target: Met
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

Findings (2015-2016) - Target: Partially Met
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

Findings (2013-2014) - Target: Not Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).
**Findings (2012-2013) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met)

**Findings (2011-2012) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**

Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

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

**Incorporate Additional Assignments/Experiences**

*Established in Cycle: 2012-2013*

After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

**No Data**

*Established in Cycle: 2015-2016*

Data will be reported when provided.

**SLO 5:Ethical Research and Professional Principles (e)**

The student will demonstrate knowledge and practice of ethical research and professional principles.

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

Related Measures:

M 2:A-t-C Rubric

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum target of 80% proficiency in the senior capstone rubric will be followed

Findings (2016-2017) - Target: Met
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

Findings (2015-2016) - Target: Partially Met
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

Findings (2013-2014) - Target: Not Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

Findings (2012-2013) - Target: Partially Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy =
83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met)

**Findings (2011-2012) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**

Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

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

**Incorporate Additional Assignments/Experiences**

*Established in Cycle: 2012-2013*

After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

**No Data**

*Established in Cycle: 2015-2016*

Data will be reported when provided.

**M 5:Positive Placement**

Positive placement is defined as program graduates who are employed full or part time in a related field; and/or continuing education; and/or serving in the military. Percentage of positive placement is calculated by adding the number of graduates who have obtained employment within one year of graduation and the number of graduates who have pursued continuing education. The sum will be divided by the total number of program graduates.

Source of Evidence: Job placement data, esp. for career/tech areas
Target:  
A minimum standard of 80% positive placement will be followed

**Findings (2016-2017) - Target: Not Met**  
69% of the 2015-2016 graduates were placed in a job or graduate program. Target not met; however, the outcome has improved significantly, as positive placement was 52% for the 14-15 academic year.

**Findings (2015-2016) - Target: Not Met**  
52% of the 2014-2015 graduates were placed in a job or graduate program.

**Findings (2013-2014) - Target: Not Met**  
Based on statistics from Fall 2012-Spring 2013, 48% of Movement Science graduates are currently employed full-time in a work-related field or continuing education and/or serving in the military: · 40% are employed full-time in a work-related field · 40% are continuing education · 20% are serving in the military.

**Findings (2012-2013) - Target: Partially Met**  
70% of Movement Science graduates are currently employed full-time in a work-related field or continuing education and/or serving in the military:  
· 30% are employed full-time in a work-related field  
· 20% are continuing education  
· 20% are serving in the military

*Please note: results are only based on data from the Winter 2012 commencement, therefore statistics will be lower compared to previous cycles*

**Findings (2011-2012) - Target: Met**  
80% of Movement Science graduates are currently employed full or part time in a work related field or continuing education and/or serving in the military. In further detail, 50% are employed fulltime in a work related field, 12.5% are employed parttime in a work related field, 25% are continuing education, and 12.5% are serving in the military.

**Findings (2010-2011) - Target: Met**  
100% of Movement Science graduates are currently employed full or part time in a work related field or continuing education.

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

**Continue Maintaining Contact**  
*Established in Cycle: 2012-2013*  
During the 2013-2014 cycle, calculation of findings were obtained
based on word-of-mouth and phone calls. Contact information w...

**Positive Placement**  
*Established in Cycle: 2015-2016*  
We are looking to revise the curriculum to better prepare graduates for the workforce and graduate school. In addition, we have...

**G 2: Graduate School**

Prepare students for post graduate education in movement/exercise science and allied health programs.

**SLO 1: Structural and Functional Anatomy (a)**  
The student will demonstrate knowledge of structural and functional anatomy, kinesiology and exercise physiology.

**Relevant Associations:**

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

**Related Measures:**

**M 2: A-t-C Rubric**  
Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

**Target:**  
A minimum target of 80% proficiency in the senior capstone rubric will be followed

**Findings (2016-2017) - Target: Met**  
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

**Findings (2015-2016) - Target: Partially Met**  
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.
**Findings (2013-2014) - Target: Not Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

**Findings (2012-2013) - Target: Partially Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met).

**Findings (2011-2012) - Target: Partially Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**
Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

**Incorporate Additional Assignments/Experiences**
*Established in Cycle: 2012-2013*
After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...
No data
*Established in Cycle: 2015-2016*
Data will be reported when provided.

**SLO 2: Movement Analysis and Injury Prevention (b)**
The student will demonstrate knowledge, skills and abilities in analysis of movement and injury prevention.

**Relevant Associations:**

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

**Related Measures:**

**M 2: A-t-C Rubric**
Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum target of 80% proficiency in the senior capstone rubric will be followed

**Findings (2016-2017) - Target: Met**
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

**Findings (2015-2016) - Target: Partially Met**
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

**Findings (2013-2014) - Target: Not Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68%
(Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

**Findings (2012-2013) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met)

**Findings (2011-2012) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**

Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

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

**Incorporate Additional Assignments/Experiences**

*Established in Cycle: 2012-2013*

After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

**No Data**

*Established in Cycle: 2015-2016*

Data will be reported when provided.

**SLO 3: Health Status (c)**
The student will demonstrate knowledge and skills in the identification of health status, fitness appraisal, and exercise prescription.

**Relevant Associations:**

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

**Related Measures:**

**M 2:A-t-C Rubric**

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum target of 80% proficiency in the senior capstone rubric will be followed

**Findings (2016-2017) - Target: Met**
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

**Findings (2015-2016) - Target: Partially Met**
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

**Findings (2013-2014) - Target: Not Met**
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking =
61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

Findings (2012-2013) - Target: Partially Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met).

Findings (2011-2012) - Target: Partially Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

Findings (2010-2011) - Target: Not Reported This Cycle
Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

Incorporate Additional Assignments/Experiences
Established in Cycle: 2012-2013
After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

No Data
Established in Cycle: 2015-2016
Data will be reported when provided.

SLO 4: Use of Technology (d)
The student will demonstrate knowledge, skills and abilities in the use of technology used in exercise and movement science.
**Relevant Associations:**

**DSU Learning Goal Associations:**

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

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

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

**Related Measures:**

**M 2:A-t-C Rubric**

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning

Source of Evidence: Academic direct measure of learning - other

**Target:**

A minimum target of 80% proficiency in the senior capstone rubric will be followed

**Findings (2016-2017) - Target: Met**

Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

**Findings (2015-2016) - Target: Partially Met**

Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

**Findings (2013-2014) - Target: Not Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

**Findings (2012-2013) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96%
(Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78% (Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met)

Findings (2011-2012) - Target: Partially Met

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
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- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

Findings (2010-2011) - Target: Not Reported This Cycle

Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

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

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

Incorporate Additional Assignments/Experiences

Established in Cycle: 2012-2013
After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

No Data

Established in Cycle: 2015-2016
Data will be reported when provided.

SLO 5: Ethical Research and Professional Principles (e)

The student will demonstrate knowledge and practice of ethical research and professional principles.

Relevant Associations:

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

3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

Related Measures:

M 2:A-t-C Rubric

Across the Curriculum rubrics are implemented to measure student performance. The focus will be placed on the Senior Capstone rubric reports to assist in the determination of student proficiency in program coursework, as it encompasses the following areas: (1) Reading, Writing, Speaking, and Listening in the Major, (2) Critical Thinking and Problem Solving, (3) Information Literacy, (4) Computer Competency, and (5) Quantitative Reasoning.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum target of 80% proficiency in the senior capstone rubric will be followed.

Findings (2016-2017) - Target: Met
Reading 100%, Writing 100%, Speaking 100%, Listening 100%, Information Literacy 100%, Computer Competency 100%, Critical Thinking N/A, Problem Solving 100%, Quantitative Reasoning 100%.

Findings (2015-2016) - Target: Partially Met
Reading 90.5%, Writing 88.5%, Speaking 84%, Listening 84%, Information Literacy 79.5%, Computer Competency 73%, Critical Thinking N/A, Problem Solving N/A, Quantitative Reasoning N/A.

Findings (2013-2014) - Target: Not Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 68% (Not Met), Writing in the Major = 68% (Not Met), Speaking in the Major = 68% (Met), Listening in the Major = 64% (Not Met), Information Literacy = 71% (Not Met), Computer Literacy = 89% (Met), Critical Thinking = 61% (Not Met), Problem Solving = 61% (Not Met), Quantitative Reasoning = 61% (Not Met).

Findings (2012-2013) - Target: Partially Met
The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation: Reading in the Major = 96% (Met), Writing in the Major = 96% (Met), Speaking in the Major = 96% (Met), Listening in the Major = 74% (Not Met), Information Literacy = 83% (Met), Computer Literacy = 100% (Met), Critical Thinking = 78%.
(Not Met), Problem Solving = 78% (Not Met), Quantitative Reasoning = 57% (Not Met)

**Findings (2011-2012) - Target: Partially Met**

The Senior Capstone Rubric resulted in percentages of proficient or better in the following areas of evaluation:

- Reading in the Major = 86% (Met),
- Writing in the Major = 82% (Met),
- Speaking in the Major = 82% (Met),
- Listening in the Major = 77% (Not Met),
- Information Literacy = 95% (Met),
- Computer Literacy = 100% (Met),
- Critical Thinking = 68% (Not Met),
- Problem Solving = 68% (Not Met),
- Quantitative Reasoning = 59% (Not Met)

**Findings (2010-2011) - Target: Not Reported This Cycle**

Collected program data from the ADCS system is currently being sorted out from the institutional data summary.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Incorporate Additional Assignments/Experiences**

*Established in Cycle: 2012-2013*

After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The...

**No Data**

*Established in Cycle: 2015-2016*

Data will be reported when provided.

**M 5: Positive Placement**

Positive placement is defined as program graduates who are employed full or part time in a related field; and/or continuing education; and/or serving in the military. Percentage of positive placement is calculated by adding the number of graduates who have obtained employment within one year of graduation and the number of graduates who have pursued continuing education. The sum will be divided by the total number of program graduates.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

A minimum standard of 80% positive placement will be followed
Findings (2016-2017) - Target: Not Met
69% of the 2015-2016 graduates were placed in a job or graduate program. Target not met; however, the outcome has improved significantly, as positive placement was 52% for the 14-15 academic year.

Findings (2015-2016) - Target: Not Met
52% of the 2014-2015 graduates were placed in a job or graduate program.

Findings (2013-2014) - Target: Not Met
Based on statistics from Fall 2012-Spring 2013, 48% of Movement Science graduates are currently employed full-time in a work-related field or continuing education and/or serving in the military: · 40% are employed full-time in a work-related field · 40% are continuing education · 20% are serving in the military.

Findings (2012-2013) - Target: Partially Met
70% of Movement Science graduates are currently employed full-time in a work-related field or continuing education and/or serving in the military:
   · 30% are employed full-time in a work-related field
   · 20% are continuing education
   · 20% are serving in the military

*Please note: results are only based on data from the Winter 2012 commencement, therefore statistics will be lower compared to previous cycles*

Findings (2011-2012) - Target: Met
80% of Movement Science graduates are currently employed full or part time in a work related field or continuing education and/or serving in the military. In further detail, 50% are employed fulltime in a work related field, 12.5% are employed parttime in a work related field, 25% are continuing education, and 12.5% are serving in the military.

Findings (2010-2011) - Target: Met
100% of Movement Science graduates are currently employed full or part time in a work related field or continuing education.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Continue Maintaining Contact
Established in Cycle: 2012-2013
During the 2013-2014 cycle, calculation of findings were obtained based on word-of-mouth and phone calls. Contact information w...
Positive Placement
Established in Cycle: 2015-2016
We are looking to revise the curriculum to better prepare graduates for the workforce and graduate school. In addition, we have...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Senior Capstone
The program plans to continue assessing A-t-C outcomes for the 2011-2012 cycle, with a focus on the Senior capstone rubric since it covers a broad spectrum of student aptitude.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Continue Implementation of KSA Rubric
The target of achieving 80% proficient or better in all five student learning objectives were not met. The KSA Rubric was developed early in the Spring semester and implemented only for the assigned courses that the program offered in the Spring 2012. Perhaps, the results were not a true reflection of student competency in four out of five areas since Fall courses were not taken into account. Movement Science courses that cover material pertinent to each KSA was selected for evaluation. Each KSA is assessed based on course evaluations (assignments, labs, exams, etc.) that are relevant to that specific KSA competency. Students received the highest results in student learning objective 5 which is assigned to only one course, although still did not meet the minimum target. The reason for that may be that the assigned course linked to the objective (Research Experience in Movement Science), is one of the newer electives in the updated curriculum, and only had a total of 2 students this Spring. The program intends to promote greater enrollment of the course this coming Fall 2012. Moving forward with the KSA Rubric, the program plans to utilize both fall and spring semesters in order to provide more accurate results.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Data Collection
Data for this measure will be collected shortly after graduation (2012 summer term) in order to give students ample time to sit for the exam. The program will maintain contacts with students who were enrolled in the workshops and collect pass/fail results directly from ACSM and NSCA. This data will then be reported along with the next
WEAVE on-line cycle.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

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**Increase Course Enrollment**

Research Experience in Movement Science is a unique elective course that students can enroll in each semester, fulfilling 1 to 6 credits. Credits are determined on the depth of work and time dedicated into student research. The program intends to promote enrollment for this course in order to provide students with a background in every aspect of research. This includes practical experience with laboratory equipment, protocols for data collection, data analysis, IRB procedures, professional conduct, abstracts and more. Findings met the target and resulted in a higher GPA in comparison to other measures due to a low number to students enrolled this past year. A total of 4 students enrolled - one receiving an A grade, two incompletions, and one withdrawing from the course. More students are expected to take the course in the Fall 2012 semester, allowing this measure to be more reflective of it's findings in the future.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** Medium

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**Continue Maintaining Contact**

During the 2013-2014 cycle, calculation of findings were obtained based on word-of-mouth and phone calls. Contact information was obtained from the Fall 2013 and Spring 2014 graduates this year, and contact initiation through online surveys will begin for the next cycle. Alumni website access are currently being considered.

**Established in Cycle:** 2012-2013  
**Implementation Status:** On-Hold  
**Priority:** High

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**Relationships (Measure | Outcome/Objective):**
Incorporate Additional Assignments/Experiences
After reviewing results for all components of the Senior Capstone rubric, students are falling below the minimum percentage. The program needs to re-evaluate avenues to incorporate more classroom experiences, assignments and field experiences that provide opportunities for improvement in these areas of deficiency. Some suggestions are to restructure Research Methods, require math statistics, and redesign research methods to focus on methods. Critical Thinking should be a required general education course. The courses should add more applied learning experiences in traditional lecture classrooms, with students demonstrating oral communications and presentation skills. College Algebra and Trigonometry and writing across the movement science curriculum would be extremely beneficial.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubric | Outcome/Objective: Ethical Research and Professional Principles (e) | Health Status (c) | Movement Analysis and Injury Prevention (b) | Structural and Functional Anatomy (a) | Use of Technology (d)

Accreditation
Curriculum is being reviewed for revision and program goals, objectives, targets, and measures will be adjusted accordingly.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Projected Completion Date: 05/01/2017

Accreditation
Curriculum is being reviewed for revision and program goals, objectives, targets, and measures will be adjusted accordingly.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Accreditation
Curriculum is being reviewed for revision and program goals, objectives, targets, and measures will be adjusted accordingly.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Accreditation
Curriculum is being reviewed for revision and program goals, objectives, targets, and measures will be adjusted accordingly.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Accreditation
Curriculum is being reviewed for revision and program goals, objectives, targets, and measures will be adjusted accordingly.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Goal Revision
This goal will be revised after the new curriculum currently under review is completed.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017
Goal Revision
This goal will be revised after the new curriculum currently under review is completed.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Goal Revision
This goal will be revised after the new curriculum currently under review is completed.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Goal Revision
This goal will be revised after the new curriculum currently under review is completed.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

No data
Data will be reported when provided.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-1-C Rubric | Outcome/Objective: Structural and Functional Anatomy (a)

Projected Completion Date: 05/01/2017

No Data
Data will be reported when provided.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** A-t-C Rubric | **Outcome/Objective:** Health Status (c)

**Projected Completion Date:** 05/01/2017

**No Data**  
Data will be reported when provided.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** A-t-C Rubric | **Outcome/Objective:** Use of Technology (d)

**Projected Completion Date:** 05/01/2017

**No Data**  
Data will be reported when provided.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** A-t-C Rubric | **Outcome/Objective:** Movement Analysis and Injury Prevention (b)

**Projected Completion Date:** 05/01/2017

**No Data**  
Data will be reported when provided.
Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubric | Outcome/Objective: Ethical Research and Professional Principles (e)

Projected Completion Date: 05/01/2017

Positive Placement
We are looking to revise the curriculum to better prepare graduates for the workforce and graduate school. In addition, we have begun some initiatives to collect more placement data from graduates through alumni events.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Positive Placement | Outcome/Objective: Ethical Research and Professional Principles (e)

Projected Completion Date: 05/01/2017

Revise Goal
Revise the goal for next year.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Revise Goal
Revise the goal for next year.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/01/2017

Revise Goal
Revise the goal for next year.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High  

**Projected Completion Date:** 05/01/2017

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**Revise Goal**  
Revise the goal for next year.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High  

**Projected Completion Date:** 05/01/2017

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**Revise Goal**  
Revise the goal for next year.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High  

**Projected Completion Date:** 05/01/2017
Mission / Purpose

The purpose of the Law Studies Program is to prepare students for a career in the legal profession, whether it be as an attorney, paralegal, judge, or other position related to the field of law.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Develop Major
To develop a law studies major

O/O 1: Research Majors
Research other majors

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

Related Measures:

M 1: Focus Group
Survey current students in the minor for interest in a law studies as a major

Source of Evidence: Focus groups

M 2: Derive information from Transfer Students
Check major of transfer students

Source of Evidence: Transfer acceptance rates, esp. for 2-yr college

M 3: Presentation
Make presentations to selected groups as way to recruit majors. Among the targeted groups are: political science, sociology/criminal justice, and undecideds.

Source of Evidence: Presentation, either individual or group

G 2: Offer Law Studies Courses Regularly
Ensure that all present courses are taught regularly
O/O 2: Verify Listings of Courses

Verify that law studies courses are listed regularly

Related Measures:

M 4: Check curriculum offerings
Check offerings in majors where law studies courses are offered

Source of Evidence: Curriculum/syllabus analysis of course to program

G 3: Increase Average Score on LSAT
Work to augment the average score on the Law School Admission Test, which is used by most law schools as a primary admissions criteria

O/O 3: Aim for minimum of 160 on LSAT
Work to increase LSAT score to 160, up from present 150 average

Related Measures:

M 5: Derive information from LSAC Reports
Consistently review LSAT scores for students. This information is furnished by the Law School Admission Council

Source of Evidence: Certification or licensure exam, national or state

M 6: Use Office of Testing for Pre-Post Tests
Offer practice exams for LSAT through DSU Office of Testing. Permit student to take test at two different junctures

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

M 7: Continue offering LSAT Preparation Course

Although not part of the minor, there is presently an LSAT Preparation Course which is part of the Law Studies Program. The specific purpose of this course is to assist students in studying and preparing for the LSAT. Student scores on the actual LSAT should be measured against whether they enrolled in and completed the preparation course.
Source of Evidence: Standardized test of subject matter knowledge

G 4: Increase Internships for Law Studies Students
Provide an array of internship opportunities for students in the Law Studies Program

O/O 4: Furnish means of Acquiring Internships
Furnish outlets for internship opportunities for students in the Law Studies Program

Related Measures:

M 8: Conduct interest surveys with Attorneys and Judges
Survey attorneys and judges to see what level of need is present

Source of Evidence: Employer survey, incl. perceptions of the program

M 9: Utilize Data from Current Internships
Utilize post-internship information to continue openings with offices who currently employ DSU students

Source of Evidence: Field work, internship, or teaching evaluation

M 10: Examine Placement Data
Share placement data regarding internships with the Office of Career Planning and Placement

Source of Evidence: Job placement data, esp. for career/tech areas

G 5: Establish Honor Society for DSU Law Studies Program
Create or acquire chapter membership in a law-oriented honor society

O/O 5: Investigate Existence of Law-Based Honor Society
Research whether there are any sanctioned, national honor societies for students with a law studies major or minor

Related Measures:

M 11: Check with American Bar Association
Research possible law-oriented honor society with this national group

Source of Evidence: Honors and awards outside the institution

M 12: Derive Information from Student Evaluations
Employ open-ended comments on student evaluations to determine interest in a DSU-based law honor society

Source of Evidence: Student course evaluations on learning gains made
M 13: Analyze Existing Data
Research present GPAs of students to compare to minimum requirements for an honor society

Source of Evidence: Existing data

G 6: Add Additional Optional Law Courses
Before a major is created, it would be of benefit to the Law Studies Program to increase the number of courses which offer either the content of law or the skills needed to study law

O/O 6: Create a Specific Course in Law Writing
Establish a course in legal writing

Related Measures:

M 14: Initiate and Continue Discussions
There has been some discussion already about adding a legal writing course. This should continue

Source of Evidence: Discussions / Coffee Talk

O/O 7: Bring Media Law Class into Law Studies
Without increasing the requirements for the 21-credit minor in law studies, make students aware of the existence of the Media Law course
Mission / Purpose

In support of the institution's mission, it is the mission of the University Library to provide university library materials and services to meet and supplement the academic needs of the community, to develop well-rounded and responsible citizens, and to encourage patrons to discover their creative capacities. For this reason, print materials E-books, and online databases on subjects related to academic disciplines/departments in support of teaching, learning, and research, are essential through university library collection development and management to provide desired services and ensure access to information, teaching and research resources.

Goals without Outcome/Objective Relationships Specified

G 3: Support Information Literacy

Provide continual assessment for Information Literacy Skills, research techniques and library services.

G 4: Desimminate Library Information

Ensure faculty, staff, and students are informed through all available media of new services, developments, new technologies and resources of the library.

G 5: Maintain Library Facilities

Maintain library facilities so they are updated and have state-of-the-art spaces for student study and collaboration, student computer labs and other campus related activities.

G 6: Continue To Add Materials And Increase The Awareness Of The University Archives
Meet the traditional, non-traditional and distant learners needs of all patrons in a timely and organized manner. Additionally, provide updated and relevant resources including access to Inter-library Loan.

**G 7: Participate in Community Outreach Projects**

Participate in outreach projects with the university and local community to foster cooperative activities.

**Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**G 1: Improve User Access to Information**

Technology has and will continue to rapidly transform the way we work and the systems we must utilized with the emerging trends for libraries. Therefore, the library will ensure quality services through library resources and materials. In addition to providing instruments to survey and evaluate the resources, services, technology, workflow issues, departmental initiatives, professional development, and other pertinent access for improvement.

**O/O 1: Evaluate Library Usage and Satisfaction with Services through User Surveys**

Evaluate Library usage and satisfaction with services through user surveys in an effort to help with retention and improve student success rates.

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

**Related Measures:**

**M 1: Student Satisfaction Survey**

Survey of student satisfaction with services, resources available in the Library will be administered. The Reference and Public Service team to administer the survey with random sampling.

Source of Evidence: Client satisfaction survey (student, faculty)
**Target:**
Success will be defined as means that are equal to or exceed satisfaction levels as obtained in previous student surveys. Overall rating is 85%.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Survey was not administered in 2015-2016 due to other priorities.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Not reported this cycle. Findings will be uploaded in 2014.

**O/O 3: Evaluate selected collections through examination of materials**
Evaluate selected collections through examination of materials. Recommend new titles for purchase as well as titles for de-selection or "weeding." These efforts will be helpful for enhancing academic programs. Additionally, the Library must provide access to the most appropriate materials to support classroom assignments and projects and to meet the research need of student and faculty.

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
1.4 Improve faculty and student scholarship through integration of teaching, research, creative activity, and engagement
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

**Related Measures:**

**M 3: Programs/departments collections review.**
When contacted by an academic department or program, the Library's Liaison librarian gathers necessary data and sends a report to the unit and/or faculty member(s) requesting assistance within the stated parameters. Liaison Librarian reviews collection on an on-going basis.

Source of Evidence: Document Analysis

**Target:**
Complete program reviews and the analysis of collection development of various department/program upon request.

**Findings (2015-2016) - Target: Not Reported This Cycle**
No departments contacted the library for collections review.

**Findings (2012-2013) - Target: Met**
Program Review for Social Work, Agriculture, Natural Sciences, & Related Sciences, and Hospitality and Tourism were completed 2012-2013. Several databases were added as well as de-selected for academic year 2012-2013. Additions: Project Muse, Proquest Research Library, Proquest Aquatic Sciences and Fisheries Abstracts, and The Encyclopedia of Global Hum Migration. Discontinued: Wilson Omnifile (statistics were low for usage; monies were spend on other databases).
O/O 6: Meet or exceed the national averages of a selected group of peer institutions on “total staff per 1000 FTE students.

Our plan is to demonstrate Library and University commitment of support for services in comparison to identified peer institutions and national averages.

Related Measures:

M 6: Staffing numbers
Staffing levels are based per 1000 Full Time Enrollment (FTE) students.

Source of Evidence: Professional standards

Target:
Staffing levels will be at the national average level or above.

Findings (2012-2013) - Target: Not Met
Staffing level is below national average at Delaware State University. The ratio per staff and student should be eight to every 1000 FTE students.

G 2: Provide User Services

To evaluate and improve our approach to our customer service operations, and to benefit all library patrons to include staff development, policies and procedures, employment of additional staff, existing and new programming, compliance standards and issues (ACRL), and departmental initiatives.

O/O 2: Provide access to electronic resources

Provide access to electronic resources. The Library staff will work to recommend the best course of action to take on link checking software options, streamlining of database pages, cross-unit workflow issues concerning adding and deselecting electronic resources, and the possibility of adding an e-book online and downloading services.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
3.2 Increase, strengthen, and sustain the support systems and infrastructure to assist faculty, staff and students in all aspects of their research endeavors.

Related Measures:

M 2: Discussions/implementation of strategies
Ongoing strategies are accomplished during semesters.

Source of Evidence: Discussions / Coffee Talk

**Target:**
At least one new recommendation will be implemented each academic year providing funding is available.

**Findings (2016-2017) - Target: Met**
Implementation of LibGuide A-to-Z Database 2.0 and Serials Solutions Electronic Journal Portal 2.0 (Title III funded) was accomplished. Benefit was having seamless access so students could conduct a search within a search (deep search).

**Findings (2015-2016) - Target: Partially Met**
Technology developed workflow, processes and timeline to implement LibGuides 2.0, LibChat and the Horizon Library Management System new Online Catalog/Information Portal.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Not reported this cycle.

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**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 11: Assess information literacy skills.**
Assess student learning outcomes of Information Literacy skills in Information Literacy instruction sessions and reference services.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 11: Information literacy quiz.**
In FY 13-14, the Library will use the assessment instrument developed in FY 2013-14 in research and information literacy sessions with lower-level courses. The assessment instrument will be a brief quiz given following the class that will ask several objective questions based on learning objectives common to all research and information literacy sessions, and a subjective section asking class members to write down the two most significant points covered in the class. The data gleaned from this assessment will help the Library understand student knowledge of information literacy skills discussed in research and information literacy sessions.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
Eighty percent of students will score 80% or more on the quiz.
Findings (2016-2017) - Target: Met

The number of classes taught was 74 in the academic school year 2016 through 2017. The number of classes for 2016 was 39, and 2017 was 35. The number of librarians involved in teaching library information literacy classes was 6, including 4 Reference librarians, 2 Technical Services librarian. The number of students reached in those classes was 1698, with 967 in 2016 and 731 in 2017. The number of Professors/Instructors participated in the instruction program was 30. The number of Knowledge Check Survey administered to students in those classes for the library's student learning outcome was 281. The total number of students that failed was 36, and passed was 245. The percent passed was 87%, and percent failed 13%.

Findings (2015-2016) - Target: Met
—The number of classes taught for the academic school year 2015 through 2016 was 81. The number of classes for 2015 was 42, and 2016 was 39.
—The number of librarians involved in teaching library information literacy classes was 5, including 4 Reference librarians, 1 Technical Services librarian.
—The number of students reached in those classes was 1,729, with 939 in 2015 and 790 in 2016.
—The number of Professors/Instructors participated in the instruction program was 36
—The number of Knowledge Check Survey that was administered to students in those classes for the library's student learning outcome was 315. The total number of students that failed was 62, and passed was 253. The percent passed was 80%.

Connected Document
• Reference Department Annual Report 2016

Findings (2012-2013) - Target: Met
Eighty percent of students are receiving an 80% score or better on the general quiz and the gaming quiz.

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Support professional development for staff.
Support professional development for librarians and or staff to improve overall staff performance, research, information literacy and expertise.

Related Measures:

M 7: Staff development opportunities
Support for librarians to participate in professional development activities each year. Additionally, provide when necessary training, professional meeting, and webinar opportunities for staff development.
Source of Evidence: Administrative measure - other

**Target:**
Each staff member will participate in at least one professional development activity.

**O/O 8: Enhance existing services and plan for new services.**
Work with Library staff for creation and review of Library policies and procedures. Each Library department and unit will continue to revise, update processes and service procedures. Department Supervisors will complete revisions to and submit for approval all Library policies and procedures to the Professional Librarians Council beginning each academic year.

**Related Measures:**

**M 8: Policies/procedures reviewed and/or updated**
Review of and updates made to programs, services, and policies and procedures.

Source of Evidence: Document Analysis

**Target:**
Keep Library policies in line with University policies while ensuring accepted best practices in academic libraries beginning each academic year.

**Findings** (2012-2013) - Target: Met
An established Policy and Procedure Committee reviewed, revised, and updated all policies and procedures. Policies and procedures were updated for Interlibrary Loan-implementation of new software Iliad.

**O/O 10: Determine the best course of action for the University Archival collection.**
Determine the best course of action for the University Archival collection, to add materials and increase the awareness of the university archives.

**Related Measures:**

**M 10: University Archival Collection updates**
Materials are solicited and processed from the campus/community that are of historical value and meets our policies.

Source of Evidence: Activity volume

**Target:**
Meet research needs of the University and the Community.

**Findings** (2016-2017) - Target: Met
From June 2016-May 2017, the archives served a total of 38 researchers. The majority of patrons accessed the archives by visiting in-person, however interactions were also conducted by phone and email. Outreach: The archives made significant advances toward generating community interest for university history and attaining a greater prominence. In August
a permanent, outdoor exhibit was installed which included signs in front of Loockerman Hall, the former DuPont School, Science Center North, and the Library. The signs provide a narrative history and include photographs from the archival collections. In fall 2016 the construction of a new archives suite was completed and the archives installed its first-ever exhibit in a new gallery space. The display was in honor of the 125th anniversary and was comprised of informative wall panels as well as artefactual treasures from the collections. The new gallery allows students who have more casual interests in the history of DSU to learn in a less intimidating environment than the traditional white-glove archive. Additional outreach initiatives included Rejoice Scherry’s service on the 125th anniversary committee which led to the contribution of archival photographs in marketing projects. Secondly, Lastly, Ms. Scherry played a pivotal role in initiating an Oral History program in which filmed interviews were conducted with some of the oldest alumni in order to capture and preserve their memories of the State College for Colored Students. Work on this project led to better relationships with the alumni and a foundation for future donor networking. Outreach activities helped to increase awareness of DSU’s still young archives department, and strongly supported the university core values of Community and Outreach.

**Findings (2015-2016) - Target: Met**
From June 2015-May 2016, the archives served 46 total researchers. The majority of patrons visited the archives in-person, but interactions were also conducted via phone and email.

**Outreach:** In conjunction with the Institute of Museum and Library Services grant project which runs from October 2013 - September 2016, the archives began a blog in December 2013. A stipulation of the grant is that a minimum of 2 posts per month must be published. Without fail, the archives has met this requirement and often exceeded it.

**Digitization:** To support its mission of making collections are widely accessible as possible, the archives digitizes material and posts it online to the Delaware Heritage Collection (http://cdm16397.contentdm.oclc.org/cdm/landingpage/collection/p16397coll10). The goal of the archive is to publish 5 items per month to the Delaware Heritage Collection, and the goal was met.

**Findings (2012-2013) - Target: Not Met**
Not Met. Request information in the University’s publication "ECHO", eNews, etc.

**O/O 12: Disseminate Library communications.**
Disseminate through, brochures, e-news, mass e-mail, library's webpage and campus newsletter. Ensure the University community is informed about new services, developments, and resources in the Library.

**Related Measures:**

**M 12: Information dissemination tools**
William C. Jason Library Electronic Digital collection and exhibits, library webpage, brochures, blogs, facebook and e-news.

Source of Evidence: Administrative measure - other
O/O 13: Investigate the use of portable dividers to create additional instruction spaces.

Investigate the use of portable dividers to create additional instruction and collaboration spaces within the Library to provide additional flexibility to support research, co-curricular activities, residential campus life, and student recruitment and retention efforts. The flexibility of using the portable dividers should allow the Library to accommodate special events with minimal disruption to students using other parts of the Library.

**Related Measures:**

M 13: Feasibility/purchase of portable dividers
Feasibility of purchasing, installing and using portable dividers within the Library.

Source of Evidence: Administrative measure - other

**Target:**
If recommended, implementation will be accomplished as early as fall 2014.

**Findings (2012-2013) - Target: Not Reported This Cycle**
No report this cycle.

O/O 14: Build smart rooms, individual study rooms and a cafe.

Build smart group study rooms and convert at least one individual study room into a smart room, as well as installation of a café. The smart rooms and café will better serve our students with collaborative study efforts.

**Related Measures:**

M 14: Facility proposals
Proposals compiled include floor plans, equipment needs, technical support and budget requirements.

Source of Evidence: Climate / Environment

**Target:**
By the end of the 2014 Fall Semester, all necessary requests will be submitted with implementation recommended for spring 2015.

**Findings (2012-2013) - Target: Partially Met**
Established committee to investigate this effort. Committee has looked at furniture, acquired quotes for paging system, smart boards, printers, scanners, etc.

O/O 15: Add, process, and make available various resources.

New Titles/databases are added on Library’s website when items are processed. New inter-library loan (ILLiad) webpage is ready for patron's use.

**Related Measures:**

M 5: Recommendations from Collection Development Committee
Recommendations from the Collection Development Committee (Subject Liaisons recommendations for schools and colleges).
Source of Evidence: Administrative measure - other

**Target:**
At least half of the recommendations from Collection Development Committee will be purchased.

**M 15: New Materials**
New materials are added to the collections as documented by "New Titles" on Library's website. Additionally, timely processing of interlibrary loan (ILL) request will ensure materials not owned are provided. Assessment and review of ILL requests is included in the collection development process to ensure needed materials are acquired.

Source of Evidence: Activity volume

**Target:**
Process and organized materials in a timely manner for availability to faculty, staff, students.

**Findings (2015-2016) - Target: Met**
During the 2015-2016 cycle we increased the Afro-American collection by purchasing 195 Afro-American titles. Our overall goal for purchasing titles from Oct 2010 to Sep 2015 was to go from 4000 titles to 5000 titles.

**Findings (2012-2013) - Target: Partially Met**
Usage of library materials has increased. For acquisition of new titles/databases, see Library's Webpage.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Analyze the survey further.**
Analyze the survey further.

**Established in Cycle:** 2011-2012
**Implementation Status:** Finished
**Priority:** Low

**Projected Completion Date:** 04/30/2014
**Responsible Person/Group:** Mr. Jean Charlot
**Additional Resources Requested:** Purchase new software.
**Budget Amount Requested:** $0.00 (no request)

**Administer survey in March 2017**
Administer survey in March 2017

**Established in Cycle:** 2015-2016
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Complete by July 2017
EXECUTIVE SUMMARY

June 30, 2018

The library is the center of intellectual inquiry and shares with the University the aspiration to be a vibrant and dynamic learning environment. The Library goal is to ensure that its collections are research driven, accessible, current, and diverse. The Library will continue to acquire and maintain adequate information resources, offer effective instruction on the retrieval and use of materials in all formats, and continue to provide state-of-the-art technology for users. 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 become a model research library through enhanced services, collections, staffing, facilities, and technology / virtual environment enhancement initiatives. The University Library holdings, total over 400,000 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
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, 2011 edition. These Standards focus on qualitative measures. However, according to the Standards for College Libraries, 1995 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 sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

The collection development program of the Library should be adhered to in terms of acquiring current resources, in print and electronic format, as noted by library liaisons and departmental and college accrediting agencies. The University Library completed a new Collection Development Policy in May.

**Unit(s) Profile**

**William C. Jason Library 2017-2018**

**Department:** Reference Department

**Narrative:** The Reference department librarians are liaisons assigned to Delaware State University’s respective colleges. They are committed to building the library’s collections and providing access to the scholarly information and services that support research, teaching, creative thinking, and new technologies.

During the 2017-2018 academic year, the reference department completed 1,186 one-on-one interactions at the reference desk and taught 100 classes attended by 2,254 students.
Goal I: Support faculty teaching outside the classroom through the library’s information literacy skills.

Objectives:

· Collaborate with teaching faculty in teaching research skills.

· Subject guides are developed as needed to teach the requested classes.

· Subject guides are updated and developed as needed to teach the requested classes and meet the requirements of the academic disciplines.

Measures:

The success of library classroom instruction is measured through the administration of a 10-question quiz. The subject of the quiz is the content presented within a 50-minute session library literacy session which introduces general library practices and basic researching skills. Scores inform librarians as to how well the students retained and understood the information.

Goal II: To provide on-campus and remote access to scholarly resources and core titles in print and electronic formats.

Proposed goal: To be inclusive of both on-campus and online students when selecting and purchasing resources for the library’s collections, both physical and digital.

Objectives

· Selecting books, databases and Ebooks in accordance to the William C. Jason Library’s collection development policy.

· The faculty members’ input is sought by the liaisons with regard to the selection and weeding of the respective department’s collection.

· Marketing new resources to the faculty and campus community telephone calls.

PROPOSED Measures for suggested goal II: When purchasing resources for subject matter that supports both physical and digital classrooms, the number of resources purchased will be parsed equally between print books and Ebooks.

· Goal III: To provide excellent public service

Objectives

· Provide in-person and remote services to our users through email, online chat, the telephone and one-on-one help at the reference desk.

· Assist students with printing and document preparation at the scanning station.

· Troubleshoot computer application problems and coordinate with the university’s Information Technology department.
**PROPOSED Measure:** "Excellence" will be judged by the administration of a year-end survey in April 2019. The survey will ask library patrons to evaluate public services, to achieve excellence.

**ORIGINAL Measures:** The success of library classroom instruction is measured through the administration of a 10-question quiz. The subject of the quiz is the content presented in the 50-minute information literacy session. Scores inform librarians as to how well the students retained and understood the information.

The library's physical and digital collections are evaluated. Faculty members are engaged in the selection and weeding processes to promote the health of the collections.

Students receive immediate assistance at the reference desk for research questions and instruction in how to use the scanner. Librarians respond to users questions online and in person in a timely manner.

Student papers will include a greater number of scholarly materials, correct citations of resources.

**Department: Tech Services Department**

**Narrative:** The Technical Services department is responsible for the acquisition of resources and ensures discoverability of quality, scholarly library resources. The department's areas of service are acquisitions, cataloging, circulation, inventory and stacks maintenance, serials, U.S. federal documents, and digitization.

For the 2017-2018 academic year, the William C. Jason library hosted 571,366 patrons, circulated 10,689 items and cataloged 13,715 items.

**Goal I:** Acquire library the materials and services, as directed by reference librarians and liaisons, needed to support scholarly research, teaching, and learning

**Proposed Measures:** Within the confines of the library's budget, the Technical Services department will purchase 100% of the items selected by reference librarians and liaisons.

**Goal II:** To make all newly acquired library resources discoverable within the library's catalog in as timely a manner as possible.

**Proposed Measures:** 100% of the resources acquired by the library will be included within the library's catalog and made available for checkout within [insert time/days].

**Goal III:** Circulation Reserves / Inventory and Stacks Maintenance (CRISM) is responsible for the care and maintenance of the stacks, clearing the floors, check out, check in and renew materials from the general, education, and reserve collections, pay fines/fees, get change, pick up and return of Interlibrary Loan materials. Staff also searches for items not found on shelves and ensure current library patron data is correct, guaranteeing login access to electronic materials, online renewal of library materials and that books are properly checked in and out of the library.
Goal IV: Update the library catalog information for all serial titles and ensure accuracy within OCLC Connexion.

**Proposed Measure:** Successful cataloging of multiple titles.

Goal V: Build a repository of digital content that is of intellectual value to the university community.

**Department:** Archives

**Narrative:** The Delaware State University Archives was formally established in 2012. Since then it has served as the repository for all records of enduring historic value created by former and current University Presidents, students, faculty, and administrative departments. The mission of the archives is to promote the knowledge and understanding of the University's historic origins, aims, programs, and goals.

In 2017-2018 the archives fulfilled 72 patron research requests received from the campus community and general public, which was a 54% increase from the prior year. Additionally, a total of 64.75 linear feet of records was organized and made publically available.

Goal I: Publish a minimum of two blog posts per month.

Goal II: Process a minimum of 50 linear feet of the backlogged archival collections for the purpose of making historic Delaware State University records publically available.

**Measures/Outcomes:** Successfully post two blog post every month. Successfully process 50 linear feet of archival materials.
Department: Technology

Narrative: The Technology department assists in the selection of new library technologies, and works to maintain the library’s existing technologies. The department additionally provides training to the librarians for the use of multimedia technology and hardware such as the Smart Boards, and software platforms such as Springshare CampusGuides or the Horizon Library Management System. Lastly, the Technology department is responsible for processing Interlibrary Loan requests for both borrowing and lending articles and books.

Goal I: Manage and develop a growing range of information technology based systems and services for the University libraries.

Goal II: Maintaining the Delaware State University Library website in coordination with the University Webmaster.

Measures: With regard to books, 99% of the requests submitted by the DSU community to borrow items will be filled, and 98% of the requests received from partnering institutions for lending will be filled. With regard to articles, 79% of requests to borrow will be fulfilled, and 100% of requests to loan items will be fulfilled.
Department: Federal Government Documents

Government Documents

Goal VI: Ensure University is in compliance with FDLP. Provide access to Federal Documents easily and in as timely a manner as possible.

Narrative: The William C. Jason library functions as one of the two Federal Depository Libraries located within Kent County and is the one depository library that is open to the public.

Goals: To catalog more documents in the 2018-2019 academic year than in the 2017-2018 academic year.

Measures: Newly cataloged depository materials will be discoverable through the library's online catalog and through WorldCat.

Unit(s) Initiatives accomplished in this cycle

William C. Jason Library 2017-2018

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Objectives:

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- Subject guides are developed as needed to teach the requested classes.
- Subject guides are updated and developed as needed to teach the requested classes and meet the requirements of the academic disciplines.

Measures:

The success of library classroom instruction is measured through the administration of...
a 10-question quiz. The subject of the quiz is the content presented within a 50-minute session library literacy session which introduces general library practices and basic researching skills. Scores inform librarians as to how well the students retained and understood the information.

**Goal II**: To provide on-campus and remote access to scholarly resources and core titles in print and electronic formats.

*Proposed goal: To be inclusive of both on-campus and online students when selecting and purchasing resources for the library’s collections, both physical and digital.*

**Objectives**

- Selecting books, databases and Ebooks in accordance to the William C. Jason Library's collection development policy.
- The faculty members’ input is sought by the liaisons with regard to the selection and weeding of the respective department's collection.
- Marketing new resources to the faculty and campus community telephone calls.

**PROPOSED Measures for suggested goal II**: When purchasing resources for subject matter that supports both physical and digital classrooms, the number of resources purchased will be parsed equally between print books and Ebooks.

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**Objectives**

- Provide in-person and remote services to our users through email, online chat, the telephone and one-on-one help at the reference desk.
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- Troubleshoot computer application problems and coordinate with the university's Information Technology department.

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the purpose of making historic Delaware State University records publically available.

Measures/Outcomes: Successfully post two blog post every month. Successfully
process 50 linear feet of archival materials.

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**Government Documents**

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**Goals:** To catalog more documents in the 2018-2019 academic year than in the 2017-2018 academic year.

**Measures:** Newly cataloged depository materials will be discoverable through the library's online catalog and through WorldCat.

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**Connected Documents**

- Archives Annual Report_2016-2017
- Reference Department Annual Report2017
- Systems Technology Annual Report 1 June 16 - 30 May 17
- Technical Services Goals and Accomplishments FY 2016_2017

**Unit(s) Honors/Awards and Achievements**

The Library Archives participated in the production of a documentary film entitled *A Legacy of Opportunity* which was shown to a select group on the Delaware State University campus. The 52-minute film tells the story of the educational institution that started in 1891 with 12 students meeting in an old plantation house to the vibrant global university it is today with undergraduate enrollments of nearly 4,000 students and graduate programs for more than 300 students.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

N/A

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

N/A
Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
b) Have these changes been implemented? If not, when will they be implemented?  
c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

N/A

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

N/A

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

N/A

For graduate program annual reports

TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

N/A

For graduate program annual reports

TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

N/A

For graduate program annual reports

TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

N/A

For graduate program annual reports

TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

N/A
Mission / Purpose

Our mission is to provide a student-centered learning environment to develop successful business professionals with a global perspective. We emphasize academic excellence through innovation and integrity in teaching, professional development, research, and outreach. The Department of Business Administration shares the same mission as the College of Business.

The mission of the Department of Business Administration is congruent with the mission of Delaware State University. The mission includes providing meaningful and relevant education that emphasizes both the liberal and professional aspects of higher education. It prepares students for lifelong learning, emphasizes innovation and technology in teaching and learning, maintains continuous improvement of students, faculty, staff and programs, and promotes student professional development. It also maintains an appreciation of globalization in teaching and learning. By doing this, it includes the liberal art components and professional aspects of specified education of the parent institution, with the focus on Management education.

The mission and objectives for the College of Business were developed by stakeholders as a part of the strategic planning process during the period 2001-2003. The stakeholder group included the dean, chairs, the entire faculty, student representatives, alumni representatives and members of the Executive Advisory Committee. The Mission was revised, reviewed, and endorsed by the stakeholders to be the current one in 2008. A more recent revision has been made by replacing ‘applied and teaching research’ with just ‘research’ to broaden the scope of research for our faculty.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Learning Goals
These student learning goals are used to measure assurance of learning following the AACSB standards.

SLO 1: Written and Oral Communication
Student Learning Goals:

Goal #1. Our students will demonstrate effective writing and oral communication skills.
The oral communications rubric developed by the University General Education Committee was used to assess oral and written communications in the Organizational Behavior course in Fall 2012. Oral and written communications will be re-evaluated in fall 2017 to determine whether students improved in the areas that were unsatisfactory.

**Relevant Associations:**

**Standard Associations:**

AACSB 2016 Standards for Business Accreditation

8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

9 CURRICULUM CONTENT: Curriculum content is appropriate to general expectations for the degree program type and learning goals.

**DSU Learning Goal Associations:**

1 UG Student Learning Goal: Competent Communicators

**Related Measures:**

**M 1: Oral Communication Measure**

**SLO1. Our students will demonstrate effective writing and oral communication skills.**

Oral communication learning goals were last assessed fall 2014. These learning goals will be assessed again Spring 2018.

Source of Evidence: Presentation, either individual or group

**Target:**

Students will achieve 70% or higher on all items of the rubric.

**Findings (2016-2017) - Target: Not Reported This Cycle**

Not measured in this cycle. Will be measured in Spring 2018.

**Findings (2015-2016) - Target: Not Reported This Cycle**

Not reported in this cycle

**M 2: Written Communication Measure**
Written Communication Rubric

Written communication was last assessed in fall 2014 and will be assessed again in the Business Communication fall 2017--through written projects given by the instructor throughout the semester.

Target:
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

Findings (2016-2017) - Target: Not Reported This Cycle

SLO 4: Global, Cultural, and Diversity

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Strategic Plan Associations:
College of Business
1 Develop programs(undergraduate and graduate) and processes to enhance student learning, professional development and success.

Related Measures:

M 5: Global, Cultural, and Diversity Measure

Source of Evidence: Evaluations

Assessment Tool: Global, Cultural, and Diversity

Assessment Tool
The Global, Cultural and Diversity Rubric developed by the college AOL committee,
and is used to evaluate student performance. This was administered in the International Management course in fall 2015. In the two courses, students discuss cases involving global corporations and do a country analysis project.

Target:
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

Findings (2016-2017) - Target: Not Reported This Cycle
This SLO was not measured in this academic year 2016-2017. Will be assessed again in Spring 2018.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Legal and Ethical Awareness

Our students will demonstrate effective understanding of legal and ethical issues in the practice of business.

The Ethical Decision Making rubric developed by the College AOL Committee was used to assess ethical decision making in the Human Resources Management course. This goal was re-evaluated in Fall 2015 to determine whether students improved in the areas that were unsatisfactory, and will be re-evaluated Fall 2017

Relevant Associations:

DSU Learning Goal Associations:
  3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 3: Legal and Ethical Awareness Measure

SLO2. Our students will demonstrate critical thinking skills and effectively collect, analyze and interpret quantitative and qualitative data.

This learning goal is assessed in the operations management course. The instructor used regular assignments, exercises and cases to assess this learning goal.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Not measured in this academic year 2016-2017. Will be measured Fall 2017 and Spring 2018.

**SLO 3: Data Gathering, Problem Solving, and Critical Thinking**

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 4: Data gathering, Problem Solving & Critical Thinking Measure**

SLO3. Our students will demonstrate critical thinking skills and effectively collect, analyze and interpret quantitative and qualitative data.
The Data Gathering, Problem Solving and Critical Thinking rubric developed by the College's AOL Committee was used to evaluate student performance. This assessment tool was administered in the Operations Management course. The results were as follows:

Students Identification of relevant quantitative & Qualitative Information 100%
Student applies the appropriate concept/technique 100%
Student solves problem correctly  63%
Student interprets results and draws appropriate conclusion 100%

Next assessment due fall 2017

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Not measured in this academic year 2016-2017. Will be measured Fall 2017 and Spring 2018.

**SLO 5: Information Technology**
**Related Measures:**

**M 6: Information Technology Measure**

The Information Technology Rubric developed by the AOL committee was used to assess information technology. This measure will occur on the AOL established cycle. Last assessment was fall 2016, next assessment is due fall 2018.

Source of Evidence: Evaluations

**Target:**
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Was not measured in this academic year 2016-2017. Will be measured in Spring 2018 again.

**SLO 6: Leadership and Team Building**
Our Students will demonstrate effective leadership and team building capabilities.

Goal #6. Leadership and Team Building was last measured in spring 2015.

**Related Measures:**

**M 7: Leadership and Team Building Measure**

**SLO7. Our students will demonstrate leadership capabilities and teamwork skills.**
Student Learning Outcome #7 was scheduled to be measured in spring 2015. This assessment will be conducted every 2 1/2 years in Organizational Behavior (OB) class.

Source of Evidence: Discussions / Coffee Talk

**Target:**
The expectation for student performance is that 70% of the students will perform at satisfactory (or equivalent) or better.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Was not measured in this academic year 2016-2017 and will be measured in Spring 2018.

**SLO 7: General Knowledge of Business Concepts, Theories, and Techniques**

Our students will demonstrate a general knowledge of business concepts, theories, and techniques.
The senior assessment exam (ETS test) was used to evaluate general business knowledge of students. This test is administered in the Strategic Management course. For the first accreditation visit, the test was offered in spring since 2005. Starting in 2009, the test is administered each semester. The total number of students in the Department of Business Administration who took the Senior Assessment Test was 17 in fall 2016 and 46 in spring 2017.

**Relevant Associations:**

**Standard Associations:**
- AACSB 2016 Standards for Business Accreditation
  8 CURRICULA MANAGEMENT AND ASSURANCE OF LEARNING: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

**Strategic Plan Associations:**
- College of Business
  8 Improve the process of program review to ensure compliance with requirements for certification and accreditation.

**Related Measures:**

**M 8: Senior Assessment Test**

Source of Evidence: Standardized test of subject matter knowledge

**Assessment Tool: Senior Assessment Examination** To assess general knowledge of business concepts, theories, and techniques.

SLO7. Our students will demonstrate a general knowledge of business concepts, theories, and techniques.

**ETS Major Field Test: Business**

Students take the ETS test in the Strategic Management, the undergraduate capstone
course in both the fall and spring terms.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Timeline for Assessment**

DEPARTMENT OF BUSINESS ADMINISTRATION

**TIMELINE FOR ASSESSMENT**

**New Time Line**

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008 - 09</th>
<th>2009 -10</th>
<th>2010 - 11</th>
<th>2011 -12, Fall</th>
<th>2011-12, Spring</th>
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Legal, political and ethical issues in the practice of business.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Implement Assessment for Learning Goals for the Academic Year 2011-2012
Responsible Person/Group: Dr. Constant D. Beugre
Additional Resources Requested: None.

Improving math efficiency of students
We are continuing to encourage students to develop their math skills prior to matriculating at DSU COB. Currently we encourage the students to do ALEKS which has learning modules to reinforce concepts.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Additional Resources Requested: none

Legal/Ethical Action Plan
While there were improvements in identifying ethical issues, the other three objectives were not met. The committee identified specific courses and recommended an ethics component that would be required. The following courses were selected: Principles of Management, Introduction to Business, MIS, Principles of Marketing, Organizational Behavior, HRM and Strategic Management.

Established in Cycle: 2015-2016
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Documenting the ethical and legal components in classes.  
**Projected Completion Date:** 10/01/2017  
**Responsible Person/Group:** Management department faculty  
**Additional Resources Requested:** None

**Students perform below the national average on the ETS--we have undertaken a number of activities to improve student performance**

The ETS test was administered to all seniors in the capstone course Strategic Management. For each of the subject areas, DSU students performed below the national average. Given that the university sets the admission standards, the College of Business needs to work with students that are admitted to our program. The college has been very proactive in encouraging student to prepare prior to arriving on campus, providing tutoring and supplemental instruction and changing how instruction is provided. Changes that have been made will be discussed in each subject area. The fluctuation in the ETS score reflect the trends in the national ETS scores; that is when national averages went up (down), DSU ETS scores went up (down).

**Accounting**

The accounting program started to use supplemental instruction in fall 2013. Faculty are assigned a student that attends class once a week and holds a review session on that week subject for the students. They also hold tutoring hours. In fall 2015, the department hired additional tutors to provide more tutoring hours and have designated two rooms as tutoring rooms. Given the trend in accounting is in an improving direction, the committee recommends that we continue with the use of tutors and supplementary instruction.

**Economics**

Supplementary instructors and tutors have also been added in the economics. However, the number of tutors is not as large as in accounting. Economics also has had visiting professors and adjuncts covering the classes. The committee recommends increasing the number of
tutors, hiring a faculty member and requiring a standard syllabus be followed for all introductory courses.

**Finance**

All Introductory Finance courses have a supplementary instructor. The trend in the Finance ETS scores has been a steady increase. The committee recommends continuing to use supplementary instructors.

**Law and Ethics**

The law classes showed improvement for two years with a dip in the past years results. In spring 2016, a regularly scheduled tutor has been made available for students. As of fall 2015, text books have been placed on reserve in the library for students who can't afford or choose not to purchase the book. Students are permitted to use past editions of the text and the instructor provides hand-outs regarding text examples to keep everyone up to date. Power Point slides for every chapter have been placed on Blackboard at the beginning of the semester containing the full outline of all in-class lectures. The ethics portion of the class consists of a single chapter early in the course which is referred to repeatedly throughout the semester. Business Ethics course is being taught by COB faculty and it is recommended that it become a required business course to bolster student's ethics understanding.

**Information Systems**

An increase in the ETS results from 2011-2013 may be due to hiring a full time instructor for Microcomputer applications. This resulted in a “Scholarly Academic” status faculty member teaching basics in the area. Prior to this, adjuncts were used to teach the course. Given the ETS results, no intervention is recommended at this time.

**Marketing**
We have noticed that a number of students have been transferring credit for principles of marketing from other institutions. As a result, we plan to restrict students from transferring Principles of Marketing from non-AACSB accredited institutions.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High
Mission / Purpose

The Department of Mass Communication's mission, which is based on the broad mission of the university, is to develop and enhance understanding of communication processes and their effects on individuals, organizations, culture, and society. The department meets its mission through discovery, interactive and experiential learning, and engagement focused on content creation, distribution, new technology and interpretation of messages through multiple media channels and platforms. Faculty create and share knowledge about the media within historical, economic, global, technological, and cultural environments.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Foundation and current state of digital media

Students will understand the foundation, principles, theoretical frameworks and current state of digital media*. (NOTE: *Throughout this document Digital Media is broad term that will be used to cover the areas of concentration; TV, Radio and Film, Convergence Journalism, and Public Relations and Advertising).

SLO 1: Conceptual/theoretical Knowledge

Students will articulate mastery of this objective and be able to articulate the relationship between their understanding of the communication process and theories and practices. The core courses relevant to this objective are: Introduction to Mass Communications, Public Opinion and Propaganda, Media Law and Ethics, Public Relations Principles and Practices, Principles and Practices of Advertising and Media Management.

In these courses, students will be required to analyze case studies, become familiar with theories, understand new ideas and research and trends that are emerging in the industry and be familiar with industry pioneers.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: senior Capstone rubric**
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
All students will achieve satisfactory or above rating on the senior capstone rubric.

**Findings (2015-2016) - Target: Partially Met**
Fall 2015

- 90% of the students achieved a rating of Satisfactory or above
- 5% unsatisfactory
- 5% excluded from assessment

Spring 2016:

- 98% of the students achieved a rating of Satisfactory or above
- 2% of the student's projects did not include this component

Target was nearly met in fall 2015 and met in spring 2016

**Connected Document**
- Capstone Data (ADCS) conceptual-theoretical knowledge (fall 2015 - spring 2016)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Cross-disciplinary mastery**
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**M 2: Student Success in Foundation Courses (grades)**
The foundation courses (Intro to Mass Communications, Intro to Media Technology, Communications Writing, Public Relations Writing) prepare first and second year students for the writing components of the Senior Capstone project. Students must pass these courses with a C or better to advance to the upper-level concentration courses. Means of assessing learning in these courses include quizzes, test and curriculum-related written assignments.

Source of Evidence: Academic indirect indicator of learning - other

**Target:** 85% of students will pass foundation courses with a 70% or better grades.

**M 5: Research Competency**

The Department has two core courses designed to introduce students to the academic research process in mass communications. The Media Research Techniques course (MCOM 334) provides students with a broad introduction to the methodological foundations and tools to study mass communications. A secondary purpose is to engage students in the process of scientific discovery that will lead them to the completion of a successful Senior Capstone project. The Media Research Techniques course also focuses on the fundamentals of quantitative and qualitative social science data collection. Students must earn "C" or better in Media Research Techniques to advance to the Senior Capstone course. The Senior Capstone course (MCOM 460) is a research and product-based course designed to assess students ability to think critical about issues impacting mass media (specifically TV, Radio & Film, Convergence Journalism and Public Relations and Advertising). In the capstone course, the student must complete an APA format research paper with introduction, literature review, data analysis and discussion of findings and conclusion) and then undertake field work on the subject. Students present both the research paper and product to a three-person committee comprised of professors from the three discipline.

Source of Evidence: Student course evaluations on learning gains made

**M 6: Student Performance Measures-Comprehensive**

1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.

2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

**Target:** Conceptual theoretical knowledge is measured by success on the senior project. Target would be for at least 10% to be excellent, 60% good and no more than 30% of students rated below good (C or D) in the project.

**Findings (2011-2012) - Target: Not Reported This Cycle**

If the target is not met, plans would be to add more research or theory courses to prepare students for the senior capstone.
**SLO 6: Research Competency**

Students will engage in higher-level thinking skills including application of communication principles and theory, synthesis of peer reviewed scholarly research and by making appropriate quantitative and/or qualitative assessment of data. Students will display diagnostic and problem-solving skills in completing the research paper, an audio/visual project and an oral presentation. All of the core courses in the three concentrations (PR and Advertising, Convergence Journalism, and TV, Radio and Film) are the foundation for which the Capstone experience is built upon.

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: senior Capstone rubric**

Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

All students will achieve satisfactory or above rating on the senior capstone rubric.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Cross-disciplinary mastery**

*Established in Cycle: 2011-2012*

Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**G 2: Message delivery across platforms**

Students will be able to write and design messages that are clear, accurate, thorough and fair; across various platforms include print, broadcast (TV and radio) and digital/online.
**SLO 2: Concise and Clear Writing Across Platforms**

Students will write publishable news stories, creating summaries of related readings and scholarly journal articles, be able to write across digital platforms (print, broadcast and digital mediums), producing publishable new content for TV and Radio broadcast on the student-run closed-circuit TV and radio stations, and composing research papers with evidence-based reasoning.

The core courses relevant to this objective are: Communications Writing, Public Relations Writing, Advertising Writing, Media Research Techniques, Senior Capstone, PR and the NET, Public Relations Management and Campaigns, Technical and Scientific Writing, Magazine Writing and Online Journalism.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: senior Capstone rubric**
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
All students will achieve **proficient** or above rating on the senior capstone rubric.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Collect base-line data from all writing courses**
_Established in Cycle:_ 2010-2011

Complete comparative analysis of pass/fail rates of the introductory level writing-intensive courses and implement pre/post wr...

**Creation of grading rubric for qualitative writing exam on Blackboard**
_Established in Cycle:_ 2011-2012
The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.
Cross-disciplinary mastery

*Established in Cycle: 2011-2012*

Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

M 2: Student Success in Foundation Courses (grades)

The foundation courses (Intro to Mass Communications, Intro to Media Technology, Communications Writing, Public Relations Writing) prepare first and second year students for the writing components of the Senior Capstone project. Students must pass these courses with a C or better to advance to the upper-level concentration courses. Means of assessing learning in these courses include quizzes, test and curriculum-related written assignments.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**

85% of students will pass foundation courses with a 70% or better grades.

M 3: Pre/Post Writing Assessment

An assessment adapted from Indiana, Howard, and Dilliard Universities has been designed specifically to test their mastery of skills they will need to be successful in the Mass Communications departments. This test assesses their English language mastery and rudimentary reporting and writing skills. The test is deployed as a cohort exam and students are given a similar test on prior to graduation to determine level of improvement. Test scores are measured cohort-to-cohort with the consideration of movement in and out of the department, through transfers or attrition. The proficiency level of a typical freshman class versus a graduating class in the same cohort can be correlated and levels of improvement can be made in the curriculum.

Source of Evidence: Benchmarking

**Target:**

All students will pass both sections of the assessment with a 70% proficiency. Success rates will be compared with previous cohort scores.

**Findings (2015-2016) - Target: Not Met**

NOTE: ADD DATA FROM BLACKBOARD, DISCUSS LOW # AND ACTION PLAN --> HOW TO INCREASE SUBMISSIONS/COMPLETION

**Findings (2011-2012) - Target: Partially Met**

Need to create a system of marking written essay maintained on Blackboard. Statistical measures in tact but we need a qualitative marking system.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.
Test new freshman cohort each fall in Communications Writing for benchmarking  
*Established in Cycle: 2010-2011*

Freshman will be tested to assess writing needs and current understanding of the mechanics of writing in Mass Communications. Th...

Creation of grading rubric for qualitative writing exam on Blackboard  
*Established in Cycle: 2011-2012*

The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.

**M 5: Research Competency**

The Department has two core courses designed to introduce students to the academic research process in mass communications. The Media Research Techniques course (MCOM 334) provides students with a broad introduction to the methodological foundations and tools to study mass communications. A secondary purpose is to engage students in the process of scientific discovery that will lead them to the completion of a successful Senior Capstone project. The Media Research Techniques course also focuses on the fundamentals of quantitative and qualitative social science data collection. Students must earn "C" or better in Media Research Techniques to advance to the Senior Capstone course. The Senior Capstone course (MCOM 460) is a research and product-based course designed to assess students ability to think critical about issues impacting mass media (specifically TV, Radio & Film, Convergence Journalism and Public Relations and Advertising). In the capstone course, the student must complete an APA format research paper with introduction, literature review, data analysis and discussion of findings and conclusion) and then undertake field work on the subject. Students present both the research paper and product to a three-person committee comprised of professors from the three discipline.

Source of Evidence: Student course evaluations on learning gains made

**Target:**

90% of students will complete writing intensive courses with 70% or above.

**M 6: Student Performance Measures—Comprehensive**

1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.

2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

A pilot benchmarking project has shown about only 60% of freshmen
having satisfactory writing skills. The goal would be for the senior class to have 90% graduating with satisfactory skills. The improvement in student learning could then be attributed to the program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Collect base-line data from all writing courses**

*Established in Cycle: 2010-2011*

Complete comparative analysis of pass/fail rates of the introductory level writing-intensive courses and implement pre/post wr...

**Test new freshman cohort each fall in Communications Writing for benchmarking**

*Established in Cycle: 2010-2011*

Freshman will be tested to assess writing needs and current understanding of the mechanics of writing in Mass Communications. Th...

**Creation of grading rubric for qualitative writing exam on Blackboard**

*Established in Cycle: 2011-2012*

The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.

**Cross-disciplinary mastery**

*Established in Cycle: 2011-2012*

Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**SLO 3: Demonstration of Technical Knowledge**

Students will effectively utilize presentation and editing software, production equipment (including but not limited to still and video cameras, ipads and ipods, audio equipment), apps, social media platforms and other forms of electronic communication used by industry professionals.

The core courses relevant to this objective are: TV I, II, III, Sound I, II, III, PR Management and Campaigns, Senior Capstone, Online Journalism, Independent Study (Hornet News Paper, Digital Sports Media Relations and Live Sports and Event Video Production) and Internship.
 Relevant Associations:  

DSU Learning Goal Associations:  
1 UG Student Learning Goal: Competent Communicators  
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information  
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success  

Related Measures:  

 M 1: senior Capstone rubric  
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.  
Source of Evidence: Capstone course assignments measuring mastery  
Target:  
All students will achieve proficient or above rating on the senior capstone rubric.  

 Related Action Plans (by Established cycle, then alpha):  
For full information, see the Details of Action Plans section of this report.  

Cross-disciplinary mastery  
Established in Cycle: 2011-2012  
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...  

Curriculum Committee will consider implementing digital components in to all courses  
Established in Cycle: 2011-2012  

The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...  

M 4: Synthesis of Core and Concentration Curriculum  
The Employers' evaluations should identify students having technology difficulties, since they will be used to test skills in the workplace. Senior capstone presentations employ lastest technology.  
Source of Evidence: Evaluations  
Target:  
All capstone data is stored in the Computer Competency, Information Sections of ACDS. It will be analyzed in 2014 through the self-study.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Cross-disciplinary mastery
Established in Cycle: 2011-2012
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

Curriculum Committee will consider implementing digital components in to all courses
Established in Cycle: 2011-2012

The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...

M 6: Student Performance Measures - Comprehensive

1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.

2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

Target:
Technical knowledge is tested by the product in the senior project. Target would be for 10% to be excellent; 60% good and no more than 30% below good (C or D)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Cross-disciplinary mastery
Established in Cycle: 2011-2012
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

Curriculum Committee will consider implementing digital components in to all courses
Established in Cycle: 2011-2012

The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...
SLO 5: Experiential Learning
Students will participate in an external internship and through several independent study courses offered (Hornet News Paper, Digital Sports Media Relations and Live Sports and Event Video Production). The core courses relevant to this objective are: Internship I, II and Independent Study.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 5: Research Competency
The Department has two core courses designed to introduce students to the academic research process in mass communications. The Media Research Techniques course (MCOM 334) provides students with a broad introduction to the methodological foundations and tools to study mass communications. A secondary purpose is to engage students in the process of scientific discovery that will lead them to the completion of a successful Senior Capstone project. The Media Research Techniques course also focuses on the fundamentals of quantitative and qualitative social science data collection. Students must earn "C" or better in Media Research Techniques to advance to the Senior Capstone course. The Senior Capstone course (MCOM 460) is a research and product-based course designed to assess students ability to think critical about issues impacting mass media (specifically TV, Radio & Film, Convergence Journalism and Public Relations and Advertising). In the capstone course, the student must complete an APA format research paper with introduction, literature review, data analysis and discussion of findings and conclusion) and then undertake field work on the subject. Students present both the research paper and product to a three-person committee comprised of professors from the three discipline.

Source of Evidence: Student course evaluations on learning gains made

Target:
At the end of every semester, students are empaneled by a 3-person jury. The results are kept for accreditation visit and also evaluated through ACDS.

Findings (2011-2012) - Target: Partially Met
Data on computer and information literacy connected to senior capstone and media research stored through ACDS.

M 6: Student Performance Measures-Comprehensive
1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.
2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
Target -- students are rated in Writing Skills, Critical Thinking, Quantitative Assessment in senior project panels. Target would be for 10% to be excellent 70% good and 20% of students below that level.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Cross-disciplinary mastery**
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**Curriculum Committee will consider implementing digital components in to all courses**
*Established in Cycle: 2011-2012*

The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...

**SLO 6: Research Competency**
Students will engage in higher-level thinking skills including application of communication principles and theory, synthesis of peer reviewed scholarly research and by making appropriate quantitative and/or qualitative assessment of data. Students will display diagnostic and problem-solving skills in completing the research paper, an audio/visual project and an oral presentation. All of the core courses in the three concentrations (PR and Advertising, Convergence Journalism, and TV, Radio and Film) are the foundation for which the Capstone experience is built upon.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: senior Capstone rubric**
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.
Source of Evidence: Capstone course assignments measuring mastery

**Target:**
All students will achieve satisfactory or above rating on the senior capstone rubric.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Cross-disciplinary mastery**
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**G 3: Development of ethical and critical thinking skills**
Students will have an understanding of the ethical considerations and critical thinking skills necessary to create content across various platforms.

**SLO 2: Concise and Clear Writing Across Platforms**
Students will write publishable news stories, creating summaries of related readings and scholarly journal articles, be able to write across digital platforms (print, broadcast and digital mediums), producing publishable new content for TV and Radio broadcast on the student-run closed-circuit TV and radio stations, and composing research papers with evidence-based reasoning.

The core courses relevant to this objective are: Communications Writing, Public Relations Writing, Advertising Writing, Media Research Techniques, Senior Capstone, PR and the NET, Public Relations Management and Campaigns, Technical and Scientific Writing, Magazine Writing and Online Journalism.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Senior Capstone rubric**
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery
**Target:**
All students will achieve proficient or above rating on the senior capstone rubric.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Collect base-line data from all writing courses**  
*Established in Cycle: 2010-2011*

Complete comparative analysis of pass/fail rates of the introductory level writing-intensive courses and implement pre/post wr...

**Creation of grading rubric for qualitative writing exam on Blackboard**  
*Established in Cycle: 2011-2012*
The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.

**Cross-disciplinary mastery**  
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**M 2: Student Success in Foundation Courses (grades)**
The foundation courses (Intro to Mass Communications, Intro to Media Technology, Communications Writing, Public Relations Writing) prepare first and second year students for the writing components of the Senior Capstone project. Students must pass these courses with a C or better to advance to the upper-level concentration courses. Means of assessing learning in these courses include quizzes, test and curriculum-related written assignments.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
85% of students will pass foundation courses with a 70% or better grades.

**M 3: Pre/Post Writing Assessment**
An assessment adapted from Indiana, Howard, and Dillard Universities has been designed specifically to test their mastery of skills they will need to be successful in the Mass Communications departments. This test assesses their English language mastery and rudimentary reporting and writing skills. The test is deployed as a cohort exam and students are given a similar test on prior to graduation to determine level of improvement. Test scores are measured cohort-to-cohort with the consideration of movement in and out of the department, through transfers or attrition. The proficiency level of a typical freshman class versus a graduating class in the same cohort can be correlated and levels of improvement can be made in the curriculum.
Source of Evidence: Benchmarking

**Target:**
All students will pass both sections of the assessment with a 70% proficiency.
Success rates will be compared with previous cohort scores.

**Findings (2015-2016) - Target: Not Met**
NOTE: ADD DATA FROM BLACKBOARD, DISCUSS LOW # AND ACTION PLAN --> HOW TO INCREASE SUBMISSIONS/COMPLETION

**Findings (2011-2012) - Target: Partially Met**
Need to create a system of marking written essay maintained on Blackboard. Statistical measures in tact but we need a qualitative marking system.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Test new freshman cohort each fall in Communications Writing for benchmarking**
*Established in Cycle: 2010-2011*
Freshman will be tested to assess writing needs and current understanding of the mechanics of writing in Mass Communications.
Th...

**Creation of grading rubric for qualitative writing exam on Blackboard**
*Established in Cycle: 2011-2012*
The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.

**M 5:Research Competency**
The Department has two core courses designed to introduce students to the academic research process in mass communications. The Media Research Techniques course (MCOM 334) provides students with a broad introduction to the methodological foundations and tools to study mass communications. A secondary purpose is to engage students in the process of scientific discovery that will lead them to the completion of a successful Senior Capstone project. The Media Research Techniques course also focuses on the fundamentals of quantitative and qualitative social science data collection. Students must earn "C" or better in Media Research Techniques to advance to the Senior Capstone course. The Senior Capstone course (MCOM 460) is a research and product-based course designed to assess students ability to think critical about issues impacting mass media (specifically TV, Radio & Film, Convergence Journalism and Public Relations and Advertising). In the capstone course, the student must complete an APA format research paper with introduction, literature review, data analysis and discussion of findings and conclusion) and then undertake field work on the subject. Students present both the research paper and product to a three-person committee comprised of professors from the three discipline.
Source of Evidence: Student course evaluations on learning gains made

**Target:**
90% of students will complete writing intensive courses with 70% or above.

**M 6: Student Performance Measures - Comprehensive**
1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.

2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
A pilot benchmarking project has shown about only 60% of freshmen having satisfactory writing skills. The goal would be for the senior class to have 90% graduating with satisfactory skills. The improvement in student learning could then be attributed to the program.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Collect base-line data from all writing courses**
_Established in Cycle: 2010-2011_

Complete comparative analysis of pass/fail rates of the introductory level writing-intensive courses and implement pre/post wr...

**Test new freshman cohort each fall in Communications Writing for benchmarking**
_Established in Cycle: 2010-2011_

Freshman will be tested to assess writing needs and current understanding of the mechanics of writing in Mass Communications. Th...

**Creation of grading rubric for qualitative writing exam on Blackboard**
_Established in Cycle: 2011-2012_

The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.
Cross-disciplinary mastery
_Established in Cycle: 2011-2012_
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**SLO 4: Cross-Cultural/Global Understanding of Media**
Students will collaborate with peers on assignments on projects and articulate cultural differences in communication styles and demonstrate the ability to communicate effectively with people from diverse backgrounds. The core courses relevant to this objective are: PR Management and Campaigns, Online Journalism, Media Law and Ethics, Senior Capstone, TV production III, Sound III and American Cinema and Society.

**Relevant Associations:**

**DSU Learning Goal Associations:**
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 4: Synthesis of Core and Concentration Curriculum**
The Employers' evaluations should identify students having technology difficulties, since they will be used to test skills in the workplace. Senior capstone presentations employ lastest technology.

Source of Evidence: Evaluations

**Target:**
In capstone, goal is to have 90% of students in top two categories as accessed through ACDS system. To do that, a student would have to write well across platforms because they have a research paper (printed) and audio-video product (scripted).

**G 4: Increase global awareness**
Students will have an understanding of the global and cultural impact of digital media.

**SLO 4: Cross-Cultural/Global Understanding of Media**
Students will collaborate with peers on assignments on projects and articulate cultural differences in communication styles and demonstrate the ability to communicate effectively with people from diverse backgrounds. The core courses relevant to this objective are: PR Management and Campaigns, Online Journalism, Media Law and Ethics, Senior Capstone, TV production III, Sound III and American Cinema and Society.

**Relevant Associations:**
DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 4: Synthesis of Core and Concentration Curriculum
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Source of Evidence: Evaluations

Target:
In capstone, goal is to have 90% of students in top two categories as accessed through ACDS system. To do that, a student would have to write well across platforms because they have a research paper (printed) and audio-video product (scripted).

G 5: Experiential learning and hands-on experience
Students will demonstrate their ability to select and use current media technology as well as the limitations and implications from multiple perspectives by working experientially in class, with campus partners and through external and international internship opportunities.

SLO 3: Demonstration of Technical Knowledge

Students will effectively utilize presentation and editing software, production equipment (including but not limited to still and video cameras, ipads and ipods, audio equipment), apps, social media platforms and other forms of electronic communication used by industry professionals.

The core courses relevant to this objective are: TV I, II, III, Sound I, II, III, PR Management and Campaigns, Senior Capstone, Online Journalism, Independent Study (Hornet Newspaper, Digital Sports Media Relations and Live Sports and Event Video Production) and Internship.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: senior Capstone rubric
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery

Target:
All students will achieve proficient or above rating on the senior capstone rubric.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Cross-disciplinary mastery
Established in Cycle: 2011-2012
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

Curriculum Committee will consider implementing digital components in to all courses
Established in Cycle: 2011-2012

The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...

M 4: Synthesis of Core and Concentration Curriculum
The Employers’ evaluations should identify students having technology difficulties, since they will be used to test skills in the workplace. Senior capstone presentations employ lastest technology.

Source of Evidence: Evaluations

Target:
All capstone data is stored in the Computer Competency, Information Sections of ACDS. It will be analyzed in 2014 through the self-study.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Cross-disciplinary mastery
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

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1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.

2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
Technical knowledge is tested by the product in the senior project. Target would be for 10% to be excellent; 60% good and no more than 30% below good (C or D)

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

Cross-disciplinary mastery
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

Curriculum Committee will consider implementing digital components in to all courses
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The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...

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Media Law and Ethics, Senior Capstone, TV production III, Sound III and American Cinema and Society.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 4: Synthesis of Core and Concentration Curriculum
The Employers' evaluations should identify students having technology difficulties, since they will be used to test skills in the workplace. Senior capstone presentations employ lastest technology.

Source of Evidence: Evaluations

Target: In capstone, goal is to have 90% of students in top two categories as accessed through ACDS system. To do that, a student would have to write well across platforms because they have a research paper (printed) and audio-video product (scripted).

SLO 5: Experiential Learning
Students will participate in an external internship and through several independent study courses offered (Hornet News Paper, Digital Sports Media Relations and Live Sports and Event Video Production). The core courses relevant to this objective are: Internship I, II and Independent Study.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 5: Research Competency
The Department has two core courses designed to introduce students to the academic research process in mass communications. The Media Research Techniques course (MCOM 334) provides students with a broad introduction to the methodological foundations and tools to study mass communications. A secondary purpose is to engage students in the process of scientific discovery that will lead them to the completion of a successful Senior Capstone project. The Media Research Techniques course also focuses on the fundamentals of quantitative and qualitative social science data collection. Students must earn
"C" or better in Media Research Techniques to advance to the Senior Capstone course. The Senior Capstone course (MCOM 460) is a research and product-based course designed to assess students ability to think critical about issues impacting mass media (specifically TV, Radio & Film, Convergence Journalism and Public Relations and Advertising). In the capstone course, the student must complete an APA format research paper with introduction, literature review, data analysis and discussion of findings and conclusion) and then undertake field work on the subject. Students present both the research paper and product to a three-person committee comprised of professors from the three discipline.

Source of Evidence: Student course evaluations on learning gains made

**Target:**
At the end of every semester, students are empaneled by a 3-person jury. The results are kept for accreditation visit and also evaluated through ACDS.

**Findings (2011-2012) - Target: Partially Met**
Data on computer and information literacy connected to senior capstone and media research stored through ACDS.

**M 6: Student Performance Measures-Comprehensive**
1. Passing Media Research Techniques and Writing a satisfactory Senior Project in the next semester demonstrates mastery of research skills (#3), ability to write clearly (#4), concept knowledge (5) and technical knowledge (6). The project involves conceptualizing a research problem, conducting literature review and original research, making a product from MCom to go with the paper, and presenting the package.

2. A test of writing skills on Blackboard tests students in the freshmen year. The same cohort is tested four years later to prove student learning.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
Target -- students are rated in Writing Skills, Critical Thinking, Quantitative Assessment in senior project panels. Target would be for 10% to be excellent 70% good and 20% of students below that level.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Cross-disciplinary mastery**
*Established in Cycle: 2011-2012*
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

**Curriculum Committee will consider implementing digital components in to all courses**
*Established in Cycle: 2011-2012*
The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the ...  

SLO 6: Research Competency
Students will engage in higher-level thinking skills including application of communication principles and theory, synthesis of peer reviewed scholarly research and by making appropriate quantitative and/or qualitative assessment of data. Students will display diagnostic and problem-solving skills in completing the research paper, an audio/visual project and an oral presentation. All of the core courses in the three concentrations (PR and Advertising, Convergence Journalism, and TV, Radio and Film) are the foundation for which the Capstone experience is built upon.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
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3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: senior Capstone rubric
Successful completion of the Mass Communication capstone product (research paper, product and oral presentation) as evaluated by an expert in the field. Students will be evaluated based on the capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery

Target:
All students will achieve satisfactory or above rating on the senior capstone rubric.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Cross-disciplinary mastery
Established in Cycle: 2011-2012
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Collect base-line data from all writing courses

Complete comparative analysis of pass/fail rates of the introductory level writing-intensive courses and implement pre/post writing tests in these courses (PR Writing,
Communications Writing, Reporting and Writing)

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: senior Capstone rubric | Outcome/Objective: Concise and Clear Writing Across Platforms
Measure: Student Performance Measures-Comprehensive | Outcome/Objective: Concise and Clear Writing Across Platforms

Implementation Description: Results will be measured by reviewing the pass/fail rate of students in the course as well as analyzing the data from the pre/post writing test in the respective courses
Projected Completion Date: 05/30/2016
Responsible Person/Group: Edwards, Taylor, Perrine

Test new freshman cohort each fall in Communications Writing for benchmarking
Freshman will be tested to assess writing needs and current understanding of the mechanics of writing in Mass Communications. The plan is to collect data at the freshman level that can be compared to similar tests in their senior year.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Pre/Post Writing Assessment | Outcome/Objective: Concise and Clear Writing Across Platforms
Measure: Student Performance Measures-Comprehensive | Outcome/Objective: Concise and Clear Writing Across Platforms

Implementation Description: The pre test will be administered in all sections of Communications Writing course during the second week of the semester.
Projected Completion Date: 05/30/2016
Responsible Person/Group: Instructors who teach Communications Writing
Additional Resources Requested: Test will be administered via Blackboard

Creation of grading rubric for qualitative writing exam on Blackboard
The rubric should allow for coding reliability on Blackboard that allows for relative ease in grading the exams.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Pre/Post Writing Assessment | Outcome/Objective: Concise and Clear Writing Across Platforms
Measure: senior Capstone rubric | Outcome/Objective: Concise and Clear Writing Across Platforms
Measure: Student Performance Measures-Comprehensive | Outcome/Objective: Concise and Clear Writing Across Platforms

Implementation Description: rubric will be uploaded to Blackboard along with the assessment
Projected Completion Date: 03/30/2016
Responsible Person/Group: all faculty

Cross-disciplinary mastery
Students will be assessed on their ability to utilize skills from the three sub-disciplines including but not limited to writing, video and sound editing, web design, event coordination/planning. This will be done annually.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: senior Capstone rubric | Outcome/Objective: Conceptual/theoretical Knowledge | Concise and Clear Writing Across Platforms | Demonstration of Technical Knowledge | Research Competency
Measure: Student Performance Measures-Comprehensive | Outcome/Objective: Concise and Clear Writing Across Platforms | Demonstration of Technical Knowledge | Experiential Learning
Measure: Synthesis of Core and Concentration Curriculum | Outcome/Objective: Demonstration of Technical Knowledge

Implementation Description: Monitoring closely senior project reviews to test for advanced technical and conceptual skills.
Projected Completion Date: 12/01/2016
Responsible Person/Group: All faculty teaching capstone

Curriculum Committee will consider implementing digital components in to all courses

The faculty is worked to incorporate a digital component into all courses. Additionally, the newspaper is now online and the course will be redesigned to reflect the active production of a regular digital production.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: senior Capstone rubric | Outcome/Objective: Demonstration of Technical Knowledge
  Measure: Student Performance Measures-Comprehensive | Outcome/Objective: Demonstration of Technical Knowledge | Experiential Learning
  Measure: Synthesis of Core and Concentration Curriculum | Outcome/Objective: Demonstration of Technical Knowledge

Implementation Description: Instructors will use new technology, apps, or other digital platforms/tools in instructional design and students will be required to use technology, apps, or other digital platforms/tools to complete assignments.
Projected Completion Date: 05/01/2017
Responsible Person/Group: Chair and the Curriculum Committee
Mission / Purpose

MISSION: The mission of the Department of Mass Communication, which is based on the broad mission of the university, is to (i) develop and enhance understanding of communication processes and their effects on individuals, organizations, culture, and society (ii) engage students in interactive and experiential learning, (iii) provide students with the foundation, theory, and principles relative to the design and delivery of effective communication content, (iv) provide students with a mastery of content creation, distribution, and delivery of messages through multiple media channels and platforms, (v) instill an ethical foundation necessary for the delivery of news and information and (vi) prepare students for a professional environment that requires them to deliver media content within historical, economic, technological, global, and cultural contexts.

PURPOSE: The purpose of the Department of Mass Communications is to produce and graduate ethical and technologically proficient communication professionals who are capable of making a positive impact on their environment and on society.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Hire diverse faculty with a balance of academic and professional credentials

Hire faculty to ensure that the credentials of the department's faculty represent a balance of professional and scholarly experience and expertise that are kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty who are currently working within their respective disciplines.

O/O 1: Create a talent-pool

The faculty will continue to develop courses so that students get more hands-on experience and have more opportunities to demonstrate their professional and technical skills in the field. Quality check for excellence will be in the form of juried senior capstone in which students present well-developed research and a product (digital, print, marketing/PR initiative, etc) that represents a full understanding of the student's concentration.
Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

Related Measures:

M 2: Management Skills
Includes self-management in Senior Capstone, student-run publications or stations, and Internship, which involve working independently, supervising peers or working with peers.

Source of Evidence: Evaluations

M 3: Senior Capstone
Assesses combined abilities in all areas, from technical to self-management to creative in an intense project senior year.

Source of Evidence: Service Quality

M 4: Internship
Placements in senior or junior year allows students to utilize skills learned in the classroom environment and replicate these skills in the internship environment with the hopes of these placements leading to permanent job placement.

Source of Evidence: Evaluations

G 2: Expand outreach through program development and partnerships
Expand outreach and connected course offerings to high school and community college students, build industry partnerships and extend service-learning to the community and the profession.

O/O 2: Developing external partnerships
Faculty will continue to build strong external partnerships in which students can be placed in agencies to further develop their talent. Focus will be on partnering with organizations that have an impact at the local, national and global levels.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

Develop and infuse cross-cultural/multi cultural subject matter into all course materials

### G 3: Engage in research and scholarship

Encourage faculty to contribute to the humanities by way of collaborative research, creative projects which increase the digital thumbprint, and involve students and colleagues in work that would support internal/external grant funding

### O/O 3: Global Commitment

Faculty will continue to build a culture of global awareness through internationally focused teaching and learning activities and by cultivating collaborative relationships with international programs, higher education institutions and global communities.

**Relevant Associations:**

**DSU Learning Goal Associations:**

- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Strategic Plan Associations:**

**College of Arts, Humanities, & Social Sciences**

- 1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
- 6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
- 8 Develop and infuse cross-cultural/multi cultural subject matter into all course materials

**Related Measures:**

**M 1: Global Awareness**

The number of students in Study Abroad and the global education rubric with globalization content used for evaluating senior thesis

Source of Evidence: Climate / Environment

**Target:**

- # of students participating in Study Abroad programs

Will use Global Issues rubric -- 70% students will be in top two categories
M 3: Senior Capstone
Assesses combined abilities in all areas, from technical to self-management to creative in an intense project senior year.

Source of Evidence: Service Quality

O/O 5: Broader Understanding of Media Management
Faculty will provide students with media management skills through WDSU TV/Channel 14, WDSU The Hive, and through the acquisition of the mobile production unit. Courses associated with media management include MCOM 440 Media Management and MCOM 217 Intro to Media Technology.

Relevant Associations:
DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:
M 2: Management Skills
Includes self-management in Senior Capstone, student-run publications or stations, and Internship, which involve working independently, supervising peers or working with peers.

Source of Evidence: Evaluations

M 3: Senior Capstone
Assesses combined abilities in all areas, from technical to self-management to creative in an intense project senior year.

Source of Evidence: Service Quality

M 4: Internship
Placements in senior or junior year allows students to utilize skills learned in the classroom environment and replicate these skills in the internship environment with the hopes of these placements leading to permanent job placement.

Source of Evidence: Evaluations
G 4: Align curriculum with industry practices

Review and update curricula to reflect industry standards and the market demand for new employees.

O/O 4: Convergence

Students will graduate having a full understand of the converged digital environment. 2016-17 Curriculum changes reflect this commitment.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:

M 2: Management Skills
Includes self-management in Senior Capstone, student-run publications or stations, and Internship, which involve working independently, supervising peers or working with peers.

Source of Evidence: Evaluations

M 3: Senior Capstone
Assesses combined abilities in all areas, from technical to self-management to creative in an intense project senior year.
Source of Evidence: Service Quality

O/O 5: Broader Understanding of Media Management
Faculty will provide students with media management skills through WDSU TV/Channel 14, WDSU The Hive, and through the acquisition of the mobile production unit. Courses associated with media management include MCOM 440 Media Management and MCOM 217 Intro to Media Technology.

Relevant Associations:

DSU Learning Goal Associations:
- 1 UG Student Learning Goal: Competent Communicators
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
- 2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
- 7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Related Measures:

M 2: Management Skills
Includes self-management in Senior Capstone, student-run publications or stations, and Internship, which involve working independently, supervising peers or working with peers.

Source of Evidence: Evaluations

M 3: Senior Capstone
Assesses combined abilities in all areas, from technical to self-management to creative in an intense project senior year.

Source of Evidence: Service Quality

M 4: Internship
Placements in senior or junior year allows students to utilize skills learned in the classroom environment and replicate these skills in the internship environment with the hopes of these placements leading to permanent job placement.

Source of Evidence: Evaluations

G 5: Improve learning assessments and outcomes
Improve existing pre/post cohort assessment, improve university seminar courses so that they are more industry-focused and improve capstone experience.

**O/O 5: Broader Understanding of Media Management**

Faculty will provide students with media management skills through WDSU TV/Channel 14, WDSU The Hive, and through the acquisition of the mobile production unit. Courses associated with media management include MCOM 440 Media Management and MCOM 217 Intro to Media Technology.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**

1. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
2. To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

**Related Measures:**

**M 2: Management Skills**
Includes self-management in Senior Capstone, student-run publications or stations, and Internship, which involve working independently, supervising peers or working with peers.

Source of Evidence: Evaluations

**M 3: Senior Capstone**
Assesses combined abilities in all areas, from technical to self-management to creative in an intense project senior year.

Source of Evidence: Service Quality

**M 4: Internship**
Placements in senior or junior year allows students to utilize skills learned in the classroom environment and replicate these skills in the internship environment with the hopes of these placements leading to permanent job placement.

Source of Evidence: Evaluations
Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 6: Digital Media Environment
To provide insight into the growing digital media environment and its viability as a business.

Relevant Associations:

DSU Learning Goal Associations:
   2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
   College of Arts, Humanities, & Social Sciences
      6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

Related Measures:

M 4: Internship
Placements in senior or junior year allows students to utilize skills learned in the classroom environment and replicate these skills in the internship environment with the hopes of these placements leading to permanent job placement.

Source of Evidence: Evaluations

O/O 7: Cutting-edge Technology
To identify and purchase industry-standard equipment so students are well-trained for the digital environment. Updates of computers, studios, production equipment, etc.

Relevant Associations:

DSU Learning Goal Associations:
   1 UG Student Learning Goal: Competent Communicators
   2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
   College of Arts, Humanities, & Social Sciences
      6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

O/O 8: Advertising Curriculum
To continue to expand the programs to include a focus on advertising and its importance in the digital landscape.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
4. To promote the Arts as academic, cultural and creative opportunities throughout the University, the local community and the region

**O/O 9: Renovate labs/studios**
To annually assess the need to build or renovate an existent building to contemporary standards and install state-of-the-art studios and laboratories, providing a more attractive environment for students, faculty, and visitors

**Relevant Associations:**

**DSU Learning Goal Associations:**
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
6. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Student Success - alumni**
Collect data reflecting job placement/graduate pursuits by alumni
Established in Cycle: 2016-2017
Implementation Status: In-Progress
Priority: High
Implementation Description: Excel database has been maintained since 2015. Data is input into the system during the senior audit cycles each semester as a means of collecting the most current data. Alumni are contacted in the summer to update their information or submit initial data.
Responsible Person/Group: faculty/administrative secretary

Student Success - undergraduate
Faculty will track student success by collecting the following data:

1. Internship placement and success.
2. Student awards.
3. Student conference participation.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High
Implementation Description: Internship placement and success (a post internship survey has been developed and will be deployed as a part of course completion). Student awards. Student conference participation (including internal and external).
Responsible Person/Group: Faculty/Administrative Secretary
Detailed Assessment Report
As of: 9/27/2018 12:26 PM EST
2017-2018 Master of Public Administration (MPA)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The MPA program is designed to provide students with a rigorous program of study preparing policy analysts, public administrators, and public managers with critical decision making skills. Success in the field of public administration, public policy and management is based on developing analytical skills to diagnose problems, synthesize information, and choose among various competing policy options in the course of managing in a dynamic and ever-changing environment.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Program Goals

The program of study prepares students for a variety of career options in a variety of governmental settings (state, federal, and local government administrative and management positions), as well as not-for-profit, private, and non-governmental organizations. A sample of the type of positions that this program prepares students for is shown below:

Specific positions include roles as budget and policy analysts, program managers, city and county administrators, human resource professionals, and a variety of leadership and management positions in health care, education, non-profit, and non-governmental organizations.

SLO 2: Demonstrate leadership and management skills
Students will demonstrate leadership and management skills that drive operational efficiency.

Relevant Associations:

DSU Learning Goal Associations:
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Program Outcomes

1. Students will identify, analyze, evaluate and implement research-based public administration practices.

2. Students will demonstrate leadership and management skills that drive operational efficiency.

3. Students will apply principles of finance and budgeting to public and non-profit operations.

4. Students will analyze public policy formulation, interactions, implications, and avenues of impact.

5. Students will formulate and implement new or expanded government/non-profit services and programs using techniques for more effective administration.

Relevant Associations:

Strategic Plan Associations:

**College of Arts, Humanities, & Social Sciences**
1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2. Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors
3. To implement effective assessment criteria in each of the content areas within the College of Arts, Humanities and Social Science
4. Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.
5. Increase Enrollment through active recruitment efforts by admissions and faculty

**Delaware State University**
1. Ensure all students are provided high-quality programs that are recognized nationally and internationally
2. Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and lifelong learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
1.5 Recruit and retain outstanding and engaged faculty
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
6.1 Enhance the University’s revenues by three percent annually for the next five years.
6.2 Achieve excellence in administrative operational effectiveness and efficiency.
6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making
6.6 Create a culture of accountability, high performance and service excellence.

Related Measures:

**M 1: Graduate Project**

Program assessment occur with the graduate project.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

Graduate Projects are assessed using a rubric. The target is the acceptable level or above.

**Findings (2015-2016) - Target: Met**

So far the program has one graduate. After reflecting on the assessment we will modify the program to allow for earlier determination of the graduate project and assigned faculty will begin prepping the candidate for the graduate project earlier in the program. The student struggled with the amount of time that was available. Materials will also be made available earlier on Blackboard so the student can access at their leisure.
Detailed Assessment Report
As of: 9/27/2018 12:26 PM EST
2017-2018 Mathematical Sciences Department
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Department of mathematical Sciences is to provide the people of Delaware and others admitted to the university with opportunities to develop advanced levels of quantitative literacy, skills in mathematical analysis, and advanced skills in the teaching and learning of mathematics.

The purpose of the Mathematical Sciences Department is to provide for the people of Delaware and others who are admitted to the University with opportunities to develop advanced levels of mathematics/quantitative literacy, skills in the use of mathematical analysis and mathematical modeling, and to correspondingly develop advanced skills in the teaching and learning of mathematics. The department of Mathematical Sciences also seeks to make positive contributions to the local community, the state, and the larger community through research in pure, applied mathematics and mathematics education. The Department's mission statement complements the university mission statement by
focusing on meaningful, and relevant education that contributes to both the liberal and professional aspects of higher education.

**Goals without Outcome/Objective Relationships Specified**

**G 1: Students Learning Goals**

All Delaware State University students registered in mathematical science courses will develop proficiency in mathematics. This learning goal is for majors outside of the Department of Mathematical Sciences. Students need to take mathematics courses to satisfy general education requirements. Learning goals for department majors are located under the respective majors.

**G 2: Student Support**

Augment student support systems in the computer lab.

**G 3: Faculty Support**

Strengthen and support research, teaching, and service participation.

**G 4: Program Enhancement**

1. Develop new courses,
2. Revise existing courses,
3. Increase departmental majors for each degree,
4. Increase student participation in scholarly activities, and
5. Strengthen programs (i.e., program revisions, accreditation, etc.).

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Non-math majors will learn and apply mathematical concepts**

All students (particularly non-math majors) will learn, understand, compute, reason about, apply, and engage in mathematics, resulting in at least 70% success on the comprehensive common final examination.

MTSC 075 - Introduction to Algebra
MTSC 101 - Survey Math I
MTSC 102 - Survey Math II
MTSC 105 - Math for Teacher I
MTSC 106 - Math for Teachers II
MTSC 121 - College Algebra
MTSC 122 - Trigonometry
MTSC 125 - Finite Math
MTSC 205 - Math for Teachers III
MTSC 225 - Business Calculus
**Relevant Associations:**
Non-Mathematics majors: Provide general education to help all students understand the role that mathematics plays in today's world.

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Mathematics, Natural Sciences, & Technology
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.
6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.
6.1 Develop, implement, and utilize objective and credible processes to (a) assess student learning outcomes; (b) review and improve the quality and performance of programs, departments, and the College; (c) monitor progress on the goals in this strategic plan; and (d) report the results.

**Related Measures:**

**M 1:Common Final Exams**

Students performance on individual questions on the common final exam will be evaluated to determine whether or not students are meeting the Course Learning Objectives (CLO).

(Our goals of achieving 70% of SLOs will be vigorously pursued. It is ambitious but with constant improvement in teaching and learning we are likely to meet those goals.)

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
An average pass rate of at least 70% on each final exam question indicates that students are meeting the indicated SLO.

**Findings (2016-2017) - Target: Not Met**
All charts and reports are located in the links below.
Findings (2015-2016) - Target: Not Reported This Cycle
Collection of accurate final exam data proves difficult. Nothing to report.

Findings (2014-2015) - Target: Not Reported This Cycle
Nothing to report.

Findings (2013-2014) - Target: Partially Met
Final Exam Data for 2013-2014.

Connected Documents

- Spring 2014 - MTSC 101 Final Exam CLO%
- Spring 2014 - MTSC 102 Final Exam CLO%
- Spring 2014 Final Exam MTSC 110 CLO%
- Spring 2014 Final Exam MTSC 111 CLO%
- Spring 2014 Final Exam MTSC 121 CLO%
- Spring 2014 Final Exam MTSC 122 CLO%
- Spring 2014 Final Exam MTSC 125 CLO%
- Spring 2014 Final Exam MTSC 225 CLO%

Findings (2012-2013) - Target: Partially Met

Spring 2013 Final Exam MTSC 075 Introduction to Algebra

Introduction to Algebra (MTSC 075) is a course designed to prepare students to move comfortably to College Algebra, Survey of Mathematics, or Mathematics for Primary and Middle Grade Teachers. Topics include properties of real numbers, equations and inequalities, polynomials, and factoring rational expressions.

In 2013 spring, 330 students were enrolled. From 330 students 244 took
the final. The graph in the next page shows the CLO results. A 70% success rate means that the CLO was met. From the data collected only CLO’s 3 and 8 were successful that is students on average are able to perform simple calculations without need of a calculator and are able to translate a quantitative statement into an algebraic one. CLO’s 1,2,4,5,6,7,9,10 were not met and all of them were below 50%. For CLO designation can be found in the MTSC 075 syllabus. This is concerning as students are for the most part were unsuccessful in doing algebraic operations such as factoring and solving linear equations.

**Spring 2013 Final Exam MTSC 101 CLO Summary**

Survey of Math I (MTSC 101) is a course which surveys several different branches of mathematics including Sets, Logic, Systems of Numeration, Number Theory and Algebra. For many students, this course will be the last mathematics course they take.

There were 224 students registered in 9 math classes in the Spring 2013 semester and 191 students took the final exam and 117 students passed the course. From the graph of "Success rate for each CLO", we can see that the average percent for CLO 3, 5, 6, 7, 13 and 16 were not good. This means that the students did badly in set applications, determining if two statements are logically equivalent, converting decimal numbers into different bases, solving systems of equations and interpreting mathematical models.

**Spring 2013 Final Exam MTSC 102 CLO Summary**

Survey of Math II (MTSC 102) is a course which surveys several different branches of mathematics including The Metric System, Geometry, Mathematical Systems, Consumer Mathematics, Probability and Statistics. For many students, this course will be the last mathematics course they take.

There were 81 students registered in 5 math classes in the Spring 2013 semester and 69 students took the final exam and 66 students passed the course. From the graph of "Success rate for each CLO", we can see that the average percent for CLO 3, 5, 7, 8 and 12 were not good. This means that the students did badly in computing simple and compound interest, determining angle measures and identifying different types of angles, converting between different metric units, determining perimeters and areas of polygons and circles and working with normal distributed populations.

**MTSC 105 - Spring 2013 Summary**

Twenty nine (29) students took the Math for Teachers 1 final exam. Students demonstrated proficiency and were successful in the following areas: 1) identify and using mental strategies, invented strategies, and algorithms (93.10%); 2) identifying or writing addition/subtraction story problems,(72.41%); 3) decoding numeration systems (79.31%); 4) representing multiplication/division problems with part-whole diagrams (93.10%); 5) modeling addition/subtraction and multiplication/division story problems (86.201%, 75.29%); 6) representing addition/subtraction problems with part-whole diagrams (79.31%, 72.41%); 7) identifying or
writing multiplication/division story problems, and modeling (83.53%); 8) assessing the mathematical correctness of children's mathematical problem solving (84.14%); 9) extending the meanings of the four arithmetic operations to negative numbers (76.55%); and 10) represent the same quantity with different based place valued numeration systems (74.48%). This accounts for 50% of the final exam. For all other questions, students demonstrated a lack of proficiency.

MTSC 106 - Fall 2012

Fourteen (14) students took the Math for Teachers 2 final exam. Students demonstrated proficiency and were successful in the following areas: 1) the meaning of rational numbers (100%); 2) identifying the conditions under which the quotient will be greater than 1, less than 1, or equal to 1 (80%); 3) knowledge of the role of the basic measuring unit (BMU) in representing rational numbers and the part-whole interpretation of fractions (98.33%, 95%, 78.33%); 4) creating or evaluating equivalent fractions (91.67%, 76.67%); 5) ordering fractions and explaining how and why the common numerator strategy, common denominator strategy, benchmarking strategy, the distance to/from strategy works and which strategies are most appropriate (efficient) for a given problem (76.67%, 81.11%); and 6) identifying addition/subtraction, or multiplication/division story problems and number sentences (85.33%). These questions accounted for 55% of the final exam. All other questions, students demonstrated a lack of proficiency.

MTSC 110- Spring 2013 Summary and Action Plan

College Algebra A (MTSC 110) is the first part of a two part sequence that lays the foundation for the study of mathematics and its applications. Students that enter MTSC 110 should possess a foundation in the real number system and its properties (especially fractions, decimals, and percents.

In 2013 spring, 33 students took the final and 22 (67%) passed. According to the attached CLO summaries, only CLO 1, 4, 5 and 6 were tested and none of them were met in the final exam and their averages were below 50%. Poor performance in CLO may be due to the lack of hand-on experience that students have during the course of study.

MTSC 111- Spring 2013 Summary and Action Plan

College Algebra B (MTSC 111) is the second part of a two part sequence that lays the foundation for the study of mathematics and its applications. Students that enter MTSC 111 are those who passed MTSC 110 with a C or better. In 2013 spring, 59 students took the final and 40 (68%) passed. According to the attached CLO summaries, only CLO 2, 4-10 and 14 were tested and none of them were met in the final exam and averages were below 50%. Poor performance in CLO may be due to the lack of hand-on experience that students have during the course of study.

MTSC 121 - Spring 2013 Summary and Action Plan

College Algebra (MTSC 121) is a course designed to expose students to polynomials, factoring, rational expressions, complex numbers, rational
exponents, radicals, solutions of equations, linear and quadratic inequalities, functions and graphs, exponential and logarithmic functions, and synthetic division.

In 2013 spring, 301 students took the final and 251 (83%) passed. According to the attached CLO summaries, only CLO 2, 4-10 and 14 were tested and none of them were met in the final exam and averages were below 50% even though the averages were higher compared to those of MTSC 111. Poor performance in CLO may be due to the lack of hand-on experience that students have during the course of study.

MTSC 122 2013 Spring Summary and Action Plan

Trigonometry (MTSC 122) is a course designed to prepare students for calculus. Topics include exponential and logarithmic functions, trigonometric functions and graphs, trigonometric identities, trigonometric equations, inverse trigonometric functions, laws of sine and cosine and applications. In 2013 spring, 100 students took MTSC 122 course and 94 students took the final exam. There are 90 students who passed the course. From the graph of “Success rate for each CLO”, we can see that the average percent for CLO 5, 6, and 7 is not good. This means that the students did badly in solving equations involving inverse trigonometric functions, identifying key features of graphs of trigonometric functions and deriving trigonometric identities and solve trigonometric functions. To improve these area, the students need to do homework and do more practice. Spring 2013-Math 125 Analysis: The Students did well on the SLO's overall. Their scorrs on the CLO's are a bit mor erradic. This may be a reflaction of their inability to apply the SLO's consistantly, or it may be a reflection of their level of understanding of the CLO's. Action Plan. Many students struggle in finite mathemactics because they have weak foundation from college algebra. Results of the pre-test that are administered to students in 125 will be shared with the 121 coordinator. The hope is that these weaknesses can be addressed in 121 and result in better perfomance in 125.

MTSC 125 2013 Spring Summary and Action Plan

Analysis: The Students did well on the SLO's overall. Their scores on the CLO's are a bit more erratic. This may be a reflection of their in ability to apply the SLO's consistently, or it may be a reflection of their level of understanding of the CLO's

MTSC 205 - 2012-2013 Academic Year

Thirty three (33) student took the Math for Teachers 3 final exam (19 Fall, 14 Spring). Students consistently demonstrate proficiency and were successful in the following areas: 1) Develop and justify conjectures about the areas of a simple, closed figures that have the same perimeter, and the perimeters of a simple, closed figures that have the same area (82.45%, 89.29%); 2) Demonstrate competencies in explaining, identifying, and representing translation transformation (94.74%, 100%), and dilation transformation with scale factors (96.84%, 97.14%); 3) Demonstrate knowledge of the properties of 3D solids (polyhedra), including patterns in
the number of faces, vertices, and edges, and represent them as 2D nets (81.58%, 76.79%); and 4) Demonstrate knowledge of cube models of buildings given 2D representations of the buildings, such as the base plan or set of building plans, and constructing multiple buildings from a given set of building plans (74.56%, 71.43%).

Students demonstrated a lack of proficiency in F2012, and improved by demonstrating proficiency in Spring 2013 in the following areas: 1) Demonstrating competencies with Venn Diagrams, sums of interior angles, and the relationship of faces, vertices, and edges for polygons (66.22%, 69.64%); 2) Demonstrate competencies in developing conjectures about the number of line symmetries and/or degrees of rotational symmetry in polygons (35.52%, 76.79%); 3) Demonstrate knowledge of recursive and function relationship and connect verbal, symbolic, numerical, and graphical representations for a particular situation; and knowledge of rate of change and connect verbal, symbolic, numerical, and graphical representations for a particular situation (52.19%, 69.64%).

All other areas students consistently demonstrated lack proficiency.

**MTSC 225 - 2012-2013 Academic Year:**

One hundred and one (101) students took the Business Calculus final exam (Fall 43, Spring 58). Students consistently demonstrate proficiency and were successful in solving instantaneous rate of change problems (Fall 2012 - 84.13%, 73.43%; Spring 2013 - 76.67%, 73.21%) and calculating derivative (Fall 2012 - 85.41%, 70.57%; Spring 2013 - 78.75%, 80.95%). Students consistently lack proficiency in finding derivatives of functions using the limit definition of a derivative (Fall 2012 - 56.73%, 55.07%; Spring 2013 - 68.33%, 54.46%), integration (Fall 2012 - 57.05%, 35.07%; Spring 35.37%, 61.52%), and graphing functions (Fall 2012 - 61.54%, 16.67%; Spring 2013 - 21.94%; 50.59%). In all other areas, proficiency appears to depend on the instructor or the semester the material was taught.

**MTSC 253 2013 Spring Summary and Action Plan**

Calculus III (MTSC 253) is the third of a three-course sequence in calculus—a mathematical tool for analyzing changes in physical quantities. It includes vectors and parametric equations, solid analytic geometry and the calculus of several variables. Because calculus is applied in so many fields it is important that the students develop a sense of the wide range of applications of calculus. The problems and projects assigned in this course provide students with the opportunity to experience mathematics as an interdisciplinary activity. In 2013 spring, 11 students took MTSC 253 course and 11 students took the final exam. There are 11 students who passed the course. From the graph of "Success rate for each CLO", we can see that the average percent for CLO 2, 6, 7, 8 and 12 is not good. This means that the students did badly in finding the absolute maximum and minimum for two variables functions, and solving the problem with double and triple integrals. The part reason is that most of them are slow to solving the questions and can't remember all materials in final exam.
Connected Documents
- Spring 2013 Final Exam Math 075 Weighted CLO Chart
- Spring 2013 Final Exam Math 102 Weighted CLO Chart
- Spring 2013 Final Exam Math 106 Weighted CLO Chart
- Spring 2013 Final Exam Math 110 Weighted CLO Chart
- Spring 2013 Final Exam Math 111 Weighted CLO Chart
- Spring 2013 Final Exam Math 121 Weighted CLO Chart
- Spring 2013 Final Exam Math 122 Weighted CLO Chart
- Spring 2013 Final Exam Math 125 Weighted CLO Chart
- Spring 2013 Final Exam Math 225 Weighted CLO Chart
- Spring 2013 Final Exam Math 251 Weighted CLO Chart
- Spring 2013 Final Exam Math 251 Weighted SLO Chart
- Fall 2012 Math 075 CLO
- Fall 2012 Math 101 CLO
- Fall 2012 Math 102 Final
- Fall 2012 Math 105 Final
- Fall 2012 Math 106 Final
- Fall 2012 Math 110 Final
- Fall 2012 Math 111 Final
- Fall 2012 Math 121 Final
- Fall 2012 Math 122 Final
- Fall 2012 Math 125 Final
- Fall 2012 Math 205 Final
- Fall 2012 Math 213 Final CLO
- Fall 2012 Math 213 Final SLO
- Fall 2012 Math 225 Final
- Fall 2012 Math 241 Final
- Fall 2012 Math 251 Final
- Fall 2012 Math 252 Final CLO
- Fall 2012 Math 252 Final SLO
- Fall 2012 Math 253 Final CLO
- Fall 2012 Math 253 Final SLO
- Fall 2012 Math 261 Final CLO
- Fall 2012 Math 261 Final SLO
- Fall 2012 Math 313 Final CLO
- Fall 2012 Math 313 Final SLO
- Fall 2012 Math 139 Final CLO
- Fall 2012 Math 319 Final SLO
- Fall 2012 Math 351 Final CLO
- Fall 2012 Math 351 Final SLO
- Fall 2012 Math 411 Final CLO
- Fall 2012 Math 411 Final SLO
- Fall 2012 Math 451 Final CLO
- Fall 2012 Math 451 Final SLO
- Fall 2012 Math 500 Final CLO
- Fall 2012 Math 500 Final SLO
- Fall 2012 Math 561 Final CLO
- Fall 2012 Math 561 Final SLO
- Fall 2012 Math 621 Final CLO
Findings (2011-2012) - Target: Not Met

On a majority of test questions, the average pass rate is below 70%, indicating that students are not successfully meeting the corresponding CLOs.
Connected Documents
- MTSC 075 Fall 2011 Final Exam
- MTSC 101 Fall 2011 Final Exam
- MTSC 105 Fall 2011 Final Exam
- MTSC 106 Fall 2011 Final Exam
- MTSC 110 Fall 2011 Final Exam
- MTSC 121 Fall 2011 Final Exam
- MTSC 122 Fall 2011 Final Exam
- MTSC 125 Fall 2011 Final Exam
- MTSC 205 Fall 2011 Final Exam
- MTSC 225 Fall 2011 Final Exam

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Revise Target
Established in Cycle: 2011-2012
Course instructors need to review the CLOs that students are not successful with, and revise the lesson to help students underst...

Tutoring & Lesson Revision.
Established in Cycle: 2012-2013
First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that student...

SLO 2:Maintain or increase mathematics lab usage for tutoring
Maintain or increase the number of students from various disciplines that use the lab for tutoring and coursework completion.

Relevant Associations:

DSU Learning Goal Associations:
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.2 Develop and implement support and enrichment strategies that enable all interested students, even those who enter the University with weak preparation, to succeed as majors in the College and reach their career goals.

Related Measures:

M 3:Mathematics Tutors
The number of Mathematics Laboratory tutors that are Math; Math ED and Math & Computer Sciences Major with a 3.5 GPA or higher and are responsible students.
Source of Evidence: Activity volume

**Target:**
Increase (by 10%) or maintain the number of eligible Mathematics Tutors from the previous year.

**Findings (2016-2017) - Target: Met**
During 2016-2017, we hired 6 math tutors total to cover MTSC 075 through MTSC 252 Calc II. Tutors are hired/rehired each year.

**Findings (2015-2016) - Target: Met**
During 2015-2016, we hired 6 math tutors to cover MTSC 075 through MTSC 252 Calc II.

**Findings (2014-2015) - Target: Met**
During 2014-2015, we hired 6 math tutors to cover MTSC 075 through MTSC 252 Calc II.

**Findings (2013-2014) - Target: Met**
During 2013-2014, we hired 6 math tutors to cover MTSC 075 through MTSC 252 Calc II.

**Findings (2012-2013) - Target: Met**
During 2012 - 2013 academic year, Seven (6 in Fall, 7 in Spring) responsible undergraduate and graduate math student-tutors were employed. All Mathematics Laboratory tutors must be Math; Math ED and Math & Computer Sciences Majors with at least a 3.5 GPA. This is a 16.6% increase from the 2011-2012 academic year.

**SLO 6: Seek and maintain NCATE Accreditation**
Seek accreditation of Masters in Mathematics Education program. Maintain Secondary Mathematics Education Bachelors program accreditation.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Mathematics, Natural Sciences, & Technology
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.
1.8 Maintain accreditations and seek nationally recognized accreditations or certifications wherever they would be advantageous.
4.2 Renovate, upgrade and expand laboratory space and infrastructure to support and enable high quality instruction and forefront research.
4.6 Contribute interesting, engaging, and fun out-of-class enrichment activities featuring mathematics, science, engineering, and technology to enhance the living-learning environment on campus and involve student science clubs.

6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.

6.1 Develop, implement, and utilize objective and credible processes to (a) assess student learning outcomes; (b) review and improve the quality and performance of programs, departments, and the College; (c) monitor progress on the goals in this strategic plan; and (d) report the results.

Related Measures:

**M 6: CAEP Accreditation NCTM SPA Report**
Submit CAEP Accreditation NCTM SPA Report for BS Mathematics Education program.

Source of Evidence: External report

**Target:**
Receive National Accreditation.

**Findings (2016-2017) - Target: Met**
NCTM SPA report submitted and is under review.

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

**O/O 3: Hire New Faculty**

To minimize the long term use of adjuncts, increase faculty strength and expertise by hiring more productive full time faculty members.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Mathematics, Natural Sciences, & Technology
5.2 Recruit and develop faculty to be effective and inspiring teachers and mentors, highly productive researchers, and sought-after colleagues and collaborators while contributing to their departments, the College, the University, the state, and their professional disciplines.

**Related Measures:**

**M 5: New Hires**
Conduct a search for two new tenure track Assistant Professors. Candidates must
demonstrate strong potential for teaching, research and service.

Source of Evidence: Benchmarking

**Target:**
Hire two new Tenure Track Assistant Professors.

**Findings (2016-2017) - Target: Not Met**
We advertised for 3 new positions - 1 Statistician, 1 Math Educator, and 1 Applied Mathematician. We were unable to find a suitable candidate for the remaining positions, but were able to hire two Visiting Assistant Professor for a 1-year temporary contract. Dr. Yanan Xu is holding the Statistician position, and Dr. Matthew Bobrowsky is holding the Math Educator position.

**Findings (2015-2016) - Target: Partially Met**
During 2015-2016 academic year, we advertised for 1 Lecturer, 1 Statistician, 1 Applied Math, and 1 Math Ed position. We hired 1 Lecturer - Dr. Sharon Smith. We were unable to find a suitable candidate for the remaining positions.

**Findings (2014-2015) - Target: Met**
Advertised for 1 Assistant Professor in Pure Mathematics. Dr. Onur Yavuz was hired to fill the position.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Nothing to report.

**Findings (2012-2013) - Target: Met**
The following faculty members are new hires...
Yi Ling (Lecture Professor), with August 2012 start date. Matthew Tanzy (Assistant Professor - Tenure Track), with August 2013 start date. Sokratis Makrogiannis (Assistant Professor - Tenure Track), with August 2013 start date.

**Findings (2011-2012) - Target: Met**
The following faculty members began employment August 2011. Pablo Suarez (Assistant Professor), Delayne Johnson (Assistant Professor in Mathematics Education), Abhinandan Chowdhury (Visiting Assistant Professor), and Don. Udita Katugampola (Visiting Assistant Professor).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**New search**
*Established in Cycle: 2011-2012*
The search will continue for one Mathematics Education Assistant
Next Search

Established in Cycle: 2012-2013
The search will continue for one Mathematics Education Assistant Professor, and additional Assistant Professors in Applied or Pu...

O/O 4: Increase enrollment of Undergraduate Majors
To increase the enrollment of Mathematics, Mathematics Education, and Mathematics with Computer Science majors seeking Bachelor's degrees. Retain majors for graduation.

Relevant Associations:

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.4 Strengthen advising for all majors in the College (and pre-health professionals, regardless of their academic majors) to optimize preparation for their desired post-graduate career paths.
3.3 Continue and increase partnerships and alliances with businesses and efforts to assist and attract underserved populations in the state.
7.1 Increase the percentage of freshmen declared majors in the College who enroll as sophomores to a total of 90% in four years by focusing on retaining declared majors and by attracting undeclared majors.
7.2 Ensure the number of transfers into the College equals or exceeds the number transfers out of the College each year.
7.3 Recruit and track transfer students with strong science/mathematics backgrounds, especially Associates degree recipients from Delaware Technical and Community College.
7.4 Increase DSU's visibility and appeal among high school students with strong preparation in mathematics and science.

O/O 5: Increase enrollment of Graduate Majors
Increase enrollment in M.S. program in Mathematics, M.S. Program in Mathematics Education, and Ph.D. program in Applied Mathematics. Retain majors for graduation.

Relevant Associations:

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
1.4 Strengthen advising for all majors in the College (and pre-health professionals, regardless of their academic majors) to optimize preparation for their desired post-graduate career paths.
1.10 Improve the marketing and communication of our degree programs, including an attractive and informative web page.
3.3 Continue and increase partnerships and alliances with businesses and efforts to assist and attract underserved populations in the state.
7.5 Ensure adequate financial support and on-campus, major-related employment (research, tutoring, etc) is available for every student with financial need in the College.
7.6 Provide paid graduate assistantships, tuition waivers, and benefits to full-time graduate students in all programs in the College.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
Laboratory
More students need to be encouraged to take advantage of the resources and support systems that have been provided, particularly the Mathematics Laboratory.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Implementation Description: Lab activities are becoming a culture of learning for those who would otherwise not like mathematics.
Responsible Person/Group: The Lab Supervisor and student tutors.
Additional Resources Requested: Consistent implementation of Lab fees to sustain the functioning of the Mathematics Laboratory in terms of equipment and updates provide indispensable resources.

Increase Faculty Members
Hire more full time faculty, create long term teaching positions to minimize the use of adjuncts.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Projected Completion Date: 08/31/2011

New faculty search
The search will continue for one Mathematics Education Assistant Professor, and one (non-visiting) Assistant Professor in Applied or Pure Mathematics and one lecturer.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

CLO Targets
Instructors must be informed of students' performance on CLOs to improve instruction in those areas. Instructors should aim for new targets of at least a 10% increase on students' performance for CLOs.

Established in Cycle: 2011-2012
Implementation Status: Planned
New search
The search will continue for one Mathematics Education Assistant Professor, and additional Assistant Professors in Applied or Pure Mathematics.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: New Hires | Outcome/Objective: Hire New Faculty

Revise Target
Course instructors need to review the CLOs that students are not successful with, and revise the lesson to help students understand the material. Future targets will address at least a 10% increase on future final exam questions for the indicated CLO.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Common Final Exams | Outcome/Objective: Non-math majors will learn and apply mathematical concepts

Responsible Person/Group: Course coordinator

Study Groups
Encourage majors to form study groups to develop their mathematics skill, form good professional and study behaviors, and improve their overall GPA. Advisors and peers should recommend eligible students for tutoring positions in the lab.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Responsible Person/Group: Advisor
Course Modifications

Suggesting course redesign to help students demonstrate quantitative reasoning skills. This includes devising different opportunities or teaching practices for students to interpret, calculate, and apply mathematics. Course redesign should be piloted and modified over a 2 year period for each course.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Responsible Person/Group: UCC, Course Coordinators, Instructors

Maintain student participation in professional development and research

The department will continue to provide funding for students to attend professional development activities, which are chaperoned by faculty. Faculty need to increase undergraduate participate in research activities. The undergraduate curriculum committee and the Student committee should brainstorm ways to increase participation and share with faculty at the Fall departmental meeting.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Brainstorming meeting with both UCC and Student Committee.
Responsible Person/Group: Department Faculty
Additional Resources Requested: Funding for conference travel, release time to do research with students.

Next Search

The search will continue for one Mathematics Education Assistant Professor, and additional Assistant Professors in Applied or Pure Mathematics.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: New Hires | Outcome/Objective: Hire New Faculty
**Track and maintain accreditation status**
Continue to collect rubric data and report findings for NCATE reports to maintain accreditation status.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: High  
Responsible Person/Group: NCATE Liaisons - Nicola Edwards-Omolewa & Delayne Johnson

**Track Graduate Majors**
Get an accurate list of new and existing majors to be housed by the department.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: High  
Implementation Description: Advisee listing should include name, D100#, start date, projected date of graduation, year of graduation, post graduation employment, and advisor's name.  
Responsible Person/Group: Advisors submit to secretary.

**Tracking Majors**
Get an accurate list of new and existing majors to be housed by the department.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: High  
Implementation Description: Advisee listing should include name, D100#, start date, projected date of graduation, year of graduation, post graduation employment, and advisor’s name.  
Responsible Person/Group: Advisors submit list of advisees to secretary.

**Tutor Training**
Students may be reluctant to use the computer lab if they feel the tutors are not prepared to teach the content, if they perceive that the tutors are rude or disrespectful, or if the tutors are too busy working with other students. The action plan would be to provide training for tutors in the area of communication, and improved mathematics content knowledge. Maintain lead tutor that can train other tutors with teaching mathematics. Hire more tutors (graduate students preferably) to meet the demand for tutoring.

In the future, we can track student performance in mathematics classes after receiving tutoring in the lab to determine tutoring effectiveness and lab usefulness.
Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: High  
Implementation Description: Implement during Fall 2013  
Responsible Person/Group: Min Gibson

Tutoring & Lesson Revision.
First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that students practice math outside of the classroom by doing their HW and or consulting the instructors. The help is readily provided and for the most part students do not seem to take advantage of it. Second, recommendation is to emphasize areas of weak mathematical understanding during class time. This includes determining alternative ways to teach the material to help students better understand the topic.

Established in Cycle: 2012-2013  
Implementation Status: Planned  
Priority: High  
Relationships (Measure | Outcome/Objective):  
Measure: Common Final Exams | Outcome/Objective: Non-math majors will learn and apply mathematical concepts  
Implementation Description: Implementation begins Fall 2013  
Responsible Person/Group: Course Coordinators/Instructors  
Additional Resources Requested: Consistently schedule frequent/regular meeting times to make course adjustments.

Improve Coordinate Course Final Exam Data Collection
Course Coordinators need to improve describing measure, targets, findings and action plans. Findings should describe the overall average for each CLO, the assessment question, where students were successful and unsuccessful.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High  
Responsible Person/Group: Course Coordinators

Annual Report Section Responses

Executive Summary (1-2 pages)

DEPARTMENT OF MATHEMATICAL SCIENCES
2017 - 2018 DEPARTMENTAL ANNUAL REPORT

EXECUTIVE SUMMARY

The Department of Mathematical Sciences offers the following five degrees: BS in Mathematics, BS in Mathematics with Data Analytics, BS in Mathematics Education, MS in Mathematics (Pure and Applied Math), and PhD in Interdisciplinary Applied Math and Mathematical Physics (joint program with Department of Physics and Engineering).

The department had 14 full-time faculty members at the start of the academic year. This included 9 tenured/tenure-track faculty members, 3 Lecturers, and 2 Visiting Assistant Professors (1 with a non-renewable 1-year contract). In additions there were 6 adjunct instructors and 2 doctoral students teaching throughout the 2017-2018 academic year.

A search was conducted for 4 full-time faculty members in the areas of Statistics, Mathematics Education, Applied Mathematics, and Pure Mathematics. Six on-campus interviews were conducted after Skype interviews were complete. Candidates were selected and accepted for the Mathematics Education, Applied Mathematics, and Pure Mathematics positions. No new faculty members were hired for the Statistics position due accepting position at other institutions, being underqualified, or demonstrating unacceptable teaching practice for our population of underprepared students.

Teaching: The total number of courses offered was 139 (72 Fall 2017; 67 Spring 2018). This is a reduction compared to last year of 163 courses. This is largely due in part to switching MTSC 075 Introduction to Algebra to an online only course with capacity of 60 students per course. In addition, all course offerings were reduced to improve efficiency, increase/meet faculty workload capacity, and meet the needs of the students. Graduate courses offerings are now on a 2-year cycle, instead of a 1-year cycle. Additional, summer course offerings were also reduced.

Courses offered in Fall 2017 included 116 undergraduate courses, 3 master's courses, 2 doctoral courses, and 6 doctoral thesis/sustaining courses. Course offered in Spring 2018 included 55 undergraduate courses (50 face-to-face; 5 online), 3 master's courses, 1 master's thesis courses, 2 doctoral courses, and 6 doctoral thesis/sustaining courses.

The Mathematics Teacher Institute (MTI) was implemented for the second time in Summer 2017. This 4-day mathematics professional development opportunity focused on best teaching practices, equity, and problem-based learning (PBL) for mathematics and science instructors. Faculty collaborated to create interdisciplinary PBL activities for College Algebra and Trigonometry courses.

There were no changes to the department curriculum that required Faculty Senate or Board of Trustee approval.

Dr. Delayne Johnson and the Undergraduate Curriculum Committee (UCC) were charged by Dr. DeLauder and the Administrative Council with creating a pilot college credit remedial course to be implemented in Summer 2018 and Fall 2018. They submitted 3 recommendation. Currently, no feedback or status has been provided.

The UCC explored the use of calculators in the general education courses. They also modified and the department approved the CLOs for MTSC 122 Trigonometry, MTSC 251 Calculus I, MTSC 252 Calculus II, and MTSC 253 Calculus III.

The Graduate Committee (GC) accepted 6 new graduate students to the master's and
PhD programs. Of the students accepted last year, 4 completed 1 year of course work, and 1 deferred enrollment until Fall 2018. The GC also updated the Program Learning Goals, the SLOs and syllabi for the PhD program.

All department syllabi are updated and uploaded to the department Blackboard page.

Finally, the Administrative Committee created the Chair-Peer and Peer-Peer Teaching Evaluation in Fall 2017, and were implemented in Spring 2018. Then, these documents were modified in Spring 2018 to more accurately measure the Teaching, Service, and Research criteria. In Spring 2018, the Adjunct/TA, and Online Teaching Evaluations were created. A Self-Review document accompanies the Online Teaching Evaluation. All of the documents received department approval and were uploaded to the department Blackboard page.

Finally, Dr. Tanzy sponsored a weekly Friday Mathematics Problem Solving group with participation from 5 undergraduate students.

Research and Scholarly Activities: Faculty attended various local, regional, national, and international conferences. Faculty conducted research with graduate students. Faculty presented at 14 Professional Meetings and Seminars, published 5 (out of 9) research articles and book chapters, and obtained 4 (out of 7) grants. Graduate students participated in 6 poster/presentation sessions at local and regional conferences. Two PhD students co-authored 2 publications. One MS student was accepted to 2 summer internship opportunities (NASA and Air Force Research Laboratory)

Service: Dr. Nicola Edwards served on the DDOE P-20 subcommittee for Mathematics.

Drs. Delayne Johnson, and Nicola Edwards modified and resubmitted the March 2018 CAEP SPA report for the BS Mathematics Education program accreditation. The report that was submitted in 2017 received "Further development required". Reviewers stated that "The program includes a strong series of early field experiences culminating in an extended student teaching semester. Coursework appears strong.", but we did not meet the 80% Met requirement for SPA Standards. Rubrics were revised to address the short fall in the March 2018 submission. The submission did not include data, therefore, the highest rating that can be received is "Nationally recognized with conditions".

Faculty served on various national, regional, local, university, college, and department committees.

Departmental Students and Graduates: There are 21 undergraduate students (13 Mathematics and 8 Mathematics Education) and 18 graduate students (3 MS students and 15 PhD students). Six students graduated with a BS degree (3 Mathematics and 3 Mathematics Education), one student graduated with an MS in Applied Math, and three students graduated with a PhD from Summer 2017 - Spring 2018.
1. Teaching Faculty:
   a. Full-time Tenured: 5
      i. Edwards, Nicola (Associate Professor, chairperson)
      ii. Liu, Jinjie (Associate Professor)
      iii. Lott, Dawn (Professor)
      iv. Shahin, Mazen (Professor)
      v. Shi, Xiquan (Professor)
   b. Full-time Tenure Track, Not Tenured: 4
      i. Johnson, Delayne (Associate Professor)
      ii. Makrogiannis, Sokratis (Associate Professor)
      iii. Tanzy, Matthew (Assistant Professor)
      iv. Yavuz, Onur (Assistant Professor)
   c. Visiting Full-time, Not Tenure Track: 2
      i. Bobrowsky, Matthew (one year non-renewable)
      ii. Xu, Yana
   d. Lecturers:3
      i. Carr, Ellen
      ii. Girgis, Laila
      iii. Smith, Sharon
   e. Adjuncts:6
      i. Assiongbong, Kankoe
      ii. Bediako, Phanuel
      iii. Juracka, Amal
      iv. Pendleton, Vickie
      v. Steenhagen, Polly
      vi. Wei, Wei
   f. Teaching Assistants: 2 teaching
i. Alcantara, Jose
ii. Zhou, Rong

2. Staff:
   a. Administrative Secretary: 1
      i. Darlene F. Turner
   b. Computer Lab Technician: 1
      i. Min Gibson
   c. Graduate TA (non-teaching/Lab tutors)
      i. Emiola, Iyanuoluwa (Miracle)
      ii. Nour, Mutasim
      iii. Salih, Mohamed
   d. Undergraduate Lab Tutors: 6
      i. Bannavti, Moala
      ii. Morrell, Dominic
      iii. Robeson, Samantha
      iv. Sanchez, Michael, IV
      v. Turner, Travis

3. Undergraduate Students
   a. Mathematics Majors: 13 total
      i. 4 Freshmen,
      ii. 0 Sophomores,
      iii. 2 Juniors,
      iv. 7 Seniors (2 graduated)
   b. Mathematics Education Majors: 8 total
      i. 0 Freshmen,
      ii. 2 Sophomores,
      iii. 1 Juniors,
      iv. 5 Seniors (3 graduated)
4. Graduate Students

a. Master's Level: 3 total (1 graduated)

b. PhD Level: 15 total (3 graduated)

5. Labs:

a. Equipment:

i. ETV 128 - 1 Smartboard (upgraded), 1 HP printer, and 40 computers (18 of them have Windows 10 and Office 16, 22 of them have Windows 7 and Office 16).

ii. ETV 131 - 8 computers with Windows 10 and Office 16.

iii. ETV 134 - 1 Laptop, 1 Smartboard (upgraded), 1 document camera, various hand-on mathematical tools.

b. Mathematics Software:

i. ETV 128 & ETV 131 a total 48 computers have following math software:

ii. Matlab 2016

iii. Winedit 9

iv. Maple 2015

v. Mathematica 2017

vi. Sketch Pad 4.07

Unit(s) Initiatives accomplished in this cycle

DEPARTMENT OF MATHEMATICAL SCIENCES

2017 - 2018 DEPARTMENTAL ANNUAL REPORT

Unit Initiatives

1. The first initiative was the creation mathematics specific Teaching Observation forms for Chair to Peer, Peer to Peer, Adjunct/TA, and Online instructors.

The Chair to Peer and Peer to Peer evaluation were created by the MTSC Administration Committee (Mazen Shahin, Matthew Tanzy, and Nicola Edwards). Evaluations aligned Teaching, Service, Research, and Collegiality criteria as described by the CBA. Faculty are awarded a point for meeting the criteria, and zero points for not meeting the criteria. The Teaching criteria includes Instructional Strategies, Blackboard, Assessments, Group Work, Classroom Management, and Responsibilities. Total points would categorize faculty into one of 4 categories: [0-25%) = Standard Not Met (Unacceptable); [25% - 50%) = Developing Toward Standard (Basic); [50% - 75%) =
Meets Standard (Proficient); and [75% - 100%] = Exceeds Standard (Distinguished). These Observation forms were approved by the department in Fall 2017 and were implemented in Spring 2018.

Based on evaluation result, the Chair to Peer, and Peer to Peer Observation forms were modified to more accurately categorize faculty performance. In particular, the categories were updated to more accurately classify those faculty that exceed the teaching expectations: [0% - 40%) = Standard Not Met (Unacceptable); [40% - 70%) = Developing Toward Standard (Basic); [70% - 85%) = Meets Standard (Proficient); and [85% - 100%]. The Service criteria were updated to include items that appeared on the Pre-observation form, but were not measured on the Observation form. Additional teaching components were included in the Instructional Strategies section. These updates were approved by the department at the end of Spring 2018 and will be implemented in Fall 2018.

A new Adjunct/TA Teaching Observation form was created and approved by the department in Spring 2018. This form utilized components from the Chair to Peer evaluation that were specifically relevant to Adjuncts and TAs. Thus, these forms do not include the service and research criteria.

Finally, a new Online Teaching Observation form and Self-Review form was created to assess those instructors that only teach online courses for the department. These forms were adapted from "A Faculty Evaluation Model for Online Instructors: Mentoring and Evaluation in the Online Classroom" Online Journal of Distance Learning Administration, Volume VIII, Number III, Fall 2005. These forms were necessary as MTSC 075 Introduction to Algebra, and MTSC 121 College Algebra have online course sections. This form has not been utilized to date and it is expected that they will need to be modified to better measure our version of online courses with a large population of 60 students per course. It may not be feasible for an online instructor to successfully complete all of the components on the evaluation in an effective manner.

2. The second initiative was to create a new departmental assessment timeline to aid faculty in more efficient and relevant reporting. The timeline was created by the MTSC Administration Committee and approved by the department in Fall 2017 and implemented in Fall 2017. In previous years we reported on all courses offered each semester. To reduce the amount of reports, we streamlined the reporting expectations by separating all department courses into 4 sections. For courses in each section, an assessment report would be created. Faculty would then pick 10 CLOs to report on. Directions that were established are as follows:

**Assessment timeline.** Assessment reports (formally known as Weaveonline reports) will be collected each semester according to the schedule below.

a. Final Exam Spreadsheet must be created for ALL courses each semester.

b. Begins Fall 2017 as Year 1: Semester 1 (The reporting cycle repeats).

xxxC = Coordinated Course
<table>
<thead>
<tr>
<th>Year: Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1: S1 (Fall 2017 + 2n)</td>
<td>075C, 105C, 110C, 122C, 205C, 213M, 341M, 403M, 411M</td>
</tr>
<tr>
<td>Y2: S1 (Fall 2018 + 2n)</td>
<td>107C, 121C, 205C, 241CM, 253M, 351M, 403M, 451M, 461M</td>
</tr>
</tbody>
</table>

c. MTSC 498 is a capstone course and will be measured using the General Education AtC rubric only.
d. Courses that do not appear on the list above are to be measured each time the course is offered. This includes both undergraduate and graduate courses.
e. All SLOs must be assessed for Major Courses. Assess at least those CLOs that provide clear connections to SLOs. At least 10 CLOs should be measured for Coordinated Courses. You may continue to measure the same CLOs in future assessment rounds if the performance has not met the Target range.

3. The third initiative was to hire 4 full-time tenure-track faculty members to fill the vacant departmental faculty lines. The positions were Mathematics Education, Statistician, Applied Mathematician, and Pure Mathematician. Six on-campus interviews were conducted after Skype interviews were complete. Candidates were selected and accepted for the Mathematics Education, Applied Mathematics, and Pure Mathematics positions. No new faculty members were hired for the Statistics position due accepting position at other institutions, being underqualified, or demonstrating unacceptable teaching practice for our population of underprepared students.

4. The fourth initiative was to resubmit the CAEP NCTM/SPA Accreditation report for the BS Mathematics Education program. Drs. Delayne Johnson, and Nicola Edwards modified and resubmitted the March 2018 CAEP SPA report for the BS Mathematics Education program accreditation. The report that was submitted in 2017 received "Further development required". Reviewers stated that "The program includes a strong series of early field
experiences culminating in an extended student teaching semester. Coursework appears strong.", but we did not meet the 80% Met requirement for SPA Standards. Rubrics were revised to address the short fall in the March 2018 submission. The submission did not include data, therefore, the highest rating that can be received is "Nationally recognized with conditions". Results will be available in August 2018.

5. The fifth initiative was to update course CLOs for undergraduate and graduate courses. The purpose was to clearly define the course content and to make it easier to align the final exams with the CLOs. The Undergraduate Curriculum Committee (UCC) updated CLOs for MTSC 122 Trigonometry, MTSC 251 Calculus I, MTSC 252 Calculus II, and MTSC 253 Calculus III. The Graduate Committee (GC) updated CLOs for MTSC 500 Foundations, MTSC 562 Real Analysis, MTSC 571 Complex Analysis, MTSC 651 PDE, MTSC 661 Numerical Analysis, MTSC 821 Scientific Computation; MTSC 852 Pattern Recognition, MTSC 897 Numerical Analysis, MTSC 871 Complex Analysis, and MTSC 887 Image Processing.

6. The sixth initiative was to modify the Program Learning Objectives for the PhD program.

New PLGs

I. Students will be able to create advanced and fully detailed proofs in a specialized area.

II. Students will be able to assess and synthesize mathematics research literature to solve problems (in coursework) or develop a research plan and incorporate it into their research.

III. Students will be able to present a mathematics paper to a mathematically informed audience (i.e., professional mathematicians).

IV. Students will make an original contribution to the discipline by writing a publishable quality research document.

V. Students will be able to analyze advanced mathematical problems through the use analytical and computational techniques.

Old PLGs

I. Students will become experts at creating advanced and fully detailed proofs in a specialized area.

II. Students will be able to assess and synthesize mathematics research literature to develop a research plan and incorporate into their research.

III. Students will be able to present a mathematics paper to mathematically informed audience (i.e., professional mathematician).

IV. Students will make an original contribution to the discipline by writing a publishable quality research document.

7. The seventh initiative was to continue faculty training for assessment reporting. Dr. Sharon Smith conducted the Blackboard training for gradebooks, and setting up groups in Fall 2017. Dr. Nicola Edwards conducted Final Exam Proctoring Training in Fall 2017 and Spring 2018.
8. The eighth initiative was to replace and upgrade the Smartboards in the Math Computer Lab ETV 128, and the Mathematics Education Lab ETV 134. The new smartboards no longer need a projector. The previous smartboard's projectors malfunctioned causing ink to appear dotted and the lens was delicate and easily scratched.

9. The ninth initiative was to refurbish Grossley Hall 105 and 106 to make them into classrooms suitable for an active learning mathematics environment. These classroom have poor air quality, windows that allow wasp and bees to enter the room, broken student desk, and inadequate board space. Quotes are still in the process of being obtained to replace the HVAC in the two rooms. However, the time delay in obtaining those quotes has severely delayed the remodeling of the classrooms. The remodel is funded by Title III and by the NSF Targeted Infusion Grant - Cyber Infused Mathematics Initiative. The funds will install TVs, computers, and desk in the room once the HVAC has been installed.

10. The tenth initiative was to hire a department administrative secretary. We hired a brand new DSU employee who started working in Spring 2018. The new secretary spent the semester in training.

11. The eleventh initiative was to retain the department as a single unit in the STEM College (CAST - College of Agriculture, Science, and Technology). The university restructuring plan developed a new initiative where the Department of Mathematical Sciences would remain in the STEM College, but a new entity would be established to address the General Education mathematics courses. No details have been established to date. Faculty will potential have dual appointments, the chair will be housed with the department in the STEM college, and a new Program Directory positions may be established for the new Mathematics Literacy component in the General Education College (CHESS - College of Humanities, Education, and Social Sciences).

Unit(s) Honors/Awards and Achievements

DEPARTMENT OF MATHEMATICAL SCIENCES

2017 - 2018 DEPARTMENTAL ANNUAL REPORT

Honors/Awards and Achievements

Grants: During 2017-2018, faculty members submitted 3 grants, which were not funded or pending funding. They also have 6 grants (3 new).

New Grants:

Liu, Jijie (Co-PI), NSF, Mathematical Analysis and Numerical Modeling of Optical Solitons in Nonlinear Materials and Metamaterials (pending)

Shahin, Mazen (co-PI, Project Direct), Fall 2018 - Spring 2020. The Bridge to the Doctorate (BTD) Cohort XVI to start on the Fall 2018 at DSU. $1,070,000. A $32,000 stipend per year for 12 students, plus free tuition (in-state fees), medical insurance and travel funds.

Shahin, Mazen (PI), 2018 International Science and Technology Academy for Research Scholars (I-STARS). This program will allow 10 STEM undergraduate students to conduct research at the UTP University of Science and Technology in Bydgoszcz, Poland in the period. May 19, 2018 - June 19, 2018. The grant is $26,500 and funding agency is the National Science Foundation (NSF) through Philadelphia Alliance for
Minority Participation (Philadelphia AMP).

Shahin, Mazen (co-PI, and Project Director), We obtained the fund for Year 4 (7/1/2017 - 6/30/2018) of Phase V (2014 - 2019) of Greater Philadelphia Region Louis Stokes Alliance for Minority Participation (Philadelphia AMP).

Existing Grants:


Edwards, N. (PI). NSF Noyce Grant years 2012-2017, $1,200,000, with 1 year no cost extension.

Johnson, D. (PI). DSU, Center of Teaching and Learning Mini Grant. Use of Video Analysis in Mathematics for Teachers courses, $1000.

Shahin, Mazen (PI), 2017 International Science and Technology Academy for Research Scholars (I-STARS). This program allowed 10 STEM undergraduate students to conduct research at the UTP University of Science and Technology in Bydgoszcz, Poland in the period May 20, 2017 - June 20, 2017. The grant was $26,500 and the funding agency was the National Science Foundation (NSF) through Philadelphia Alliance for Minority Participation (Philadelphia AMP).

Wilson, C. (PI), Johnson, D (CoPI), Kalavacharla, V. (CoPI), Parroti, K. (CoPI), Poe, M. (CoPI). Transforming Education through Active Learning, National Science Foundation (NSF) Historically Black Colleges and Universities Undergraduate Program (HBCU-UP) Implementation Project. (Funded $1,800,000; 2017-2022).


Awards:

Dr. Jinjie Liu was awarded the CMNST Research Excellence award (May 2018)

Mohamed Salih was awarded the CMNST Teaching Assistant Excellence award (May 2018)

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

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Strategic Goals

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

The following strategic goals and student learning outcome will be assessed next year.
1. Writing clear action plans, implementing action plans, and reporting action plan findings. Data for this goal will be collected at the undergraduate course level weaveonline reports.

2. Create Math and Proof rubrics for graduate-level courses that align with the MS and PhD SLOs. Data for this goal will be collected upon departmental approval of the rubrics during Fall 2018 and will be implemented for graduate courses during Spring 2019. Data will be reported in the course level weaveonline reports.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report. See Attachment

Closed the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.

- List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?
- Have these changes been implemented? If not, when will they be implemented?
- When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

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Closing the Assessment Loop

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?

Lead by the MTSC 121 College Algebra Course Coordinator, Dr. Sharon Smith, and as one of the NSF Targeted Infusion - Cyber Infused Mathematics Initiatives, the instructors participated in Professional Learning Communities (PLC) to review student performance on assessments. This course has common scoring guides and common exams (including the final exam) across all sections of the course. In particular, they targeted CLOs that students found most challenging on assessment throughout the semester. They also focused on those CLOs that were most needed for subsequent course and built a targeted in-class review for the students to master the content. Then they created a final exam that corresponded to the selected CLOs. After the common grading of the final exam, they found that students slightly increased their performance on some of the CLOs that were selected. For example, based on the assessment report for MTSC 121, CLO 1 [Be able to translate word problems into appropriate equations and then to solve the equations using the appropriate algebraic operations] had a 32% performance increase from last year (2016-2017). Additionally, CLO 2 [Be able to
express mathematics ideas in written, graphic, and algorithmic form] had a 15% increase from last semester. Currently, the instructors are discussing way to incorporate more word problems into the curriculum for students to demonstrate critical thinking and reasoning skills. This is particularly important for math majors as some of them place into College Algebra even though it is not a required course for their major. Thus, they need to demonstrate that they have the foundation to be successful in upper level mathematics courses.

b) Have these changes been implemented? If not, when will they be implemented?

The PLC, review of assessments, and targeting final exam review and targeting final exam questions have all been implemented in 2017-2018.

c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

This is an ongoing process that will be conducted every semester to improve student performance on MTSC 121 CLOs.

**Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.**

**DEPARTMENT OF MATHEMATICAL SCIENCES**

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**Bibliography of Scholarly Product**

There are 5 publications for the 2017-2018 academic year.


Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

See Attachment.

**Connected Document**
- Undergrad Program Data MTSC

For graduate program annual reports TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

See Attachment

**Connected Document**
- sgsr_table_1 2018

For graduate program annual reports TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

See Attachment.

**Connected Document**
- sgsr_table_2 2018

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

See Attachment.

**Connected Document**
- sgsr_table_3 2018

For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

See Attachment.
Connected Document

- sgsr_table_4 2018
Mission / Purpose

The mission of the Mathematical Sciences Department is to provide for the people of Delaware and others who are admitted to the University the language, structure, beauty, relevance, utility, and pedagogy of mathematics, to make contribution to reach in mathematics, mathematics education and related disciplines, and to recruit, retain, and graduate students who can make positive contributions to their professions and their community.

The purpose of the Mathematical Sciences Department is to provide for the people of Delaware and others who are admitted to the University with opportunities to develop advanced levels of quantitative literacy, skills in the use of mathematical analysis and mathematical modeling, and to develop advanced skills in the teaching and learning of mathematics. The department of Mathematical Sciences also seeks to make positive contributions to the local community, the state, and the larger community through research in pure, applied mathematics and mathematics education. The Department's mission statement complements the university mission statement by focusing on meaningful, and relevant education that contributes to both the liberal and professional aspects of higher education.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Learning Goals

All Mathematics (B.S.) majors registered in mathematical science courses will develop proficiency in mathematics.

Associated required courses (not all courses are evaluated):

- MTSC 213 Discrete Mathematics
- MTSC 251 Calculus I
- MTSC 252 Calculus II
- MTSC 253 Calculus III
- MTSC 313 Linear Algebra
- MTSC 317 Number Theory
- MTSC 319 Combinatorics
- MTSC 341 Probability
- MTSC 351 Differential Equations
- MTSC 411 Algebraic Structures I
- MTSC 412 Algebraic Structures II
- MTSC 451 Advance Calculus I
- MTSC 452 Advanced Calculus II
- MTSC 461 Real Analysis
- MTSC 498 - Topics in Mathematics

**SLO 1: SLO 1 - Demonstrate conceptual knowledge and procedural mathematics methods**

Students will demonstrate conceptual knowledge and procedural mathematics methods (i.e., breadth and depth knowledge of facts, concepts, principles, and algorithms) to solve textbook exercises and real world problems. This includes using elementary and advanced mathematics, estimation, checking answers for reasonableness, identifying alternatives, selecting optimal results and using technology/tools.

**Relevant Associations:**
Provide general education to help all students understand the role that mathematics plays in today's world.

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: UG SLO-1**

Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.
-----Fall 2016------
Final Exam

-----Spring 2017-----
251, 319, 454, 461: Students' average score for questions on cumulative final exam;
252, 452: Students' average score on cumulative final exam using the Math Rubric;
313: Students' average score for questions on cumulative final exam; In-class exams, Homework
491: Students' average score for questions on cumulative final exam;
Presentation, Papers, Proof Discussion
498: Students' average score for questions on cumulative final exam; Project and Project Discussion

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO1.

**Findings (2016-2017) - Target: Met**

-----Fall 2016------
Average for SLO1 is 76.58% (Met)

213: Students demonstrated procedural fluency in this course. Overall students scored 72%, and Math Ed students averaged 96% in this area. 251: For this course, the average performance on this SLO was 54%. Nine out of 15 questions were in this category. Questions were, finding the limits of various functions both algebraically and graphically; computing derivatives and higher order derivatives; computing differential; finding the derivative using the limit definition; determining the points of discontinuity; computing definite and indefinite integrals. Questions tested students’ basic conceptual understanding and how well they could carry out procedural methods. Students demonstrate difficulty in both areas. It is noted that this course is one of the first courses that majors complete. Student proficiency in this area shows a general improvement over the course sequence. 411: Overall student average is 79%. One question determined whether the dihedral group was abelian, or cyclic, finding orders of each element, and finding cyclic subgroups of the dihedral group. All students except one performed 90%-100%. There were three questions in the in-class exam. One was to determine for a function whether it is a homomorphism, one-to-one, or onto and they needed to find its kernel. Their performance over that question is 88%. In a second question they were supposed to determine for a concrete subgroup whether it was normal or not, and write out the members of the quotient group. The majority of students had difficulty writing the members of the quotient group. In the third question, they were supposed to find the greatest common divisor of two numbers using Euclid's algorithm. All students got 7 or 8 out of 8 in this question. Overall, the majority of students understand the concepts well and can carry out procedural mathematics.
Average for SLO1 is 80.9% (Met)
Course 251: Average Math major performance: 90%. Nine out of 15 questions were in this category. Questions were finding the limits of various functions both algebraically and graphically; computing derivatives and higher order derivatives; computing differential; finding the derivative using the limit definition; determining the points of discontinuity; computing definite and indefinite integrals. Questions tested basic conceptual understanding of students and how well they can carry out procedural methods. Students have had difficulty in both aspects.
252: Average Math major performance: 67%. Most students have very good procedural understanding and are able to compute the derivative of a log function. A correct but inefficient strategy is chosen or an efficient strategy is chosen but implemented with some errors. Chosen strategies are based on the mathematical situation in the task. Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present. Significant progress toward a solution is made. A correct answer is achieved most of the time.
313: Average Math major performance: 69.2%. A calculation is performed appropriately, but there is a lack of understanding of underlying concepts that are inherent in the procedure when interpreting results. Or, it is evident that the correct procedure is applied, but the calculation is flawed.
319: Average Math major performance: 93.75%. The students were able to show that they can solve textbook exercises and real world problems. This is especially true for applications of combinatorics principles such as elementary counting using combinations and permutations.
452: Average Math major performance: 92%. All students are able to find the area of a parallelogram formed by different methods. A procedure is applied accurately and efficiently. Evidence is provided to support and justify the appropriate procedure/calculation. Minor calculation flaws may exist.
454: Average Math major performance: 78.8%. Students performed adequately in solving fairly straightforward PDEs.
461: Average Math major performance: 79.17%. For the question in the take-home, students needed to find an estimate for the root of a polynomial, by applying intermediate value theorem and using the bisection method. All students got full credits in this question. In the question in the in-class exam, students needed to find the supremum and the infimum of two sets and were asked to prove one of them, which was done in the class. The question's basic goal was to test students' understanding of the concepts supremum and infimum. Except one student who got 0 from the second question, overall student performance was good for this SLO.
491: Not reported this cycle
498: Average Math major performance: 77.8%. The students were able to solve mathematical problems related to image processing. They successfully designed a solution that used the Convolution Theorem to perform filtering in the frequency domain. They manually calculated the Discrete Fourier Transform and calculated convolutions between vectors.
Findings (2015-2016) - Target: Met
-----Fall 2015-----

MTSC 213: In this course the mathematics majors met all course objectives. Some changes will be made to put more emphasis on parts of the course in which non-majors had difficulty, mainly proofs.
MTSC 251: In this course more emphasis is needed on designing problems and exercises that involve the use of novel mathematics.
MTSC 253: In this course the mathematics majors met all course objectives and no changes will be needed.
MTSC 313: In this course it was found that students need more work on deeper comprehension.
MTSC 317: In this course more focus needs to be given on understanding the underlying theories of number theory and classroom time should be devoted towards giving students time to work on application of the theory.
MTSC 351: In this course it was found that students need more work on deeper comprehension.
MTSC 411: In this course students struggled with proof content.

-----Spring 2016-----

There was one final exam questions on this CLO, Average score 17.9%. Question 3 dealt with this CLO. Question 3 was to determine if each of three real numbers is algebraic over the set of rational numbers and determine is degree if it is. The solution involves finding a polynomial of lowest degree having the given number as a root or equivalently finding an irreducible polynomial having the number as a root. Two of the four students were able to find a polynomial having one of the numbers as a root but were unable determine the degree of the algebraic number. The other two students were able to much of anything on the problem.

Findings (2012-2013) - Target: Partially Met

Currently, the data covers all those who took upper-level mathematics courses. In the future we will categorize the data according to the
major. Students registered in MTSC 251, 252, 253, 341, 351 and 452 did not

successfully demonstrate SLO1. These courses are computational in

nature. In particular, students appear to have difficulty solving

computation problems. However, it is worthwhile to mention that 251 and

253 met the goal

with high marks.

Findings (2011-2012) - Target: Partially Met

Currently, the data covers all those who took upper-level mathematics courses. In the future we will categorize the data according to the major. Students registered in MTSC 251, 252, 253, and 313 did not successfully demonstrate SLO1. These courses are computational in nature, unlike MTSC 213, 319, 411, and 498 which are proof based courses. In particular, students appear to have difficulty solving computation problems. This may be due to a lack of understanding of the concepts taught during class.

Connected Document

- UG SLO-1

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Final exam modification
Established in Cycle: 2011-2012
In the future we will categorize the data according to the major. The department is recommending that teachers for these courses...

Students work more closely with tutors and attend more office hours
Established in Cycle: 2012-2013
First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that student...
SLO 2:SLO 2 - Construct and Interpret Various Representations

Students will be able to represent and interpret mathematical information symbolically, graphically, numerically, written, verbally, and/or programming language. Students will be able to transform real world situations into mathematical algorithms.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 2:UG SLO-2**

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

-----Fall 2016------
Final Exam

-----Spring 2017-----
251, 319, 454, 461: Students' average score for questions on cumulative final exam;
252, 452: Students' average score on cumulative final exam using the Math Rubric;
313: Students' average score for questions on cumulative final exam; In-class exams, Homework
491: Students' average score for questions on cumulative final exam; Presentations, Papers, Proof Discussion
498: Students' average score for questions on cumulative final exam; Project and Project Discussion
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2.

**Findings (2016-2017) - Target: Met**
--------Fall 2016--------

Average for SLO2: 82.63% (Met)

213: Students were able to use and understand basic mathematics terminology in problems. While overall, students scored 79%, Math Ed students averaged 100%. 251: In this course, the average performance was 14%. The two questions that corresponded to this SLO included an applied optimization problem and a problem requiring finding the area of the region enclosed by the x-axis and a parabola. Only a minority of students were able to answer both question correctly and most did not attempt the question, despite similar questions included in the online homework. 411: Overall performance for this CLO was 86.78%. This CLO was assessed by a question requiring finding some arithmetic relationships in the dihedral group of order 8 and forming a multiplication table for the elements of the dihedral group. All students got perfect score in this question. This CLO was also assessed using a question on equivalence classes. Students were to show that a given relation is an equivalence relation and determine the members of some of the equivalence classes. Their performance in this question was 9 out of 12. Half of the students had difficulty determining the members of the equivalence classes. 491: Students demonstrated their ability to communicate verbally through in class presentations. Students also designed and led class activities that required representing and interpreting mathematical information in a variety of forms. The average scores of 92% overall, and 93% for math ed majors.

--------Spring 2017--------

Average for SLO2: 85.2% (Met)

251: Average Math major performance: 100% (One student). There were two questions that corresponded to this SLO. One of them was an applied optimization problem. The other was finding the area of the region enclosed by the x-axis and a parabola. Only a minority of students were able to answer both question correctly. Most of the students did not attempt the question. There were similar questions in the online homework.
252: Average Math major performance: 80% (3.2/4) Most students displayed very good representation skills and are able to differentiate and integrate exponential functions. An appropriate mathematical representation is constructed to solve problems or portray solutions.

313: Average Math major performance: 69.2% An attempt is made to construct a mathematical representation to record and communicate problem solving but it is not accurate and/or is incomplete.

319: Average Math major performance: 77.5% The students were efficient at representation of mathematical information in multiple forms. This is mainly because most students were juniors or seniors and have reached a specific level of mathematical maturity. However they need to work a bit more on abstract thinking and connecting different representations, such as providing proofs using purely combinatorial techniques.

452: Average Math major performance: 92% Most students can basically understand mappings and inverse mappings. An appropriate mathematical representation is constructed to solve problems or portray solutions.

454: Not reported this cycle

461: Not reported this cycle

491: Average Math major performance: 94.1% Students demonstrated their ability to communicate in an oral manner through their in class presentations. They also designed and led appropriate class activities.

498: Average Math major performance: 83.75%. Students achieved proficient performance in manual application of the steps of the statistical technique of histogram equalization to enhance image contrast of a test numerical matrix. They connected the statistical concepts of PDF and CDF to derive an image intensity transformation.

Connected Documents
- Spring 2017 - BS
- Fall 2016 - BS

Findings (2015-2016) - Target: Met
-------Fall 2015-------

MTSC 213: In this course the mathematics majors met all course objectives. Some changes will be made to put more emphasis on parts of the course in which non-majors had difficulty, mainly proofs.

MTSC 251: In this course more emphasis is needed on designing problems and exercises that involve the use of novel mathematics.

MTSC 253: In this course the mathematics majors met all course objectives and no changes will be needed.
MTSC 313: In this course it was found that students need more work on deeper comprehension.
MTSC 317: In this course more focus needs to be given on understanding the underlying theories of number theory and classroom time should be devoted towards giving students time to work on application of the theory.
MTSC 351: In this course it was found that students need work on deeper comprehension.
MTSC 411: In this course students struggled with proof content.
MTSC 451:

----- Spring 2016-----

There was one final exam questions on this CLO, Average score 96%. Question 2 dealt with this CLO. Question 2 was to determine if each of five polynomials is irreducible over some field and factor the polynomial if it is not irreducible. Each polynomial was or was not irreducible for different reasons. Reasons why each polynomial was or was not irreducible was given during the classes final exam review. One student was able to determine irreducible or non irreducible of 4 of the 5 polynomials. A second student able to determine irreducible or non irreducible of 3 of the 5 polynomials. The other two students only guessed the answers.

Connected Documents
- Fall 2015 BS
- Spring 2016 BS-Data

Findings (2012-2013) - Target: Partially Met

Currently, the data covers all those who took upper-level mathematics courses. In the future we will categorize the data according to the major. Students registered in MTSC 251, 252, 253, 341, 351 and 452 did not successfully demonstrate SLO1. These courses are computational in nature. In particular, students appear to have difficulty solving computation problems. However, it is worthwhile to mention that 251 and 253 met the goal with high marks.

Findings (2011-2012) - Target: Partially Met

Similar to SLO 1, students registered in MTSC 251, 252, 253, and 313 did not successfully demonstrate SLO2. This particular SLO focuses on interpretations between different mathematical representations.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Problem Variety
Established in Cycle: 2011-2012
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students iden...

Students work more closely with tutors and attend more office hours
Established in Cycle: 2012-2013

First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that stude...

SLO 3: SLO 3 - Apply Novel Problems

Students will apply mathematics in novel situations that may require the development/acquisition of new skills.

Relevant Associations:

DSU Learning Goal Associations:  
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 3: UG SLO-3

Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

-----Fall 2016------
Final Exam
-----Spring 2017-----
251, 319, 454, 461: Students' average score for questions on cumulative final exam;
252, 452: Students' average score on cumulative final exam using the Math Rubric;
313: Students' average score for questions on cumulative final exam; In-class exams, Homework
491: Students' average score for questions on cumulative final exam; Presentations, Papers, Proof Discussion
498: Students' average score for questions on cumulative final exam; Project and Project Discussion

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO3

Findings (2016-2017) - Target: Partially Met

---------- Fall 2016---------
Average for this SLO: 64.75% (Not Met)

213: Students demonstrated proficiency in applying knowledge in less familiar contexts. Math Ed students averaged 100%. 251: The average performance was 25%. Students were asked to determine whether the statement "every continuous function is differentiable" is true or false and to explain their answer. 411: The overall student performance was 59%. Students were asked to find all subgroups of the Dihedral group and form the lattice diagram. They were also asked to show that an equation has no integer solution using the natural homomorphism from Z onto Z_7. No student was able to solve the question.

----------Spring 2017---------
Average for this SLO: 76.6% (Met)
251: Average Math major performance: 100% (One student). This question was a "related rates" problem. Given the radius of a circular plate and rate of change of the radius at given radius, students were supposed to find the rate of change of the area. Only one student earned a perfect score. One student made substantial progress but made calculation errors. A few students were able to relate rates, but were not able to compute derivatives. The remaining students either did not answer the question or wrote irrelevant answers.
252: Average Math major performance: 43%
A. Average is 2.1 of 4.0 (52.5%). Most students have good problem solving ability and are able to use the differentiation techniques to find derivative and integral of functions involving trigonometric functions. A correct but inefficient strategy is chosen or an efficient strategy is chosen but implemented with some errors. Chosen strategies are based on the mathematical situation in the task. Evidence of solidifying prior
knowledge and applying it to the problem-solving situation is present. Significant progress toward a solution is made. A correct answer is achieved most of the time.

B. Average is 1.3 of 4.0 (32.5%) Some students are not able differentiate function involving inverse trigonometric function. Arguments are made with some mathematical basis. Some correct reasoning or justification for reasoning is present.

313: Average Math major performance: 69.2% A correct but inefficient strategy is chosen or an efficient strategy is chosen but implemented with some errors. Chosen strategies are based on the mathematical situation in the task. Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present. Significant progress toward a solution is made. A correct answer is achieved most of the time. Arguments are constructed with adequate mathematical basis. Clear mathematical reasoning is present, but may not directly lead to a fully developed argument and/or conclusion.

319: Average Math major performance: 67.5% While the students were able to use elementary counting techniques effectively, they found it difficult to combine these principles to solve applications

452: Average Math major performance: 81.9% A. Average is 3.67 of 4.0 (92%). Most students can obtain the Jacobian matrix, the Hessian and apply the chain rule. A correct but inefficient strategy is chosen or an efficient strategy is chosen but implemented with some errors. Chosen strategies are based on the mathematical situation in the task. Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present. Significant progress toward a solution is made. A correct answer is achieved most of the time. Arguments are constructed with adequate mathematical basis. Clear mathematical reasoning is present, but may not directly lead to a fully developed argument and/or conclusion.

454: Average Math major performance: 84.2% Students performed well even when nonstandard terms were added to PDE problems.

461: Average Math major performance: 66.7%. Students were given a sequence defined recursively. They were supposed to show that the sequence is bounded, it is increasing, deduce by Monotone Convergence Theorem that the sequence is convergent, and find the limit. Three of the students answered the question perfectly. Two students were able choose the correct strategy and implement it with some errors. The other two students were able to choose the correct strategy but were not able to make significant progress towards solution.

491: Not reported this cycle.

498: Average Math major performance: 100%. The students showed distinguished ability in applications of mathematics in novel situations such as mathematical image processing techniques. They built computational skills to solve problems and understand concepts of digital imaging.

Connected Documents
- Spring 2017 - BS
- Fall 2016 - BS
Findings (2015-2016) - Target: Met
-----Fall 2015-----

MTSC 213: In this course the mathematics majors met all course objectives. Some changes will be made to put more emphasis on parts of the course in which non-majors had difficulty, mainly proofs.
MTSC 251: In this course more emphasis is needed on designing problems and exercises that involve the use of novel mathematics.
MTSC 253: In this course the mathematics majors met all course objectives and no changes will be needed.
MTSC 313: In this course it was found that students need more work on deeper comprehension.
MTSC 317: In this course more focus needs to be given on understanding the underlying theories of number theory and classroom time should be devoted towards giving students time to work on application of the theory.
MTSC 351: In this course it was found that students need more work on deeper comprehension.
MTSC 411: In this course students struggled with proof content.
MTSC 451:

-----Spring 2016-----

There was one final exam question on this CLO, Average score 26.7%. Question 2 dealt with this CLO. Question 2 had two parts. One part was to find the greatest common divisor of two polynomials and the second part was to express the GCD as a combination of the two polynomials. The first part can be done by either expressing the two polynomials in factored form or by repeated polynomial division. The second part can be done only by repeated polynomial division. One student solved the GCD problem the factoring method but didn’t know how to do the harder second part by repeated division. A second student attempted to do both problems by repeated division but named the last quotient as the GCD rather than the last divisor and expressed the last divisor as a combination of the two polynomials. A third student attempted to do the problems by polynomial division but was unable to do polynomial division. A forth student didn’t attempt the problem.

Connected Documents
- Fall 2015 BS
- Spring 2016 BS-Data

Findings (2012-2013) - Target: Partially Met

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student
learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Findings (2011-2012) - Target: Partially Met**

Students were mostly unsuccessful at solving novel problems.

**Connected Document**
- *UG SLO-3*

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Novel problems**
*Established in Cycle: 2011-2012*

In most classes, students have difficulty applying their mathematics knowledge to novel problems. Novel problems are problems th...

**Students work more closely with tutors and attend more office hours**
*Established in Cycle: 2012-2013*

First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that stude...

**SLO 4:SLO 4 - Read, Comprehend, and Communicate**

Students will demonstrate the ability to read, comprehend and communicate mathematical concepts and procedures.

**Relevant Associations:**

**DSU Learning Goal Associations:**
- 1 UG Student Learning Goal: Competent Communicators

**Related Measures:**
- M 4:UG SLO-4
Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

-----Fall 2016-----
Final Exam

-----Spring 2017-----
251, 319, 454, 461: Students' average score for questions on cumulative final exam;
252, 452: Students' average score on cumulative final exam using the Math Rubric;
313: Students' average score for questions on cumulative final exam; In-class exams, Homework
491: Students' average score for questions on cumulative final exam; Presentations, Papers, Proof Discussion
498: Students' average score for questions on cumulative final exam; Project and Project Discussion

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO4.

**Findings (2016-2017) - Target: Met**

---------- Fall 2016----------
Average for SLO 4 is 84.17% (Met)

213: Students did not demonstrate proficiency in writing mathematical statements (specifically contrapositives and converses). Math Ed students averaged 50% 251: The average student performance was 25%. Students were asked to determine whether the statement "every continuous function is differentiable" is true or false and explain their answer. Five students gave accurate answers. 15 students determined
that the statement is false, but were not able to explain it. 411: Overall performance is 78%. Students were asked to write the definition of a cyclic group and to state Lagrange's theorem. With few exceptions, students responded correctly and expressed themselves in a coherent way. One question was an application of First isomorphism theorem. Most students knew first isomorphism theorem and were able to apply it in a basic setting. The last question was a true/false question which consisted of six parts. These were basic questions about properties of groups, application of basic theorems. Eight out of eleven students demonstrated a good understanding of definitions, concepts, and fundamental theorems of group theory, and were able to communicate their ideas. The other three had some gaps in their understanding and expressing themselves. 491: Students demonstrated their ability to read and communicate by sharing their opinion on class readings in class and writing papers. Averages scores was 99% for math ed majors which indicates that the target for this measure was met.

-----Spring 2017-----
Average for SLO 4 is 73.2% (Met)
251: Average Math major performance: 75%. This was a true/false question testing students’ understanding of Intermediate Value Theorem. Four students gave perfect answers. Eight students were able to tell that the statement was true and gave some explanation. Two of these eight students were able to give some reasonable explanation but did not refer to Intermediate Value Theorem, six of them did not give a satisfactory explanation. Remaining students did not show understanding of Intermediate Value Theorem.
252: Average Math major performance: 60%. (2.8 of 4.0) Determined in class by asking students questions. A sense of audience or purpose is communicated. Verbal/written communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled response. Formal math language is used to share and clarify ideas. Frequent use of formal math terms or symbolic notation is evident, in any combination.
313: Average Math major performance: 66.7%. A sense of audience or purpose is communicated. Verbal/written communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled response. Formal math language is used to share and clarify ideas. Frequent use of formal math terms or symbolic notation is evident, in any combination. The majority of students are capable of providing a written statement that reflects the strategies utilized during problem solving. Stronger students utilize correct verbiage including definitions and theorems. Encourage other students to become more confident in their discussions.
319: Average Math major performance: 75%. Students showed that they can read, comprehend and communicate mathematical ideas and concepts. They were able to construct to solve a problem using the Strong Principle of Induction, and they could count the number of functions using an application of the bijective method.
461: Average Math major performance: 66.7%. This was a true/false question for which they needed to give an explanation. There were five questions testing their understanding of basic concepts and theorems, and how they communicate their reasoning. Four of the seven students showed understanding of the concepts and theorems involved and expressed themselves in a mathematically sound way. Two of the
students did not know some of the concepts, and a sense of purpose was lacking in some instances. One student had some awareness of audience or purpose, misunderstanding and misstating some of the concepts, lacking in mathematical formality in general.

491: Average Math major performance: 91.2%. Students demonstrated their ability to read and communicate by sharing their opinion on class readings in class and writing papers. Averages scores indicate that the target for this measure was met.

498: Average Math major performance: 81.25%. The students reached exceptional performance in comprehending and writing proofs related to the mathematical operations involved in image digitization and the sampling theorem. They were also able to explain the notion of dynamic range and contrast of the image intensity function.

Connected Documents

- Spring 2017 - BS
- Fall 2016 - BS

Findings (2015-2016) - Target: Not Met

------Fall 2015------

MTSC 213: In this course the mathematics majors met all course objectives. Some changes will be made to put more emphasis on parts of the course in which non-majors had difficulty, mainly proofs.

MTSC 251: In this course more emphasis is needed on designing problems and exercises that involve the use of novel mathematics.

MTSC 253: In this course the mathematics majors met all course objectives and no changes will be needed.

MTSC 313: In this course it was found that students need more work on deeper comprehension.

MTSC 317: In this course more focus needs to be given on understanding the underlying theories of number theory and classroom time should be devoted towards giving students time to work on application of the theory.

MTSC 351: In this course it was found that students need more work on deeper comprehension.

MTSC 411: In this course students struggled with proof content.

------ Spring 2016------

There was six exercises from the text on the take-home portion of the final exam on this CLO. Average score 51.3%. The take-home portion of the final consisted of six exercises from the text on field extensions and roots of polynomials. The direction on the take-home was to use any source as textbooks, classroom notes or the web other than other people. With only minor differences the four students gave solutions to the same exercise and made similar mistakes on the same exercises.

Connected Documents
• Fall 2015 BS
• Spring 2016 BS-Data

**Findings (2012-2013) - Target: Partially Met**

Poor performance on SLO 1 can be directly related to SLO 4, which requires that student read and comprehend mathematics. If students cannot read and comprehend mathematical notation or statements, then they will have difficulty answering the questions.

**Findings (2011-2012) - Target: Partially Met**

Poor performance on SLO 1 can be directly related to SLO 4, which requires that student read and comprehend mathematics. If students cannot read and comprehend mathematical notation or statements, then they will have difficulty answering the questions.

**Connected Document**
• UG SLO-4

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Reading comprehension**
*Established in Cycle: 2011-2012*
More emphasis must be place on reading mathematics for understanding. Students need an opportunity to interpret the mathematics ...

**Students work more closely with tutors and attend more office hours**
*Established in Cycle: 2012-2013*

First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that stud...

**M 7: Senior Capstone AtC Results**
The AtC results for the General Education Capstone measure indicates whether or not students can read, write, speak, listen, think critically, compute competently, and use resources appropriately in the field of mathematics.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
At least 70% of the students perform in the advanced or proficient level for each category.

Findings (2016-2017) - Target: Not Reported This Cycle
Not reported

Connected Documents
- Spring 2017 - BS
- Fall 2016 - BS

Findings (2015-2016) - Target: Not Met
-----Fall 2015-----

MTSC 213: In this course the mathematics majors met all course objectives. Some changes will be made to put more emphasis on parts of the course in which non-majors had difficulty, mainly proofs.
MTSC 251: In this course more emphasis is needed on designing problems and exercises that involve the use of novel mathematics.
MTSC 253: In this course the mathematics majors met all course objectives and no changes will be needed.
MTSC 313: In this course it was found that students need some more work on deeper comprehension.
MTSC 317: In this course more focus needs to be given on understanding the underlying theories of number theory and classroom time should be devoted towards giving students time to work on application of the theory.
MTSC 351: In this course it was found that students need some more work on deeper comprehension.
MTSC 411: In this course students struggled with proof content.
MTSC 451:

-----Spring 2016-----

No report

Connected Documents
- Fall 2015 BS
- Spring 2016 BS-Data

Findings (2012-2013) - Target: Met

Five students completed the Senior Capstone Experience. All 5 students were assessed as Proficient (N=4) or Advanced (N=1) in Critical Thinking, Problem Solving, and Quantitative Reasoning. All students who were assessed in Computer Competency (N=3) and Information Literacy (N=4) were rated as Proficient. In Reading, all students were assessed as Proficient (N=4) or Satisfactory (N=1). In Listening, students were assessed as Advanced (N=1), Proficient (N=2), and Satisfactory (N=3). In both writing and speaking students were assessed as Advanced (N=1), Proficient (N=2), Satisfactory (N=1), and Unsatisfactory (N=1). It is noted that the student assessed as
Unsatisfactory, is an international student for whom English is not the primary language.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Spring 2017
Established in Cycle: 2016-2017
Action Plan Recommendations for 241: Student preparation and effort are the largest factors that influence classroom performance...

SLO 5:SLO 5 - Comprehend and Construct Proofs

Students will be able to read and comprehend proofs and write logical and organized proofs.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 5:UG SLO-5

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

-----Fall 2016-----
Final Exam

-----Spring 2017-----
251, 319, 454, 461: Students' average score for questions on cumulative final exam;
252, 452: Students' average score on cumulative final exam using the Math Rubric;
313: Students' average score for questions on cumulative final exam; In-class exams, Homework
491: Students' average score for questions on cumulative final exam;
Presentations, Papers, Proof Discussion
498: Students' average score for questions on cumulative final exam; Project and Project Discussion

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO5.

**Findings (2016-2017) - Target: Met**

---------- Fall 2016----------
Average for SLO5: 82.82% (Met)

213: Students had difficulties with proofs but were able to demonstrate proficiency. Math Ed students averaged 89%. 251: Not measured 411: Overall performance is 82%. Students were asked to show that the cartesian product of two groups is a group and show that a given subset of it was a normal subgroup. All students performed well in this question. Students were also asked to show a simple property of abelian groups using mathematical induction. The majority of students got full credits for this question. Finally students were asked to show a group of order 13 is cyclic, using Lagrange's Theorem. Although two students were able to provide a perfect proof, half of the students had some idea how to prove. 491: Students demonstrated their ability to read and communicate by sharing their opinion on class readings concerning proofs in class. Averages scores of 100% for math ed majors.

----------Spring 2017----------
Average for SLO5: 74.3% (Met)
251: Not reported this cycle.
252: Not reported this cycle.
313: Average Math major performance: 65.8% The proof structure, though correct, is needlessly complicated in some minor way. Some variable symbols are missing but can be understood from the context. The use of hypotheses is implied, but should be more explicit. The mathematical reasoning is mostly sound, but perhaps lacking in some minor way.
319: Average Math major performance: 67.5% While the students were able to prove the classic Pigeonhole Principle, they were not successful in constructing a solution of a problem using the Binomial Theorem.
452: Average Math major performance: 81%
A. Average Math major performance: 75% (3.3 of 4.0) Most students are able to produce a suitable proof structure. The proof structure, though correct, is needlessly complicated in some minor way.
B. Average Math major performance: 100% (4.0 of 4.0). All students are able to use and name symbols properly. All symbols to be used in the proof are clearly defined.

C. Average Math major performance: 75% (3.0 of 4.0). The use of hypotheses is implied, but should be more explicit.

D. Average Math major performance: 62.5% (2.5 of 4.0). Most students are able to use acceptable logic and reasoning in their proofs. The mathematical reasoning is mostly sound, but perhaps lacking in some minor way.

E. Average Math major performance: 87.5% (3.5 of 4.0). Most students are able to use mathematical terminology and notations properly. Notation and terminology are used correctly with only a few exceptions.

F. Average Math major performance: 87.5% (3.5 of 4.0). The proof is complete and correct.

G. Average Math major performance: 87.5% (3.5 of 4.0). Most students are able to have a clear process of proof. The proof is well-written, with appropriate amount of detail, easy to follow, and approaches elegance.

H. Average Math major performance: 75% (3.0 of 4.0). Most students are able to produce a correct conclusion. The conclusion is implied, but must be supplied by the reader.

461: Average Math major performance: 50%. Students needed to show that the image of the intersection of two sets is a subset of the intersection of the images, and then they needed to provide an example why they would not necessarily have the reverse inclusion. Three out of seven students were able to prove the result almost perfectly and provide a counter example for the second part. Their proofs were clearly written and well-communicated except a few notational errors. One student had a flaw in his counter example, but for the first part gave a perfect proof. One student had mostly a correct answer with a minor error and he needlessly complicated the proof. For the remaining two students there was not identifiable structure to the proof, their reasoning was seriously flawed and were not able to use the right notation.

491: Average Math major performance: 88%. Students demonstrated their ability to read and communicate by sharing their opinion on class readings concerning proofs in class. Averages scores of 94% overall, 100% for math ed majors, and 88% for math majors indicate that the target for this measure was met.

498: Average Math major performance 94%. The students were proficient at reading and communicating mathematical concepts and procedures to show that differential operators can be used to select the high frequency information of an image.

Connected Documents
- Spring 2017 - BS
- Fall 2016 - BS

Findings (2015-2016) - Target: Not Met
------Fall 2015------
MTSC 213: In this course the mathematics majors met all course objectives. Some changes will be made to put more emphasis on parts of the course in which non-majors had difficulty, mainly proofs.

MTSC 251: In this course more emphasis is needed on designing problems and exercises that involve the use of novel mathematics.

MTSC 253: In this course the mathematics majors met all course objectives and no changes will be needed.

MTSC 313: In this course it was found that students need more work on deeper comprehension.

MTSC 317: In this course more focus needs to be given on understanding the underlying theories of number theory and classroom time should be devoted towards giving students time to work on application of the theory.

MTSC 351: In this course it was found that students need more work on deeper comprehension.

MTSC 411: In this course students struggled with proof content.

MTSC 451:

-----Spring 2016-----

There was one final exam question on this CLO. Average score 1%. Question 4 dealt with this CLO. Question 4 was to show that if two particular algebraic numbers of degree 2 are adjoined to the field of rational numbers the resulting extension field is of degree 4. The solution involves showing that if one of the algebraic numbers is adjoined to the field of rational numbers, the resultant extension field does not contain the second algebraic number. Only 1 of 4 students scored any points on this problem.

Connected Documents
- Fall 2015 BS
- Spring 2016 BS-Data

Findings (2012-2013) - Target: Partially Met

Students in lower level proof writing courses have difficulty writing proofs.

Findings (2011-2012) - Target: Not Met

Students in lower level proof writing courses have difficulty writing proofs.

Connected Document
- UG SLO-5

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.
Proof writing experiences  
*Established in Cycle: 2011-2012*

MTSC 213, 319, 411, and 498 are proof based courses. However, very few course instructors indicated that they are measuring st...

Students work more closely with tutors and attend more office hours  
*Established in Cycle: 2012-2013*

First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that stude...

**SLO 6:SLO 6 - Connections**

Students will also be able to make connections among the different representations.

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Strategic Plan Associations:**

*College of Mathematics, Natural Sciences, & Technology*

1.1 For all bachelor's degree programs, develop a robust honors curriculum available to all majors and designed to challenge the best students, culminating in a research thesis.
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.

*Delaware State University*

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 6:UG SLO-6**

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student
learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

-----Fall 2016-----
Final Exam

-----Spring 2017-----
251, 319, 454, 461: Students' average score for questions on cumulative final exam;
252, 452: Students' average score on cumulative final exam using the Math Rubric;
313: Students' average score for questions on cumulative final exam; In-class exams, Homework
491: Students' average score for questions on cumulative final exam; Presentations, Papers, Proof Discussion
498: Students' average score for questions on cumulative final exam; Project and Project Discussion

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2.

**Findings (2016-2017) - Target: Met**

---------- Fall 2016----------

Average for SLO 6: 77.6% (Met)

213: Not measured 251: Average performance was 43%. Students were to find local extrema, inflection point(s) of the function and determine its behaviour whether it is increasing/decreasing or concave up/down. About one third of students answered the question perfectly or almost perfectly. Almost half of the students did not get any points or got only a few points. Some of the remaining students were able to analyze the function based on first derivative, but not the second. Some others were able to analyze the behaviour of the function but were not able to determine local extrema or inflection points. Average performance for this question was 45%. In the second question, students were given the graph of velocity of a particle moving on a coordinate plane and were asked to make some interpretations regarding velocity and acceleration of the particle. Only a few students were able to give perfect or almost perfect answers. About a third of the students were not able to interpret any of the information correctly. Remaining students had some correct interpretations. 411: Overall performance on this CLO is 94.55%. Students were asked to show that the group of invertible matrices quotient the normal subgroup of matrices whose determinant is 1 is isomorphic to all nonzero real numbers. This was an application of the first isomorphism theorem which also helped them to refresh their linear algebra knowledge in a new setting.

--------Spring 2017--------
Average for SLO 6: 70.8% (Met)
251: Not reported this cycle
252: Average Math major performance: 20%. (0.8 of 4.0) Average is 2.9. Most students are able to integrate a simple rational function using Log rule of integration. A mathematical connection is made. Proper contexts are identified that link both the mathematics and the situation in the task.
313: Average Math major performance: 71.7%. Mathematical connections are used to extend the solution to other areas/fields of mathematics or to a deeper understanding of the mathematics in the task.
319: Average Math major performance: 65%. Students found some difficulties in connecting the power series form with the Generalized Binomial Theorem. It seems they were more accustomed to using the Taylor Series form to solve such problems but were not able to show the abstract thinking to connect such problems to combinatorics.
452: Average Math major performance: 73.25%. (2.93 of 4). Most students are able to find the change of variables formula in three dimensions for some simple cases. A mathematical connection is made. Proper contexts are identified that link both the mathematics and the situation in the task.
454: Average Math major performance: 95%. Students performed well on the programming assignment. A few students did have some issues with properly presenting and labeling graphs however.

Connected Documents
- Spring 2017 - BS
- Fall 2016 - BS

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Spring 2017 Action Plan
Established in Cycle: 2016-2017
Action Plan Recommendations for 241: Student preparation and effort are the largest factors that influence classroom performance...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Hiring

Hire more full time faculty, create long term teaching positions to minimize the use of adjuncts.

Established in Cycle: 2009-2010
Implementation Status: Planned
Laboratory
More students need to be encouraged to take advantage of the resources and support systems that have been provided, particularly the Mathematics Laboratory.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Implementation Description: Lab activities are becoming a culture of learning for those who would otherwise not like mathematics.
Responsible Person/Group: The Lab Supervisor and student tutors.
Additional Resources Requested: Consistent implementation of Lab fees to sustain the functioning of the Mathematics Laboratory in terms of equipment and updates.

Technology
Continue the development/revision of courses to be implemented in the Fall 2010 and beyond. Faculty members are encouraged to infuse more technology in their courses where appropriate or necessary.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Implementation Description: Most of the undergraduate Math courses are using coursecompass.
Responsible Person/Group: Min Gibson
Additional Resources Requested: Support from the IT dept

Increase Faculty Members

Hire more full time faculty, create long term teaching positions to minimize the use of adjuncts.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Final exam modification
In the future we will categorize the data according to the major. The department is recommending that teachers for these courses teach more elementary proofs or real world applications to assist students in their understanding of mathematical computations. We recommend that final exam questions have a variety of different problem types. To accomplish this, we need to reduce the number of strictly computational problems that are associated with SLO 1.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: UG SLO-1 | Outcome/Objective: SLO 1 - Demonstrate conceptual knowledge and procedural mathematics methods

Responsible Person/Group: Course coordinator and course instructors

Final exam modifications
In the future we will categorize the data according to the major. The department is recommending that teachers for these courses teach more elementary proofs or real world applications to assist students in their understanding of mathematical computations. We recommend that final exam questions have a variety of different problem types. To accomplish this, we need to reduce the number of strictly computational problems that are associated with SLO 1.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Responsible Person/Group: Course coordinator and course instructors

Novel problems
In most classes, students have difficulty applying their mathematics knowledge to novel problems. Novel problems are problems that were not taught during class or provided as homework, but that the knowledge gained from the course could be applied to solve the problem. Again, a variety of problems should be offered to the students with an emphasis on comprehend in addition to computation. Similarly, we are suggesting that final exam questions be evaluated by a group of instructors to ensure that exam questions are measuring the intended SLOs and Course Learning Objectives (CLO) as outlined in the syllabus. In particular, we recommend that an interrater reliability of at least 80% that an exam question addresses a specific SLO. We recommend that this evaluation be the responsibility of the course coordinator and course instructors as a
team.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: UG SLO-3 | Outcome/Objective: SLO 3 - Apply Novel Problems

Responsible Person/Group: Course Coordinator and course instructors

Problem Variety  
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students identify similarities and difference between mathematical representation.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: UG SLO-2 | Outcome/Objective: SLO 2 - Construct and Interpret Various Representations

Responsible Person/Group: Course coordinators and course instructors

Proof writing experiences  
MTSC 213, 319, 411, and 498 are proof based courses. However, very few course instructors indicated that they are measuring students proof reading and writing skill. Again, instructors of these courses need properly identify which test questions are associated with proof writing and adjust the syllabus according. We recommend that coordinators of proof courses must include at least one proof on the final exam.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: UG SLO-5 | Outcome/Objective: SLO 5 - Comprehend and Construct Proofs
**Responsible Person/Group:** Course coordinator and course instructors

**Reading comprehension**

More emphasis must be placed on reading mathematics for understanding. Students need an opportunity to interpret the mathematics they see both during class time, as well as outside of class.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** UG SLO-4
- **Outcome/Objective:** SLO 4 - Read, Comprehend, and Communicate

**Responsible Person/Group:** Course coordinator and course instructors

**Students work more closely with tutors and attend more office hours**

First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that students practice math outside of the classroom by doing their HW and or consulting the instructors. The help is readily provided and for the most part students do not seem to take advantage of it. Second, recommendation is to emphasize areas of weak mathematical understanding during class time. This includes determining alternative ways to teach the material to help students better understand the topic.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** UG SLO-3
- **Outcome/Objective:** SLO 3 - Apply Novel Problems

**Students work more closely with tutors and attend more office hours**
First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that students practice math outside of the classroom by doing their HW and or consulting the instructors. The help is readily provided and for the most part students do not seem to take advantage of it. Second, recommendation is to emphasize areas of weak mathematical understanding during class time. This includes determining alternative ways to teach the material to help students better understand the topic.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
Measure: UG SLO-2 | Outcome/Objective: SLO 2 - Construct and Interpret Various Representations

**Students work more closely with tutors and attend more office hours**

First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that students practice math outside of the classroom by doing their HW and or consulting the instructors. The help is readily provided and for the most part students do not seem to take advantage of it. Second, recommendation is to emphasize areas of weak mathematical understanding during class time. This includes determining alternative ways to teach the material to help students better understand the topic.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
Measure: UG SLO-5 | Outcome/Objective: SLO 5 - Comprehend and Construct Proofs

**Students work more closely with tutors and attend more office hours**
First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that students practice math outside of the classroom by doing their HW and or consulting the instructors. The help is readily provided and for the most part students do not seem to take advantage of it. Second, recommendation is to emphasize areas of weak mathematical understanding during class time. This includes determining alternative ways to teach the material to help students better understand the topic.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** UG SLO-4 | **Outcome/Objective:** SLO 4 - Read, Comprehend, and Communicate

**Students work more closely with tutors and attend more office hours**  
First, recommendation is that students work more closely with tutors and attend more office hours. It is imperative that students practice math outside of the classroom by doing their HW and or consulting the instructors. The help is readily provided and for the most part students do not seem to take advantage of it. Second, recommendation is to emphasize areas of weak mathematical understanding during class time. This includes determining alternative ways to teach the material to help students better understand the topic.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** UG SLO-1 | **Outcome/Objective:** SLO 1 - Demonstrate conceptual knowledge and procedural mathematics methods

**Spring 2017**  
Action Plan Recommendations for 241:  
Student preparation and effort are the largest factors that influence classroom performance. Students should review their previous exams and homework questions when prepare for the exam.
Action Plan Recommendations for 251:
1) Encourage students to do the online homework.
2) Encourage students to use math lab for extra help, perhaps giving some bonus points for participation in the lab.
3) Meet with instructors of the course regularly during the semester.
4) Action Plan Recommendations for 252:
5) This course requires students to spend a lot of time on it. Instructors may consider to encourage students to do more practice questions by giving them some incentive.

Action Plan Recommendations for 253:
1) Collect student homework to check for completion of problems and to identify gaps in problem solving.
2) Have students utilize Matlab to graph conic sections. Spend an additional lecture on graphing.
3) Create a "How to " worksheet with examples of each problem to help the students differentiate between the types of problems and what is being asked of them to find.
4) Create worksheets for students to transform word problems into mathematical expressions.
5) Include proof based problems where possible.
6) Include the use of Matlab workbook with real world applications.

Action Plan Recommendations for 313:
1) Create a rubric for each chapter that defines the type of solution required for specific types of problems and distribute the rubric before the material is presented. Refer to the rubric as each topic is covered. Better associate figures and drawings with mathematical representations. Highlight strategies within the rubric.
2) Help students to begin a problem with the appropriate strategy and work the problem until the solution is reached. Several students begin a problem and then quit in the middle.
3) Majority of the students are capable of providing a written statement that reflects the strategies utilized during problem solving. Stronger students utilize correct verbiage including definitions and theorems. Encourage other students to become more confident in their discussions.
4) For SLO5, students either performed excellently on failed miserably. Provide simpler proofs as exercises early in the course so that students become more comfortable proving compound propositions and understand how to relate theorems to common themes in order to conduct proofs.
5) Divide the class into groups with students who can make connections and those who are having difficulty making connections and have the students develop a connections tree.

Action Plan Recommendations for 319:
The instructor may need to
1) concentrate on the main concepts of combinatorics and
2) motivate the students to solve a lot more problems and understand basic theorems in more depth.
3) emphasize the applications of abstract ideas of combinatorics. One possible solution is to let the students explore these applications and discuss them in the classroom.

Action Plan Recommendations for 452:
1) Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.
2) Student preparation and effort are the largest factors that influence classroom
performance.
3) Encourage students to do more practice. Practice make perfect.

Action Plan Recommendations for 454:
1) The syllabus and CLOs could use some improvement. In particular the CLOs do not differentiate between 2 dimensional and 3 dimensional problems. Additional there is no distinction between methods such as separation of variables versus eigenfunction expansion.
2) Find an additional source that properly covers CLO 5.
3) Restructure first few weeks of course to better suit undergraduate students. Students struggled in the beginning of the course before more active learning components were added to teaching style.

Action Plan Recommendations for 461:
Transfer students who are visiting DSU for a year performed better than DSU students, who are mathematics majors. Transfer students seemed to have a better background in Calculus and their abstract reasoning skills are more developed. They also have good studying habits. If a future class has a similar structure, I plan to assign group homework and/or a project, pairing up transfer students with math major students.

Action Plan Recommendations for 491:
Low performance on CLO2 and sporadic poor efforts by students leads me to believe that it is important to better motivate students to be more involved in class. Currently I have partially implemented a plan to do this by ending class with a challenging problem for students to work on that relates to that days discussion material. This concept of challenges will be better developed next time I teach.

Action Plan Recommendations for 498:
Overall, the SLO targets were met and the students gained experience in how to solve group projects using team work. Moreover, it would be meaningful to help the students connect mathematical methods with real-world problems - one application domain is image processing and analysis. A significant area of improvement is the development of computational skills that will benefit the students for their professional career or graduate studies. This can be achieved by 1) making the course a bit more project-oriented and 2) including more frequent group presentations in which the students will present their progress and discuss successes, failures, and potential solutions. Of course this modification should be balanced so that the students can still build the theoretical foundation, before moving ahead to more advanced topics.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Senior Capstone AtC Results | Outcome/Objective: SLO 4 - Read, Comprehend, and Communicate
**Spring 2017 Action Plan**

Action Plan Recommendations for 241:
Student preparation and effort are the largest factors that influence classroom performance. Students should review their previous exams and homework questions when prepare for the exam.

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1. Encourage students to do the online homework.
2. Encourage students to use math lab for extra help, perhaps giving some bonus points for participation in the lab.
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Action Plan Recommendations for 253:
1. Collect student homework to check for completion of problems and to identify gaps in problem solving.
2. Have students utilize Matlab to graph conic sections. Spend an additional lecture on graphing.
3. Create a "How to " worksheet with examples of each problem to help the students differentiate between the types of problems and what is being asked of them to find.
4. Create worksheets for students to transform word problems into mathematical expressions.
5. Include proof based problems where possible.
6. Include the use of Matlab workbook with real world applications.

Action Plan Recommendations for 313:
1. Create a rubric for each chapter that defines the type of solution required for specific types of problems and distribute the rubric before the material is presented. Refer to the rubric as each topic is covered. Better associate figures and drawings with mathematical representations. Highlight strategies within the rubric.
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4. For SLO5, students either performed excellently on failed miserably. Provide simpler proofs as exercises early in the course so that students become more comfortable proving compound propositions and understand how to relate theorems to common themes in order to conduct proofs.
5. Divide the class into groups with students who can make connections and those who are having difficulty making connections and have the students develop a connections tree.

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1) concentrate on the main concepts of combinatorics and
2) motivate the students to solve a lot more problems and understand basic theorems in more depth.
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Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: UG SLO-6 | Outcome/Objective: SLO 6 - Connections

Responsible Person/Group: Course Coordinators
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Learning Goals

All Mathematics (M.S.) majors registered in mathematical science courses will develop proficiency in mathematics.

SLO 1: Math (M.S) SLO-1 Novel Problems
Students will apply mathematics in novel situations that may require the development and acquisition of new skills.

Relevant Associations:

DSU Learning Goal Associations:
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

Related Measures:

M 1: Math (M.S) SLO-1

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO1.

Findings (2016-2017) - Target: Met
--------Fall 2016------
Average score on this SLO is 100%. All students are able to incorporate the knowledge learned in this course to their research, and it is reflected by the following measurements on various CLOs. CLO1 (score of 100%): students are able to solve large linear system using direct and indirect numerical methods. CLO5 (score of 100%): students are able to solve ordinary differential equations using numerical methods.

----Spring 2017----
Average score on this SLO is 85%.
*This SLO is not measured by MTSC 500.
*Average score of MTSC 651 is 73%. The student did well when complications were added to basic problems.
*Average score of MTSC 621 is 97%. Students were supposed to survey a topic and present it in class. One of the survey topics were applications of functional analysis to integral equations and the other was to differential equations. Both showed understanding of the topics and were able to apply some functional analysis theorems to special cases.

Connected Documents
- Spring 2017 - MS
- Fall 2016 - MS

Findings (2015-2016) - Target: Met
Average score on this SLO is 100%. All students are able to creat advanced and detailed proofs in the area of numerical analysis, and it is reflected by the following measurements on various CLOs. CLO1 (score of 100%): students are able to solve large linear system using direct and indirect numerical methods. CLO6 (score of 100%): students are able to analyze numerical errors from various sources and ways of controlling its accumulation.

----Fall 2015----
There was two final exam questions on this SLO. Average score on the two questions was 50%.
Question 1 was to show that the union of a countable set and an uncountable set is a uncountable set and to use the result to show that the set of irrational numbers is an uncountable set. This question builds on a question asked on the midterm exam that the union of two countable sets is a countable set. Both graduate students attempted this question. One of the students was able to connect the second part of the question to the first part but didn't prove the first part. The other student got some partial credit for knowing what a countable set is.
Question 5 was to show that an inductively defined sequence is contractive and find its limit. Neither of the students chooses to answer this question.
For MTSC 561: There was two final exam questions on this SLO. Average score on the two questions was 50%. Question 1 was to show that the union of a countable set and an uncountable set is a uncountable set and to use the result to show that the set of irrational numbers is an uncountable set. This question builds on a question asked on the midterm exam that the union of two countable sets is a countable set. Both graduate students attempted this question. One of the students was able to connect the second part of the question to the first part but didn't prove the first part. The other student got some partial credit for knowing what a countable set is. Question 5 was to show that an inductively defined sequence is contractive and find its limit. Neither of the students chooses to answer this question.

For MTSC 621: There was four questions on this SLO. Average score on final exam for this SLO was 38.5%. Question 2 was to show that for any linear operator T, the range of T is a vector space and that if the dimension of the domain of T is equal to n, then the dimension of the range of T is less than or equal to n. 4 of 5 students choose to answer this question. Two of the students showed that the range of T is a vector space but didn't prove the dimension statement. One student remaining students knew that they needed to show that the range of T is closed under addition and multiplication by a scalar but didn't succeed in proving it. Neither of the three students proved the second part or made unproven assumptions to prove the second part. A forth student just restated the question. Question 3 was to prove for a linear operator T from X into Y with dimension of X = dimension Y = n that the range of T is equal to Y if and only if T^-1 exists. 4 of 5 students choose to answer this question. One of the 4 students was able to show that if T^-1 exists then the range of T is equal to Y. None of the four students were able to show that T^-1 exists. Question 4 was to find the norm of a particular linear functional. All 5 students choose to answer this question. Two of 5 students were able to find the norm of the linear functional. One of the other students was able to show that the norm of the functional was equal to or less than the correct value but not that its value was equal to the correct norm value. Two of the 5 students didn't have any idea how to find the norm of the linear functional.

**Connected Documents**
- Fall 2015 MS
- Spring 2016 MS

**Findings (2012-2013) - Target: Met**

While the importance of this SLO is unquestionable, the students show sufficient mastery of the objective for many of the courses. All the
observed courses required this objective. Among them, as evidenced in the charts, MTSC 551, 571, 661 and 699 met the goal, while MTSC 500 and MTSC 562 are at 77% and 75% respectively. Comparatively, this is a very challenging goal even for most graduate students. Success rate of at least 80% will improve over the course of time as students get used to the nature of the SLO.

**Findings (2011-2012) - Target: Not Met**

In MTSC 561 (Real Analysis) as evidenced in the chart, students did not meet the goal. Traditionally, this is a very challenging course for most graduate students; it is one of the first proof-oriented graduate courses. Success rate of at least 80% will improve with time as students get used to the intensity of the course.

**Connected Document**
- *Math M.S SLO-1*

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**SLO 2: Math (M.S) SLO-2: Read, Comprehend, and Communicate**

Students will demonstrate the ability to read, comprehend and communicate abstract mathematical concepts and procedures.

**Relevant Associations:**

**DSU Learning Goal Associations:**

6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**Related Measures:**

**M 2: Math (M.S) SLO-2**

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO1.

Findings (2016-2017) - Target: Met
----- Fall 2016 -------
Average score on this SLO is 100%. All students are able to incorporate the knowledge learned in this course to their research, and it is reflected by the following measurements on various CLOs. CLO1 (score of 100%): students are able to solve large linear system using direct and indirect numerical methods. CLO5 (score of 100%): students are able to solve ordinary differential equations using numerical methods.

----- Spring 2017 -----
Average score on this SLO is 91%.
*Average score of MTSC 500 is 94%. The MTSC 500 problems involved finding logical equivalences and determining if relations are functions.
*Average score of MTSC 651 is 100%. The student did well with basic PDE problems.
*Average score of MTSC 621 is 80%. One question asked them to show that the set of compact operators from one Banach space to other is a subspace of the Banach space of all bounded operators from a Banach space to another. A second question asked them to investigate some properties of shift operators on the Hilbert space l^2. Both questions were straightforward, testing their understanding of definitions, concepts, and how they communicate basic mathematical arguments.

Connected Documents
- Spring 2017 - MS
- Fall 2016 - MS

Findings (2015-2016) - Target: Met
----- Fall 2015 -------
There was two final exam questions on this SLO, Average score on the two questions was 86%.
Question 2 was to prove Bernoulli's inequality: \( (1 + x)^n \geq 1 + nx \) for \( x > -1 \). It can be proven by mathematical induction. Both graduate students attempted this question. One student gave an excellent proof using mathematical induction. The other student tried to prove it by mathematical induction but messed up the main induction step.
Question 3 was four problems asking to determine if a sequence is convergent or divergent and find its limit if it is convergent. Both graduate students attempted this question. One student was able to determine if each sequence is convergent or divergent and compute all limits but not justify one of the limit values well. The other student was able to justify convergence or divergence except for one sequence.

----- Spring 2016 -----
For MTSC 561: There was two final exam questions on this SLO,
Average score on the two questions was 86%.
Question 2 was to prove Bernoulli's inequality: \((1 + x)^n \geq 1 + nx\) for \(x > -1\). It can be proven by mathematical induction. Both graduate students attempted this question. One student gave an excellent proof using mathematical induction. The other student tried to prove it by mathematical induction but messed up the main induction step.
Question 3 was four problems asking to determine if a sequence is convergent or divergent and find its limit if it is convergent. Both graduate students attempted this question. One student was able to determine if each sequence is convergent or divergent and compute all limits but not justify one of the limit values well. The other student was able to justify convergence or divergence except for one sequence.

For MTSC 621: There was four questions on this SLO. Average score on final exam for this SLO was 30.3%.
Question 5 was to prove for a linear independent set in normed space \(X\), there is a positive number \(c\) such that the norm of every linear combination of members in the linear independent set is equal to or greater than \(c\) times the sum of the absolute values of the scalars of the linear combination. 4 of 5 students choose to answer this question. One of 5 students gave a proof with one unjustified statement. Two of 5 students gave nothing useful toward a proof. One student tried to give a proof in the context of an inner product space rather than a normed space.
Question 6 was to prove that if \(X\) is a finite dimensional normed space, then every linear operator on \(X\) is bounded. 3 of 5 students attempted this question. It proof can be based upon the statement of question 5. One of 3 students gave a correct proof using the statement of question 5. One student started the proof but didn't use the result of question 5 to finish the proof. The last student gave no statements in the direction of a proof.
Question 9 was to show that if a Hilbert space \(H\) has an orthonormal sequence, then every \(x\) in \(H\) is expressible as an infinite linear combination of the members of the orthonormal sequence whose scalar coefficients are the Fourier coefficients of \(x\) with respect to the orthonormal sequence. 2 of 5 students choose to answer this question. One of the students gave the idea of the proof but no actual proof. The other gave statements that were off base.
Question 10 was to write a statement of the Riesz's Theorem and use the theorem to prove that the dual space of real space \(l^2\) is \(l^2\). 1 of 5 student choose to answer this question. The student gave an incorrect statement Riesz's Theorem and made no attempt to prove that the dual space of real space \(l^2\) is \(l^2\).

**Connected Documents**
- *Fall 2015 MS*
- *Spring 2016 MS*

**Findings (2012-2013) - Target: Met**

All the observed courses required this objective. MTSC 551, 562, 571, 661 and 699 met the goal with average over 90%, while MTSC 500, 541 and 621 did not meet the goal. The graph is similar to the graph of SLO
1 as a result of performance in the final examination. Also, SLO 2 and SLO 1 are connected via skill development and reading.

Findings (2011-2012) - Target: Met

The graph is similar to the graph of SLO 1 as a result of performance in the final examination. Also, SLO 2 and SLO 1 are connected via skill development and reading.

Connected Document
- Math (M.S) SLO-2

SLO 3: Math (M.S) SLO-3 - Abstract Proofs

Students will be able to read, comprehend, and communicate (written/verbal) abstract proofs. Students will make conjectures and prove or disprove the conjecture by providing a counter example or a well organized and logical proof.

Relevant Associations:

DSU Learning Goal Associations:
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

Related Measures:

M 3: Math (M.S) SLO-3

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO1.

Findings (2016-2017) - Target: Met
------ Fall 2016 -------
Not reported
------ Spring 2017 ------
Average score on this SLO is 75%.
*Average score of MTSC 500 is 87%. This SLO was measure through proofs involving each area of the course MTSC 500.
*This SLO is not measured by MTSC 651. Average score of MTSC 621 is 87%.
*Average score of MTSC 621 is 63%. In one question, students needed to show that certain subspace of the Banach space of all bounded sequences, is not closed and identify its closure. In a second question they needed to verify a property for Hilbert spaces. A third question consisted of two parts. In part I, students needed to show that a special metric on the set of all continuous functions on a closed set is indeed a metric and in the second part, they were given a sequence and were required to show that the sequence was Cauchy but not convergent. Neither of the students were able to get full credits in these questions. Both students were able to carry the proofs to some extent. However, they had difficulty verifying details, lacked in rigor, and they had some flaws in their proofs, in some instances these were major flaws.

Connected Documents
• Spring 2017 - MS
• Fall 2016 - MS

Findings (2015-2016) - Target: Met
-------- Fall 2015-----

There was five final exam questions on this SLO. Average score on the questions was 73.9%.

Question 4 was to define a "Cauchy sequence" and prove that every Cauchy sequence is bounded. Both graduate students attempted this question. Both students were able to write the definition of a Cauchy sequence other for an incorrect symbol usage by one student. One student was able to give a proof of the second part based upon a much stronger theorem rather than based upon the definition.

Question 8 was to establish the convergence or divergence of two series. Both students choose to answer this question. One student was able to justify convergence or divergence of each series. The other student describes which series are converges or diverges but with no justification.

Question 9 was to find the limit of four functions if its limit exists and justify its limit value based upon limit theorems covered. Each student got the correct limit values for the functions whose limit exists. One student didn't give the theorems used. Neither student gave complete justification for why one limit did not exist.

Question 6 was to show that if the series sum An with An > 0 is convergent then the series sum An^2 is convergent. 1 of 2 students chooses to answer this question but gave an incorrect argument for its proof.

Question 7 was to prove that a function f is continuous at point c in its domain if and only if f is sequentially continuous at c. 1 of 2 students chooses to answer this question. The student gives a proof based upon a limit criterion of continuity of a function at a point which is not equivalent to continuity of a function at a point in all cases.
For MTSC 561: There was five final exam questions on this SLO. Average score on the questions was 73.9%.
Question 4 was to define a "Cauchy sequence" and prove that every Cauchy sequence is bounded. Both graduate students attempted this question. Both students were able to write the definition of a Cauchy sequence other for an incorrect symbol usage by one student. One student was able to give a proof of the second part based upon a much stronger theorem rather than based upon the definition.
Question 8 was to establish the convergence or divergence of two series. Both students choose to answer this question. One student was able to justify convergence or divergence of each series. The other student describes which series are converges or diverges but with no justification.
Question 9 was to find the limit of four functions if its limit exists and justify its limit value based upon limit theorems covered. Each student got the correct limit values for the functions whose limit exists. One student didn't give the theorems used. Neither student gave complete justification for why one limit did not exist.
Question 6 was to show that if the series sum An with An > 0 is convergent then the series sum An^2 is convergent. 1 of 2 students chooses to answer this question but gave an incorrect argument for its proof.
Question 7 was to prove that a function f is continuous at point c in its domain if and only if f is sequentially continuous at c. 1 of 2 students chooses to answer this question. The student gives a proof based upon a limit criterion of continuity of a function at a point which is not equivalent to continuity of a function at a point in all cases.

For MTSC 621: There was two questions on this SLO. Average score on final exam for this SLO was 53.3%.
Question 1 was to prove that the space l infinity is complete. 3 of 5 students choose to answer this question. One student gave a correct proof. One student had the idea of the proof but used a notation that didn't distinguish between point and sequences in the space l infinity. The other student only identified what l infinity space is and its norm is.
Question 4 was to find the norm of a particular linear functional. All 5 students choose to answer this question. Two of 5 students were able to find the norm of the linear functional. One of the other students was able to show that the norm of the functional was equal to or less than the correct value but not that its value was equal to the correct norm value. Two of the 5 students didn't have any idea how to find the norm of the linear functional.

**Connected Documents**
- Fall 2015 MS
- Spring 2016 MS
Findings (2012-2013) - Target: Met

Most of the graduate courses use proof-oriented approach. Traditionally, this is a very challenging goal even for most graduate students. For most of them this is the first time they are required to write abstract proof while in undergrad they use problem-based approaches for the most part. It is noteworthy to see that MTSC 500, 551, 562, 661 and 699 met the goal with average over 90%, while MTSC 541, 571 and 621 did not meet the goal.

Further, the final examination performance showed that students in the said courses were able to come up with conjectures, prove or disprove conjectures and give counterexamples.

Findings (2011-2012) - Target: Met

Again, final examination performance showed that students in the said courses were able to come up with conjectures, prove or disprove conjectures and give counterexamples.

Connected Document
- Math (M.S) SLO-3

SLO 4: Math (M.S) SLO-4 - Real life Industrial Problems

Students will be able to interpret real life industrial problems, convert them into mathematical language, and use advanced mathematical techniques to solve them.

Relevant Associations:

DSU Learning Goal Associations:
- 8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:

M 4: Math (M.S) SLO-4

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO1.

Findings (2016-2017) - Target: Met
-------Fall 2016-------
Average score on this SLO is 95%. Through this course, students demonstrated their ability of connecting the knowledge of this course with their research. It is reflected by the following measurements on various CLOs. CLO2 (score of 96%): students are able to solve eigenvalues using numerical methods. CLO3 (score of 96%): students are able to compute Lagrange, Chebyshev, and least squares polynomials. CLO4 (score of 96%): students are able to evaluate derivative and integral numerically.

-------Spring 2017-------
Average score on this SLO is 88%.
*Average score of MTSC 500 is 85%. For MTSC 500, the CLOs that mapped to this SLO are incorrectly mapped, and these questions were also proofs that are more appropriate for SLO 3.
*Average of MTSC 651 is 90%. The student was able to program both forward and backward Euler to solve a modified heat equation.
*This SLO is not measured by MTSC 621.

Connected Documents
- Spring 2017 - MS
- Fall 2016 - MS

Findings (2015-2016) - Target: Met
-------Fall 2015------- There was five final exam questions on this SLO. Average score on the questions was 73.9%. Question 4 was to define a "Cauchy sequence" and prove that every Cauchy sequence is bounded. Both graduate students attempted this question. Both students were able to write the definition of a Cauchy sequence other for an incorrect symbol usage by one student. One student was able to give a proof of the second part based upon a much stronger theorem rather than based upon the definition. Question 8 was to establish the convergence or divergence of two series. Both students choose to answer this question. One student was able to justify convergence or divergence of each series. The other student describes which series are converges or diverges but with no justification. Question 9 was to find the limit of four functions if its limit exists and justify its limit value based upon limit theorems covered. Each student got the correct limit values for the functions whose limit exists. One student didn’t give the theorems used. Neither student gave complete justification for why one limit did not exist. Question 6 was to show that if the series sum An with An > 0 is convergent then the series sum An^2 is convergent. 1 of 2 students chooses to answer this question but gave an incorrect argument for its proof. Question 7 was to prove that a function f is continuous at point c in its domain if and only if f is sequentially continuous at c. 1 of 2 students chooses to answer this question. The student gives a proof based upon
a limit criterion of continuity of a function at a point which is not equivalent to continuity of a function at a point in all cases.

------- Spring 2016------

For MTSC 621: There was two questions on this SLO. Average score on final exam for this SLO was 26.7%.
Question 7 was to show that a normed space X is finite dimensional if and only if the closed unit ball in X is compact. 4 of 5 students choose to answer this question. Three of 4 students gave nothing useful towards proving this statement. The last student wrote down the definition of compact.
Question 8 was to show that in an inner product space X and for nonempty, convex and complete subset M of X that for every member x in space X there exist a unique point y in M which is closest to x. 4 of 5 students choose to answer this question. One of 4 students proved this statement correctly. One of the other 3 proved the existence but not the uniqueness of a closest point. One of the two remaining student wrote what convex means. The last student left the question blank.

Connected Documents
- Fall 2015 MS
- Spring 2016 MS

Findings (2012-2013) - Target: Met

All the observed courses required this objective. Students in MTSC 551, 562 and 571 met the goal. Success rate of at least 80% will improve with time as students get used to the intensity of the subject matters.

Findings (2011-2012) - Target: Met

All students successfully met SLO-4. This objectives deal with practical aspects of mathematics. This speaks to why this goal is achieved with excellence particularly in MTSC 500, MTSC 651 and MTSC 651.

Connected Document
- Math (M.S) SLO-4

SLO 5:Math (M.S) SLO-5-Research
Students will be able to assess and synthesize mathematics research literature to develop a research plan and incorporate into their research.

Relevant Associations:

DSU Learning Goal Associations:
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

Related Measures:
Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student is meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

A weighted score of at least 80% for each course indicates that students successfully demonstrated SLO1.

**Findings (2016-2017) - Target: Not Reported This Cycle**

Not Reported This Semester.

**Connected Documents**

- Spring 2017 - MS
- Fall 2016 - MS

**Findings (2015-2016) - Target: Met**

------ Fall 2015------ There was five final exam questions on this SLO. Average score on the questions was 73.9%. Question 4 was to define a "Cauchy sequence" and prove that every Cauchy sequence is bounded. Both graduate students attempted this question. Both students were able to write the definition of a Cauchy sequence other for an incorrect symbol usage by one student. One student was able to give a proof of the second part based upon a much stronger theorem rather than based upon the definition. Question 8 was to establish the convergence or divergence of two series. Both students choose to answer this question. One student was able to justify convergence or divergence of each series. The other student describes which series are converges or diverges but with no justification. Question 9 was to find the limit of four functions if its limit exists and justify its limit value based upon limit theorems covered. Each student got the correct limit values for the functions whose limit exists. One student didn't give the theorems used. Neither student gave complete justification for why one limit did not exist. Question 6 was to show that if the series sum An with An > 0 is convergent then the series sum An\(^2\) is convergent. 1 of 2 students chooses to answer this question but gave an incorrect argument for its proof. Question 7 was to prove that a function f is continuous at point c in its domain if and only if f is sequentially continuous at c. 1 of 2 students chooses to answer this question. The student gives a proof based upon a limit criterion of continuity of a function at a point which is not
equivalent to continuity of a function at a point in all cases.

----- Spring 2016-----

For MTSC 561: This SLO is not measured.

For MTSC 621: There was two questions on this SLO. Average score on final exam for this SLO was 26.7%.

Question 7 was to show that a normed space X is finite dimensional if and only if the closed unit ball in X is compact. 4 of 5 students choose to answer this question. Three of 4 students gave nothing useful towards proving this statement. The last student wrote down the definition of compact.

Question 8 was to show that in an inner product space X and for nonempty, convex and complete subset M of X that for every member x in space X there exist a unique point y in M which is closest to x. 4 of 5 students choose to answer this question. One of 4 students proved this statement correctly. One of the other 3 proved the existence but not the uniqueness of a closest point. One of the two remaining student wrote what convex means. The last student left the question blank.

Findings (2012-2013) - Target: Met

MTSC 551 and 699 particularly focused on this goal. All students successfully met SLO-5. This graph indicates that students are able to analyze the contents of a refereed journal article.

Findings (2011-2012) - Target: Met

All students successfully met SLO-5. This graph indicates that students are able to analyze the contents of a refereed journal article.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011
Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Data Collection

Data collection will begin Fall 2011.

Established in Cycle: 2010-2011
Implementation Status: Planned
**Priority:** High

**2015-2016**

1. In this semester, it appears that students have done well on programming related topics, so it is recommended instructor should concentrate more on programming, such as Matlab, (for courses that involving programming such as numerical analysis);

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Fall 2015**

1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Fall 2015 MS**

1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Fall 2015 MS**

1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.
Fall 2015 MS
1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Fall 2015 MS
1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Fall 2015 MS
1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Spring 2016 MS Action Plan
1. Encourage students to meet with their instructors to discuss ways to improve their motivation and work efforts outside the classroom.

2. Student preparation and effort are the largest factors that influence classroom performance.

   Established in Cycle: 2015-2016
   Implementation Status: Planned
   Priority: High
Mission / Purpose

The mission of the Mathematical Sciences Department is to provide for the people of Delaware and others who are admitted to the University the language, structure, beauty, relevance, utility, and pedagogy of mathematics, to make contributions to areas in mathematics, mathematics education and related disciplines, and to recruit, retain, and graduate students who can make positive contributions to their professions and their community.

The purpose of the Mathematical Sciences Department is to provide for the people of Delaware and others who are admitted to the University with opportunities to develop advanced levels of quantitative literacy, skills in the use of mathematical analysis and mathematical modeling, and to develop advanced skills in the teaching and learning of mathematics. The department of Mathematical Sciences also seeks to make positive contributions to the local community, the state, and the larger community through research in pure, applied mathematics and mathematics education. The Department's mission statement complements the university mission statement by focusing on meaningful, and relevant education that contributes to both the liberal and professional aspects of higher education.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Learning Goals

All Mathematics Education (B.S.) majors registered in mathematical science courses will develop proficiency in mathematics.

Associated required courses (not all courses are evaluated):

- MTSC 203 College Geometry
- MTSC 213 Discrete Mathematics
- MTSC 241 Statistics
- MTSC 251 Calculus I
- MTSC 252 Calculus II
MTSC 253 Calculus III
MTSC 313 Linear Algebra
MTSC 341 Probability
MTSC 411 Algebraic Structures I
MTSC 403 Methods of Teaching Secondary Mathematics

SLO 1:UG SLO-1 Breadth and Depth

Students will demonstrate conceptual knowledge and procedural mathematics methods (i.e., breadth and depth knowledge of facts, concepts, principles, and algorithms) to solve textbook exercises and real world problems. This includes using elementary and advanced mathematics, estimation, checking answers for reasonableness, identifying alternatives, selecting optimal results and using technology/tools.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 1:UG SLO-1

Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO1.
Findings (2016-2017) - Target: Partially Met
----- Fall 2016------

Overall Math Ed performance = 76.58% (Met). 213: Students demonstrated procedural fluency in this course. Overall students scored 72%, and Math Ed students averaged 96% in this area. 251: For this course, the average performance on this SLO was 54%. Nine out of 15 questions were in this category. Questions were finding the limits of various functions both algebraically and graphically; computing derivatives and higher order derivatives; computing differential; finding the derivative using the limit definition; determining the points of discontinuity; computing definite and indefinite integrals. Questions tested students' basic conceptual understanding and how well they could carry out procedural methods. Students demonstrate difficulty in both areas. It is noted that this course is one of the first courses that majors complete. Student proficiency in this area shows a general improvement over the course sequence. 411: Overall student average is 79%. One question determined whether the dihedral group was abelian, or cyclic, finding orders of each element, and finding cyclic subgroups of the dihedral group. All students except one performed 90%-100%. There were three questions in the in-class exam. One was to determine for a function whether it is a homomorphism, one-to-one, or onto and they needed to find its kernel. Their performance over that question is 88%. In a second question they were supposed to determine for a concrete subgroup whether it was normal or not, and write out the members of the quotient group. The majority of students had difficulty writing the members of the quotient group. In the third question, they were supposed to find the greatest common divisor of two numbers using Euclid's algorithm. All students got 7 or 8 out of 8 in this question. Overall, the majority of students understand the concepts well and can carry out procedural mathematics.

-------Spring 2017-------

Overall Math Ed performance = 68.11% (Not Met). 203:A procedure is applied accurately and most of the time efficiently. Students were very adept at deciding whether their solution made sense in the context of the problem and would ask questions if something did not make sense. For the most part they did not rely on a rehearsed procedure to arrive at a solution to a problem. 81%. 251: Average performance: 45%. Math major performance: 100%. Math Ed Major performance: 40%. Nine out of 15 questions were in this category. Questions were finding the limits of various functions both algebraically and graphically; computing derivatives and higher order derivatives; computing differential; finding the derivative using the limit definition; determining the points of discontinuity; computing definite and indefinite integrals. Questions were straightforward and tested basic conceptual understanding of students and how well they can carry out procedural methods. Students have had difficulty in both aspects. 313 A calculation is performed appropriately, but there is a lack of understanding of underlying concepts that are inherent in the procedure when interpreting results. Or, it is evident that the correct procedure is applied, but the calculation is flawed. ALL = 59%. Math Education majors = 83.33%. 491: SLO not measured this term.
Findings (2015-2016) - Target: Met

-----Fall 2015-----
Final exam data across both sections of the MTSC 105 course for Fall 2015 indicate that students successfully met several CLOs. Using the 70% target for success for each question, data show that students were successful in the following CLOs: 2, 3, 4, 7, 9, 11, 13, 16, 17, 19 and 21. (Previous Fall semester: 1, 6, 7, 11, 12, 14, 16, 21, and 24)

-----Spring 2016-----
Final exam data across both sections of the MTSC 105 course for Fall 2014 indicate that students successfully met several CLOs. Using the 70% target for success for each question, data show that students were successful in the following CLOs: 1, 6, 7, 11, 12, 14, 16, 21, and 24. objectives. Additional time spent on these objectives early in the semester likely contributed to student proficiency. The definitions of numeral, quantity, and number are introduced at the beginning of the course and use them throughout. If different contexts, however, students are not precise in distinguishing between the three.

Findings (2014-2015) - Target: Partially Met

The number of students in each of the 3 courses is too small to draw a conclusion for meeting SLOs \( n(251)=1; n(317)=2 : n(403)=2 \).

There was a mixed performance for students demonstrating conceptual and procedural mathematics knowledge in Fall 2014 MTSC 251, 317, and 403 with SLO 1 averages of 94%, 50%, and 75% respectively. Weighed Averager 68.8%

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.3 points (SD 0.35), it is preferred that most meet the Target range with averages higher than 2.5 points. Students should have a deeper knowledge of mathematics at the high school level and their score reflects them meeting but not exceeding that knowledge as desired.


Connected Documents

- Spring 2017 - BS - ED
- Fall 2016 BS ED

- Spring 2016 BS-ED-Data
- Fall 2015 BS-ED data

- Fall 2014 BS Math Ed SLO & CLO Charts
Findings (2013-2014) - Target: Not Met
Students were unsuccessful in demonstrating conceptual and procedural mathematics knowledge in the content courses MTSC 203, 253, 351, and 411, with SLO 1 averages of 52%, 54%, 54%, and 35% respectively.

According to the MTSC 203 instructor, students appear to do well on homework assessments, but not on the cumulative final exam.

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.35 points (SD 0.29), it is preferred that most meet the Target range with averages higher than 2.5 points. For mathematics education majors, their average score on SLO 1 is 78%, which is consistent with the average point score for all students enrolled in MTSC 403. Students should have a deeper knowledge of mathematics at the high school level and their score reflects them meeting but not exceeding that knowledge as desired.

Connected Documents
- Fall 2013 MTSC 213
- Fall 2013 MTSC 251
- Fall 2013 MTSC 252
- Fall 2013 MTSC 313
- Fall 2013 MTSC 411
- Spring 2014 MTSC 213
- Spring 2014 MTSC 241
- Spring 2014 MTSC 351
- Spring 2014 MTSC 431
- Spring 2014 MTSC 431-SLO
- Spring 2014 MTSC 498

Findings (2012-2013) - Target: Partially Met
Data represents F2012 final exam assessments BS Mathematics Education majors only. Only 1 Math Ed major in MTSC 241 - Statistics and MTSC 451 - Advanced Calc I. Students successfully met SLO1. Three Math Ed majors in 251- Calculus 1. However, only one student successfully met SLO 1. Two Math Ed majors in 313 - Linear Algebra. They were unsuccessful in meeting SLO 1. Final, there were 3 Math Ed majors in 411 - Algebraic Structures. Students successfully met SLO 1. Students registered in MTSC 241,251,313 did not consistently demonstrate conceptual and procedural skill in classes that are heavily computational. MTSC 411, and 451 are proof based courses. In particular, students appear to be more successful in proof based courses than computational courses. This may be due to students improving their understanding of mathematics as they progress to higher level courses. However, in order for this analysis to be meaningful, we will need more student data to make clear judgments about students achieving SLO1. Small numbers of 1-3 students does not provide insight for improving teaching or student learning.

Connected Document
Findings (2011-2012) - Target: Partially Met

Currently, the data covers all those who took upper-level mathematics courses. In the future we will categorize the data according to the major. Students registered in MTSC 251, 252, 253, and 313 did not successfully demonstrate SLO1. These courses are computational in nature, unlike MTSC 213, 319, 411, and 498 which are proof based courses. In particular, students appear to have difficulty solving computation problems. This may be due to a lack of understanding of the concepts taught during class.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Final exam modifications
Established in Cycle: 2011-2012
In the future we will categorize the data according to the major. The department is recommending that teachers for these courses...

Consolidate Course Data
Established in Cycle: 2012-2013
Combine data from various semester to get a bigger picture of SLO1 for Math Ed majors.

Encourage full time faculty to provide accurate data of student performance by major.
Established in Cycle: 2013-2014
Encourage full time faculty to provide accurate data of student performance by major. Several courses had missing data, and miss...

SLO 1 Action Plan
Established in Cycle: 2016-2017

2) Findings indicate that students may have gaps and/or weaknesses in the prerequisite knowledge and proficiencies to be succe...

SLO 2:UG SLO-2 Various Representations

Students will be able to represent and interpret mathematical information symbolically, graphically, numerically, written, verbally, and/or programming language. Students will be able to transform real world situations into mathematical algorithms.
Relevant Associations:

DSU Learning Goal Associations:

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 2:UG SLO-2

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2

Findings (2016-2017) - Target: Partially Met

-----Fall 2016-----

Overall Math Ed Performance = 82.63% (Met).

213: Students were able to use and understand basic mathematics terminology in problems. While overall, students scored 79%, Math Ed students averaged 100%. 251: In this course, the average performance was 14%. The two questions that corresponded to this SLO included an applied optimization problem and a problem requiring finding the area of the region enclosed by the x-axis and a parabola. Only a minority of students were able to answer both question correctly and most did not attempt the question, despite similar questions included in the online homework. 411: Overall performance for this CLO was 86.78%. This CLO was assessed by a question requiring finding some arithmetic relationships in the dihedral group of order 8 and forming a multiplication table for the elements of the dihedral group. All students got perfect
score in this question. This CLO was also assessed using a question on equivalence classes. Students were to show that a given relation is an equivalence relation and determine the members of some of the equivalence classes. Their performance in this question was 9 out of 12. Half of the students had difficulty determining the members of the equivalence classes. 491: Students demonstrated their ability to communicate verbally through in class presentations. Students also designed and led class activities that required representing and interpreting mathematical information in a variety of forms. The average scores of 92% overall, and 93% for math ed majors.

-----Spring 2017-----

Overall Math Ed Performance = 67.9% (Not Met).
203: For the most part students used appropriate mathematical representations to solve problems. They became more skilled at this as the course progressed. They became less reliant on the actual picture and more reliant on what was portrayed by the labels and given information. 83% 251: Average performance: 17%. Math major performance: 100%. Math Ed Major performance: 8%. There were two questions that correspond to this SLO. One of them was an applied optimization problem. The other one was finding the area of the region enclosed by the x-axis and a parabola. Only a minority of students were able to answer both question correctly. Most of the students did not attempt the question. There were similar questions in their online hw.
313: An attempt is made to construct a mathematical representation to record and communicate problem solving but it is not accurate and/or is incomplete.
ALL = 60% 491: Students demonstrated their ability to communicate in an oral manner through their in class presentations. They also designed and led appropriate class activities. The average scores of 92% overall, 89% for math ed majors, and 94% for math majors all met the target measure.

**Connected Documents**
- Spring 2017 - BS - ED
- Fall 2016 BS ED

**Findings (2015-2016) - Target: Met**

CLO 1 focus on students' understandings of numeration systems and number sense. Data indicate that students are knowledgeable of the properties of numeration systems (70%), the Hindu-Arabic numeration system, and of based systems more generally (75.5%). Students also demonstrated success in (CLO6) ordering numerals (78.8%). Students were also successful with this CLO during the previous Fall semester (84%). CLOs 7, 11, and 14 reflect students' understandings of story problems. Students were successful in identifying the part whole relationship in addition and subtraction story problems (81.8%), demonstrating knowledge of the four categories of multiplication story problems (100%), and in demonstrating competencies in writing addition/subtraction and multiplication/division story problems (79.5%).
Students also demonstrated proficiency in creating diagrams to model and accurately solve addition/subtraction problems (CLO 16; 81.8%), extending the meanings of the operations to negative numbers (CLO 21; 81.2%), and understanding and performing algorithms for addition and subtraction (CLO 24; 70%).

-----Spring 2016------

Students demonstrated proficiency in constructing sets of measuring units for based place valued numeration systems (CLO3; 75.7%). Constructing MUs is introduced at the beginning of the course and is applied throughout the course. Students were able to represent the same quantity in different numeration systems. At times, however, students do not accurately construct the appropriate sets of MUs for each system. Students were able to represent the same quantity in different numeration systems. At times, however, students do not accurately construct the appropriate sets of MUs for each system. Also, when students are given the numeral for the quantity, rather than the quantity itself, they may not transfer strategies for representing quantities. This indicates some deficiency in student understanding.

**Connected Documents**
- Spring 2016 BS-ED-Data
- Fall 2015 BS-ED data

**Findings (2014-2015) - Target: Met**

The number of students in each of the 3 courses is too small to draw a conclusion for meeting SLOs \(n(251)=1; n(317)=2 : n(403)=2\).

There was a mixed performance for students demonstrating making connections with multiple representations in Fall 2014 MTSC 251, 317, and 403 with SLO 2 averages of 100%, 47%, and 78% respectively. Weighted Average 70%

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.3 points (SD 0.47), it is preferred that most meet the Target range with averages higher than 2.5 points. Students need to make stronger connections between different mathematical representations and their score reflects them meeting but not exceeding that knowledge as desired.


**Connected Document**
- Fall 2014 BS Math Ed SLO & CLO Charts

**Findings (2013-2014) - Target: Not Met**

Students were mostly unsuccessful in using, knowing, and making connections with multiple representations in the content courses MTSC 203, 253, and 411, with SLO 2 averages of 52%, 43%, and 37%
respectively. There were only successful with multiple representations in MTSC 351 with an average of 78%.

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.4 points (SD 0.28), it is preferred that most meet the Target range with averages higher than 2.5 points. For mathematics education majors, their average score on SLO 2 is 78%, which is consistent with the average point score for all students enrolled in MTSC 403. Students need to make stronger connections between different mathematical representations and their score reflects them meeting but not exceeding that knowledge as desired.

**Connected Documents**
- Fall 2013 MTSC 213
- Fall 2013 MTSC 251
- Fall 2013 MTSC 252
- Fall 2013 MTSC 313
- Fall 2013 MTSC 411
- Spring 2014 MTSC 213
- Spring 2014 MTSC 241
- Spring 2014 MTSC 253
- Spring 2014 MTSC 351
- Spring 2014 MTSC 431
- Spring 2014 MTSC 431-SLO
- Spring 2014 MTSC 498

**Findings (2012-2013) - Target: Partially Met**
Data from Fall 2012 final exams for BS Math Ed majors only. Students appear to be successful making connections among different mathematical representations (symbolic, verbal, graphical, etc.) in 241, 411, and 451. However, mathematical connections are crucial in 251 - Calc I, and 313 Linear Algebra, where students are least successful making mathematical connections. Again, the numbers of mathematics education majors that take these courses are small per semester, therefore, it is difficult to interpret why students may have difficulty with more computational courses like 251 and 313.

**Connected Document**
- Math Ed Charts F2012

**Findings (2011-2012) - Target: Partially Met**
Similar to SLO 1, students registered in MTSC 251, 252, 253, and 313 did not successfully demonstrate SLO2. This particular SLO focuses on interpretations between different mathematical representations.

**Connected Document**
- UG SLO-2

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Problem variety**  
*Established in Cycle: 2011-2012*  
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students iden...

**Problem variety**  
*Established in Cycle: 2012-2013*  
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students iden...

**SLO 3:UG SLO-3 Novel Problems**

Students will apply mathematics in novel situations that may require the development/acquisition of new skills.

**Relevant Associations:**

**DSU Learning Goal Associations:**  
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 3:UG SLO-3**  
Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**  
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO3

**Findings (2016-2017) - Target: Not Met**  
-----Fall 2016-----
Overall Math Ed performance = 64.75% (Not Met).  
213: Students demonstrated proficiency in applying knowledge in less familiar contexts. Math Ed students averaged 100%. 251: The average performance was 25%. Students were asked to determine whether the
statement "every continuous function is differentiable" is true or false and to explain their answer. 411: The overall student performance was 59%. Students were asked to find all subgroups of the Dihedral group and form the lattice diagram. They were also asked to show that an equation has no integer solution using the natural homomorphism from Z onto Z_7. No student was able to solve the question.

-----Spring 2017-----
Overall Math Ed performance = 56.56% (Not Met). 203: Clear mathematical reasoning was present and most of the time it lead to a fully developed argument or conclusion. Students performed well on this type of task if they could take it out of the classroom and investigate it on their own for an extended period of time. 78% 251: Average performance: 4%. Math major performance: 100%. Math Ed Major performance: 0%. This question was a "related rates" problem. Given the radius of a circular plate and rate of change of the radius at given radius, they were supposed to find the rate of change of the area. Only one student got perfect score. One student made substantial progress but made calculation errors. A few students were able to relate rates, but were not able to compute derivatives. Remaining students either did not answer the question or wrote irrelevant answers. 313: A correct but inefficient strategy is chosen or an efficient strategy is chosen but implemented with some errors. Chosen strategies are based on the mathematical situation in the task. Evidence of solidifying prior knowledge and applying it to the problem-solving situation is present. Significant progress toward a solution is made. A correct answer is achieved most of the time. Arguments are constructed with adequate mathematical basis. Clear mathematical reasoning is present, but may not directly lead to a fully developed argument and/or conclusion. ALL = 60%, Math ED = 91.67%. 491: SLO not measured this term.

**Connected Documents**
- Spring 2017 - BS - ED
- Fall 2016 BS ED

**Findings (2015-2016) - Target: Met**
-----Fall 2015-----
Final exam data also reveal areas of significant weakness, with students earning less than 50% of the available points for questions assessing student achievement of CLOs 5, 22, 25, and 26.

-----Spring 2016-----
Students demonstrate a lack of proficiency in distinguishing between compatible numbers and compensation for solving addition problems. More precise definitions/examples may be helpful. Students demonstrated knowledge of categories of addition and subtraction story problems, but, at times either attend to the operation rather than the action in the story, or are unable to distinguish types, particularly comparison and part-part-whole stories. Students demonstrate
knowledge of the multiplication story problems. The four types are distinctive enough in action such that students can make a determination of a particular category. Students demonstrated knowledge of categories of addition and subtraction story problems, but, at times either attend to the operation rather than the action in the story, or are unable to distinguish types, particularly comparison and part-part-whole stories.

Connected Documents

- Spring 2016 BS-ED-Data
- Fall 2015 BS-ED data

Findings (2014-2015) - Target: Met

The number of students in each of the 3 courses is too small to draw a conclusion for meeting SLOs \( n(251)=1; n(317)=2 : n(403)=2 \).

In Fall 2014, students were successful applying mathematics in novel situations in MTSC 251, 317, and 403 with SLO 3 averages of 88%, 80%, and 75% respectively. Weighted Average 79.6%

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.25 points (SD 0.35), it is preferred that most meet the Target range with averages higher than 2.5 points. Students should be able to extend their knowledge to novel problems and their score reflects them meeting but not exceeding that knowledge as desired.


Connected Document

- Fall 2014 BS Math Ed SLO & CLO Charts

Findings (2013-2014) - Target: Partially Met

All mathematics education majors were able to apply mathematics in novel situations in content course MTSC 351 (100%), but not in MTSC 203 (52%).

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.4 points (SD 0.22), it is preferred that most meet the Target range with averages higher than 2.5 points. For mathematics education majors, their average score on SLO 3 is 78%, which is consistent with the average point score for all students enrolled in MTSC 403. Students should be able to extend their knowledge to novel problems and their score reflects them meeting but not exceeding that knowledge as desired.

Connected Documents

- Fall 2013 MTSC 213
- Fall 2013 MTSC 251
- Fall 2013 MTSC 252
- Fall 2013 MTSC 313
Fall 2013 MTSC 411
Spring 2014 MTSC 213
Spring 2014 MTSC 241
Spring 2014 MTSC 253
Spring 2014 MTSC 351
Spring 2014 MTSC 431
Spring 2014 MTSC 431-SLO
Spring 2014 MTSC 498

Findings (2012-2013) - Target: Partially Met
Data from F2012 final exam for BS Mathematics Education majors only.
MTSC 251 - Calc I and MTSC 451 Advanced Calc I did not have novel
problems on the final exam. Students were unsuccessful solving novel
problems in MTSC 313 Linear Algebra, but successful in MTSC 241
Stats, and MTSC 411 Abstract Algebra.

Connected Document
Math Ed Charts F2012

Findings (2011-2012) - Target: Partially Met
Students were mostly unsuccessful at solving novel problems.

Connected Document
UG SLO-3

SLO 4: UG SLO-4 Read, Comprehend, and Communicate

Students will demonstrate the ability to read, comprehend and communicate
mathematical concepts and procedures.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate
knowledge and technology to achieve personal and professional success

Related Measures:

M 4: UG SLO-4

Students' scores on cumulative common final exams will be measured. In
particular, each question in the final examination of a particular course is
associated with at least one Student Learning Objective (SLO). Thus, to
measure the success rate of students meeting one particular student learning
objective, we have to take into account the contribution from more than one
question. Since different question carries different possible value, weighted
approach is used to calculate the overall performance for each SLO. For
example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course
MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO4

**Findings (2016-2017) - Target: Partially Met**
-----Fall 2016-----
Overall Math Ed performance = 84.17% (Met).
213: Students did not demonstrate proficiency in writing mathematical statements (specifically contrapositives and converses). Math Ed students averaged 50% 251: The average student performance was 25%. Students were asked to determine whether the statement "every continuous function is differentiable" is true or false and explain their answer. Five students gave accurate answers. 15 students determined that the statement is false, but were not able to explain it. 411: Overall performance is 78%. Students were asked to write the definition of a cyclic group and to state Lagrange's theorem. With few exceptions, students responded correctly and expressed themselves in a coherent way. One question was an application of First isomorphism theorem. Most students knew first isomorphism theorem and were able to apply it in a basic setting. The last question was a true/false question which consisted of six parts. These were basic questions about properties of groups, application of basic theorems. Eight out of eleven students demonstrated a good understanding of definitions, concepts, and fundamental theorems of group theory, and were able to communicate their ideas. The other three had some gaps in their understanding and expressing themselves. 491: Students demonstrated their ability to read and communicate by sharing their opinion on class readings in class and writing papers. Averages scores was 99% for math ed majors which indicates that the target for this measure was met.

-----Spring 2017-----
Overall Math Ed performance = 54.2% (Not Met).

203: Students used the formal language of geometry throughout the course and frequent use of formal math terms was evident in most contexts. 80% 251: Average performance: 45%. Math major performance: 100%. Math Ed Major performance: 40%. Nine out of 15 questions were in this category. Questions were finding the limits of various functions both algebraically and graphically; computing derivatives and higher order derivatives; computing differential; finding the derivative using the limit definition; determining the points of discontinuity; computing definite and indefinite integrals. Questions were straightforward and tested basic conceptual understanding of students and how well they can carry out procedural methods. Students have had difficulty in both aspects. 313: A sense of audience or purpose is communicated. Verbal/written communication of an approach is evident through a methodical, organized, coherent, sequenced and labeled
response. Formal math language is used to share and clarify ideas. Frequent use of formal math terms or symbolic notation is evident, in any combination.

ALL = 60%, Math ED = 95%. 491: Students demonstrated their ability to read and communicate by sharing their opinion on class readings in class and writing papers. Averages scores of 93% overall, 96% for math majors, and 91% for math majors indicate that the target for this measure was met. 213: Students demonstrated proficiency in applying knowledge in less familiar contexts. Math Ed students averaged 100%. 251: The average performance was 25%. Students were asked to determine whether the statement "every continuous function is differentiable" is true or false and to explain their answer. 411: The overall student performance was 59%. Students were asked to find all subgroups of the Dihedral group and form the lattice diagram. They were also asked to show that an equation has no integer solution using the natural homomorphism from Z onto Z_7. No student was able to solve the question.

Connected Documents
- Spring 2017 - BS - ED
- Fall 2016 BS ED

Findings (2015-2016) - Target: Partially Met
-------- Fall 2015--------

Students did not meet target or reach proficiency in demonstrating knowledge of 1) representing the same quantity with different based place valued numeration systems (CLO 5; 48.48%) 2) demonstrating competencies in making sense of and identifying children's invented algorithms knowing that children invent solution strategies for computational problems involving the four operations (CLO 22; 37.37%) 3) performing the invented, intermediate, and standard algorithms for multiplication (CLO 25; 39.39%) and 4) performing the invented, intermediate, and standard algorithms for division (CLO 25; 30.3%).

-------- Spring 2016--------

Significant class time is spent on developing students' abilities to distinguish division types and their connection to the meaning of multiplication. Students most often make use of these connections and their meaning, but may misassign the strategy name. They may not appropriately use the features of the divisor to make this determination, but may treat all divisors as if they are whole numbers. Students demonstrate competency in representing multiplication story problems using part whole diagrams. Students may find it difficult to translate from whole to decimal quantities, and also unclear on how to draw the part-whole representation when the number of groups (RS) is unknown. Students demonstrate competency in modeling multiplication. There is evidence however, that students do not have deep conceptual understandings of each part of the division model. That is, they proceduralize the process and have limited understandings of the models in terms of operating on actual quantities.

Connected Documents
• *Spring 2016 BS-ED-Data*
• *Fall 2015 BS-ED data*

### Findings (2014-2015) - Target: Met

The number of students in each of the 2 courses is too small to draw a conclusion for meeting SLOs \( n(251)=1; n(403)=2 \).

SLO4 was measured for MTSC 251 and 403 only, in Fall 2014. Students were successful in demonstrating mathematics reading comprehension and communication in MTSC 251 and 403 with SLO 4 averages of 100% and 75% respectively. Weighted Average 83.3%

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.25 points (SD 0.35), it is preferred that most meet the Target range with averages higher than 2.5 points. They have several opportunities to demonstrate their knowledge of mathematics when writing lesson plans, and provide some information to demonstrate a deeper knowledge of those definition. Their score reflects them meeting but not exceeding that knowledge as desired.


### Connected Document
• *Fall 2014 BS Math Ed SLO & CLO Charts*

### Findings (2013-2014) - Target: Not Met

Students were unsuccessful in demonstrating mathematics reading comprehension and communication in their content courses. This reflects a lack of knowledge about mathematical definitions and theorems, and communicating their understanding of mathematical foundations in MTSC 203, and 411, with SLO 4 averages of 52%, and 50% respectively.

For the methods course MTSC 403, although students meet the Acceptable range with an average of 2.4 points (SD 0.14), it is preferred that most meet the Target range with averages higher than 2.5 points. They have several opportunities to demonstrate their knowledge of mathematics when writing lesson plans, and provide some information to demonstrate a deeper knowledge of those definition. In particular, mathematics education major average 81% on SLO 4, which reflects a growth in demonstrating mathematics reading comprehension and communication.

### Connected Documents
• *Fall 2013 MTSC 213*
• *Fall 2013 MTSC 251*
• *Fall 2013 MTSC 252*
• *Fall 2013 MTSC 313*
• *Fall 2013 MTSC 411*
• *Spring 2014 MTSC 213*
Findings (2012-2013) - Target: Partially Met
Data from F2012 final exam for BS Mathematics Education majors only. Similar to SLO1 and SLO2, students successfully met SLO4 in MTSC 241, 411, and 451, but were unsuccessful with SLO4 in MTSC 251, and 313. Again, reading and comprehending mathematics is directly linked to being able to successful compute mathematics, and making connections for various mathematical representations.

Connected Document
• Math Ed Charts F2012

Findings (2011-2012) - Target: Partially Met
Poor performance on SLO 1 can be directly related to SLO 4, which requires that student read and comprehend mathematics. If students cannot read and comprehend mathematical notation or statements, then they will have difficulty answering the questions.

Connected Document
• UG SLO-4

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

SLO 4 Action Plan
Established in Cycle: 2016-2017

3) Findings also provide some indication that students have limited proficiencies in reading mathematics texts with understand...

SLO 5:UG SLO-5 Proofs

Students will be able to read and comprehend proofs and write logical and organized proofs.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 5:UG SLO-5**

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**

A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO5

**Findings (2016-2017) - Target: Met**

-----Fall 2016-----

Overall Math Ed performance = 88.82% (Met).

213: Students had difficulties with proofs but were able to demonstrate proficiency. Math Ed students averaged 89%. 251: Not measured 411: Overall performance is 82%. Students were asked to show that the cartesian product of two groups is a group and show that a given subset of it was a normal subgroup. All students performed well in this question. Students were also asked to show a simple property of abelian groups using mathematical induction. The majority of students got full credits for this question. Finally students were asked to show a group of order 13 is cyclic, using Lagrange’s Theorem. Although two students were able to provide a perfect proof, half of the students had some idea how to prove. 491: Students demonstrated their ability to read and communicate by sharing their opinion on class readings concerning proofs in class. Averages scores of 100% for math ed majors.

-----Spring 2017-----

Overall Math Ed performance = 84.56% (Met).

203: When students do proofs on tests they are in the context of the topics that are in the chapter. When they have the context of the whole course to draw from students have a lot of trouble knowing what direction to go in to finish the proof. Some students will assume what they are trying to prove or use it to finish the proof. Students confuse
various methods of proof and try to use more than one method in a single proof. 67% 251: Not reported. 313: The proof structure, though correct, is needlessly complicated in some minor way. Some variable symbols are missing but can be understood from the context. The use of hypotheses is implied, but should be more explicit. The mathematical reasoning is mostly sound, but perhaps lacking in some minor way. ALL = 59%, Math ED = 86.67%. 491: Students demonstrated their ability to read and communicate by sharing their opinion on class readings concerning proofs in class. Averages scores of 94% overall, 100% for math ed majors, and 88% for math majors indicate that the target for this measure was met.

**Connected Documents**
- Spring 2017 - BS - ED
- Fall 2016 BS ED

**Findings (2015-2016) - Target: Partially Met**
-------- Fall 2015--------

CLO 1 focus on students’ understandings of numeration systems and number sense. Data indicate that students are knowledgeable of the properties of numeration systems (70%), the Hindu-Arabic numeration system, and of based systems more generally (75.5%). Students also demonstrated success in (CLO6) ordering numerals (78.8%). Students were also successful with this CLO during the previous Fall semester (84%). CLOs 7, 11, and 14 reflect students' understandings of story problems. Students were successful in identifying the part whole relationship in addition and subtraction story problems (81.8%), demonstrating knowledge of the four categories of multiplication story problems (100%), and in demonstrating competencies in writing addition/subtraction and multiplication/division story problems (79.5%). Students also demonstrated proficiency in creating diagrams to model and accurately solve addition/subtraction problems (CLO 16; 81.8%), extending the meanings of the operations to negative numbers (CLO 21; 81.2%), and understanding and performing algorithms for addition and subtraction (CLO 24; 70%).

--------Spring 2016--------

Students are less proficient with division modeling than modeling other operations. Students misinterpret the appropriate model; overgeneralizing partitioning division in ways that the divisor is always treated as if it is a whole number. Students demonstrate that they are developing the abilities to identify the key components of a sound justification. Students are not always thorough and detailed. While students met the CLO with respect to modeling multiplication, to translate in a way that reverses the direction of understanding of the model reveals deficiencies. This is connected to students’ tendency to proceduralize the models and miss/overlook key connections to actually operating on quantities. Students are generally consistent in extending the meanings of addition and multiplication to negative numbers. Subtraction requires, in some instances, representing the quantities (minuend) in a different way, by adding zero pairs. This is conceptually
and practically challenging for students to grasp. Also, with division students do not always make a distinction between the properties of integers and the implications of this for the model they choose in the same way they attend to implications of dividing by decimal quantities.

**Connected Documents**
- Fall 2015 BS-ED
- Spring 2016 BS-ED-Data
- Fall 2015 BS-ED data

**Findings (2014-2015) - Target: Not Met**
SLO 5 was only measured in MTSC 317 (n(317)=2). In Fall 2014, students were unsuccessful (Average 53%) in their ability to read and comprehend proofs and write logical and organized proofs. MTSC 317 instructor stated there was a difficulty in understanding abstraction and deductive reasoning. Another area that needs to be improved is the construction and expression of proofs. These difficulties are probably caused by the increased level of difficulty of the above topics that require diligent and persistent efforts for 1) understanding how to approach a problem, 2) selecting a proof strategy, and 3) constructing the proof. No Math Ed Majors in 213, 241, 253, 411, 498.

**Connected Document**
- Fall 2014 BS Math Ed SLO & CLO Charts

**Findings (2013-2014) - Target: Not Met**
SLO 5 was only measured in the content courses MTSC 203 and 411, with averages of 58% and 50% respectively. Students are unsuccessful at reading, comprehending, and writing proofs on final assessments. The MTSC 203 instructor indicated that they were more successful with this SLO on take-home homework assignments.

**Connected Documents**
- Fall 2013 MTSC 213
- Fall 2013 MTSC 251
- Fall 2013 MTSC 252
- Fall 2013 MTSC 313
- Fall 2013 MTSC 411
- Spring 2014 MTSC 241
- Spring 2014 MTSC 253
- Spring 2014 MTSC 351
- Spring 2014 MTSC 431
- Spring 2014 MTSC 431-SLO
- Spring 2014 MTSC 498

**Findings (2012-2013) - Target: Partially Met**
Data from Fall 2012 final exam for BS Mathematics Education majors only. Students were only successful solving proof questions in MTSC 411 Algebraic Structures. They consistently demonstrate weakness in this area.
Connected Document
• Math Ed Charts F2012

Findings (2011-2012) - Target: Not Met

Students in lower level proof writing courses have difficulty writing proofs.

Connected Document
• UG SLO-5

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Proof writing experiences
Established in Cycle: 2011-2012
MTSC 213, 319, 411, and 498 are proof based courses. However, very few course instructors indicated that they are measuring stud...

Proof Writing Experience
Established in Cycle: 2012-2013
Although course instructors indicated that they are measuring students proof reading and writing skill, the exam questions are a...

Final exams for content courses
Established in Cycle: 2013-2014
Final exams for content courses needs to be redesigned to more specifically address individual SLO's and CLO's. In several cours...

SLO 7: UG SLO-7 Effective Teaching

Preservice teachers will design and teach engaging lesson plans/units for diverse populations. The lesson plans/units will develop students' conceptual and procedural knowledge of mathematics, use a variety of teaching strategies, use a variety of strategies to assess student learning, and include the use of technology/tools.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 7: UG SLO-7
Data collected in MTSC 403 Methods of Teaching Mathematics in Secondary School. Data analysis is based on students’ overall performance in the class.

Source of Evidence: Project, either individual or group

**Target:**  
Success is defined as obtaining Acceptable (2) or Target (3) based on students performance on NCATE rubrics (Assessment 3, 6, 7, and 8).

**Findings (2016-2017) - Target: Not Reported This Cycle**  
Not measured.

**Findings (2015-2016) - Target: Not Met**  
------ Fall 2015------

CLO 1 focus on students’ understandings of numeration systems and number sense. Data indicate that students are knowledgeable of the properties of numeration systems (70%), the Hindu-Arabic numeration system, and of based systems more generally (75.5%). Students also demonstrated success in (CLO6) ordering numerals (78.8%). Students were also successful with this CLO during the previous Fall semester (84%). CLOs 7, 11, and 14 reflect students’ understandings of story problems. Students were successful in identifying the part whole relationship in addition and subtraction story problems (81.8%), demonstrating knowledge of the four categories of multiplication story problems (100%), and in demonstrating competencies in writing addition/subtraction and multiplication/division story problems (79.5%). Students also demonstrated proficiency in creating diagrams to model and accurately solve addition/subtraction problems (CLO 16; 81.8%), extending the meanings of the operations to negative numbers (CLO 21; 81.2%), and understanding and performing algorithms for addition and subtraction (CLO 24; 70%).

------ Spring 2016------

Students have narrow conceptions of algorithms and operating on quantities. Their thinking is limited to standard algorithms and calculator computations. While they recognize other strategies are viable, it is challenging to get them to value other strategies when the standard algorithm has proven valuable. The ability to view and make sense of others' work is conceptually challenging for students and requires openness and creativity and flexibility of thought. This level of proficiency is consistent with previous semesters. In particular, students are challenged by algorithms that are different from the standard. This is a cognitive shift that students are in the early stages of developing. Broadening their existing conceptions of algorithms and abilities to reason about unknown algorithms is an ongoing process. In this case also, limited time was spent on scaffolding algorithms only on the last day of classes. Students demonstrate abilities to distinguish between types of algorithms. They recognize, for example, that a distinction between standard and intermediate algorithm is the emphasis on place value ideas. However, students demonstrate limitations in connecting identified differences to teaching various algorithms.
Findings (2014-2015) - Target: Partially Met

SLO 7 was only measured in the methods course MTSC 403, in Fall 2014 (n(403)=2). Students meet the Acceptable range with an average of 2.22 points (SD 0.31). Percentage 74%. It is preferred that most meet the Target range with averages higher than 2.5 points. On average, these students were met 16 out of 16 course learning objectives mostly in the acceptable range. Areas of weaknness are as follows:
1) Students demonstrated some proficiency in identifying the embedded mathematical goals, but require additional experience in identifying subconcepts relevant to the mathematical goals.
2) Students demonstrated some proficiency in distinguishing between writing low level and high level questions. Students however, are inconsistent in applying this knowledge in their written and implemented lesson.
3) Students would benefit from additional opportunities to develop in the areas of effective collaboration and implementation of reflective practice.
4) Students successfully demonstrated conceptual understanding of mathematics content in some areas. At times, student knowledge, even of middle/elementary level mathematics is more procedural than conceptual. Students would benefit from additional opportunities to develop the mathematics knowledge needed for teaching (MKT).
5) Students have limited knowledge of technologies to be used in the classroom, and how those technologies can be used to develop children's mathematical thinking at a more than surface level. In some cases, technology is merely used for computation or display. In other cases, only the teacher used the technology.
6) Students demonstrated some success in engaging in reflection in order to effect change in learning. Students' reflection, however, in many cases focused on finding fault with students rather than identifying the ways in which instructions/learning conditions impact learning. There are all important components of being an effective teacher. They are currently meeting the minimum requirements.

Findings (2013-2014) - Target: Partially Met

SLO 7 was only measured in the methods course MTSC 403. Although students meet the Acceptable range with an average of 2.35 points (SD 0.30), it is preferred that most meet the Target range with averages higher than 2.5 points. On average, these students were met 14.5 out of 16 course learning objectives mostly in the acceptable range. Students designed lesson plans, and were measured in several pertinent areas.
They were unsuccessful in using assessment and data analysis to measure student learning. No students were able to meet Target on demonstrating knowledge of learning theories, using a variety of low and high level questioning, managing classroom activities, using technology to learn mathematics, reflection, and revision of lessons. There are all important components of being an effective teacher. They are currently meeting the minimum requirements.

**Connected Documents**
- Fall 2013 MTSC 213
- Fall 2013 MTSC 251
- Fall 2013 MTSC 252
- Fall 2013 MTSC 313
- Fall 2013 MTSC 411
- Spring 2014 MTSC 213
- Spring 2014 MTSC 241
- Spring 2014 MTSC 253
- Spring 2014 MTSC 351
- Spring 2014 MTSC 431
- Spring 2014 MTSC 431-SLO
- Spring 2014 MTSC 498

**Findings (2012-2013) - Target: Partially Met**
Data from Final course grades for MTSC 403 Method of Teaching Secondary Mathematics. This course has rubrics for lesson planning and teaching using a variety non-traditional teaching practices to work with diverse populations, the use of technology for developing an understanding of mathematics, incorporating research finding in teaching practices, and using a variety of strategies to assess student learning.

Students earned the following averages...Technology project 69.2%; Lesson Planning 70%; Research and Teaching 60%. In particular, rubrics have 3 scores (Indicator not met, Indicator partially met, and Indicator met), of which the average scores for each indicator was between 2 and 3 points. The grade averages and indicators measure identify that students are partially demonstrating effective teaching and learning skills. In particular, they have the most difficulty making connections between research recommendation and teaching, creating lesson for diverse populations, designing a variety of different assessments, and incorporating technology and tool to help children understand mathematics. Students were most successful writing mathematical learning goals, making connections among various mathematical representations, and writing well organized and clear lesson plans.

**Findings (2011-2012) - Target: Partially Met**

All of the students demonstrated SLO 7, which is the ability to design and teach engaging lesson plans/units for diverse populations. The lesson plans/units will develop students' conceptual and procedural knowledge of mathematics, use a variety of teaching strategies, use a variety of strategies to assess student learning, and include the use of technology/tools. The mean performance on SLO 7 is 2.31 with a
standard deviation of 0.30. On average, these students were successful on 12.78 out of 14 course learning objectives.

**Connected Document**
- UG SLO-7

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Diversity and Technology Emphasis**
*Established in Cycle: 2012-2013*

In the future, more emphasis should be placed on diversity, technology and designing assessments, without minimizing the effecti...

**Additional opportunities to explore a variety of instructional technologies**
*Established in Cycle: 2013-2014*

Provide students additional opportunities to explore a variety of instructional technologies and their effective use in mathemat...

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 6: UG SLO-6 Connections**

Students will also be able to make connections among the different representations.

**Related Measures:**

**M 6: UG SLO-6**

Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, "success rate of SLO 1 in MTSC 213 is 78%" means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

**test**
**Findings (2016-2017) - Target: Partially Met**

-----Fall 2016-----

Overall Math Ed performance = 77.6% (Met).

213: Not measured 251: Average performance was 43%. Students were to find local extrema, inflection point(s) of the function and determine its behaviour whether it is increasing/decreasing or concave up/down. About one third of students answered the question perfectly or almost perfectly. Almost half of the students did not get any points or got only a few points. Some of the remaining students were able to analyze the function based on first derivative, but not the second. Some others were able to analyze the behaviour of the function but were not able to determine local extrema or inflection points. Average performance for this question was 45%. In the second question, students were given the graph of velocity of a particle moving on a coordinate plane and were asked to make some interpretations regarding velocity and acceleration of the particle. Only a few students were able to give perfect or almost perfect answers. About a third of the students were not able to interpret any of the information correctly. Remaining students had some correct interpretations. 411: Overall performance on this CLO is 94.55%. Students were asked to show that the group of invertible matrices quotient the normal subgroup of matrices whose determinant is 1 is isomorphic to all nonzero real numbers. This was an application of the first isomorphism theorem which also helped them to refresh their linear algebra knowledge in a new setting.

-----Spring 2017-----

Overall Math Ed performance = 63.56% (Not Met).

203: Students are able to make mathematical connections in the proper context of each chapter and link the mathematics with the proper task, but if the problem is not necessarily in the context of a particular chapter students struggle with what course to take to solve the task. 82% 251: Average performance: 33%. Math major performance: 100%. Math Ed Major performance: 22%. There were two questions in this category. One of them was a standard question for which they were supposed to find local extrema, inflection point(s) of the function and determine its behaviour whether it is increasing/decreasing or concave up/down. About one sixth of students answered the question perfectly or made substantial progress towards the solution. Almost half of the students did not get any points or got only a few points. Some of the remaining students were able to analyze the function based on first derivative, but not the second. Some others were able to analyze the behaviour of the function but were not able to determine local extrema or inflection points. Some students calculated derivatives wrong or had errors with finding the zeros of the derivative. In a second question, students were given the graph of velocity of a particle moving on a coordinate plane and were asked to make some interpretations regarding velocity and acceleration of the particle. Most students successfully found the interval when the particle moves with constant speed, but they could not find when the body reverses direction or when the body’s acceleration is greater than 0. 313: Mathematical connections are used to extend the solution to other areas/fields of mathematics or to a deeper understanding of the mathematics in the task.

ALL = 60%, Math ED = 86.67%. 491: SLO not measured this term.

**Connected Documents**

- Spring 2017 - BS - ED
Details of Action Plans for This Cycle (by Established cycle, then alpha)

Technology

Continue the development/revision of courses to be implemented in the Fall 2010 and beyond. Faculty members are encouraged to infuse more technology in their courses where appropriate or necessary.

Established in Cycle: 2009-2010  
Implementation Status: In-Progress 
Priority: High  
Implementation Description: Most of the undergraduate Math courses are using coursecompass.  
Responsible Person/Group: Min Gibson  
Additional Resources Requested: Support from the IT dept

Hiring

Hire more full time faculty, create long term teaching positions to minimize the use of adjuncts.

Established in Cycle: 2009-2010  
Implementation Status: Planned 
Priority: High

Laboratory

More students need to be encouraged to take advantage of the resources and support systems that have been provided, particularly the Mathematics Laboratory.

Established in Cycle: 2009-2010  
Implementation Status: Finished 
Priority: High 
Implementation Description: Lab activities are becoming a culture of learning for those who would otherwise not like mathematics.  
Responsible Person/Group: The Lab Supervisor and student tutors. 
Additional Resources Requested: Consistent implementation of Lab fees to sustain the functioning of the Mathematics Laboratory in terms of equipment and
Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High

Connected Documents

- Bachelor Math 2013-2014  
- Fall 2013 MTSC 213  
- Fall 2013 MTSC 251  
- Fall 2013 MTSC 252  
- Fall 2013 MTSC 313  
- Fall 2013 MTSC 411  
- SLO averages for Math Bachelor's Program  
- Spring 2014 MTSC 213  
- Spring 2014 MTSC 241  
- Spring 2014 MTSC 253  
- Spring 2014 MTSC 351  
- Spring 2014 MTSC 431  
- Spring 2014 MTSC 431-SLO  
- Spring 2014 MTSC 498

Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011  
Implementation Status: Planned  
Priority: High

Connected Documents

- Fall 2013 MTSC 213  
- Fall 2013 MTSC 251  
- Fall 2013 MTSC 252  
- Fall 2013 MTSC 313  
- Fall 2013 MTSC 411
• SLO averages for Math Bachelor's Program
• Spring 2014 MTSC 213
• Spring 2014 MTSC 241
• Spring 2014 MTSC 253
• Spring 2014 MTSC 351
• Spring 2014 MTSC 431
• Spring 2014 MTSC 431-SLO
• Spring 2014 MTSC 498

Data Collection

Data collection will begin Fall 2011

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Increase Faculty Members

Hire more full time faculty, create long term teaching positions to minimize the use of adjuncts.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Project Completion Date: 08/31/2011
Final exam modifications
In the future we will categorize the data according to the major. The department is recommending that teachers for these courses teach more elementary proofs or real world applications to assist students in their understanding of mathematical computations. We recommend that final exam questions have a variety of different problem types. To accomplish this, we need to reduce the number of strictly computational problems that are associated with SLO 1.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: UG SLO-1 | Outcome/Objective: UG SLO-1 Breadth and Depth

Responsible Person/Group: Course coordinator and course instructors

Problem variety
It is recommended that teachers of these courses implement a variety of problem types during the lesson that help students identify similarities and difference between mathematical representation.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: UG SLO-2 | Outcome/Objective: UG SLO-2 Various Representations

Responsible Person/Group: Course coordinator and course instructors

Proof writing experiences
MTSC 213, 319, 411, and 498 are proof based courses. However, very few course instructors indicated that they are measuring students proof reading and writing skill. Again, instructors of these courses need properly identify which test questions are associated with proof writing and adjust the syllabus according. We recommend that coordinators of proof courses must include at least one proof on the final exam.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** UG SLO-5 | **Outcome/Objective:** UG SLO-5 Proofs

**Responsible Person/Group:** Course coordinators and course instructors

**Consolidate Course Data**
Combine data from various semester to get a bigger picture of SLO1 for Math Ed majors.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** UG SLO-1 | **Outcome/Objective:** UG SLO-1 Breadth and Depth

**Responsible Person/Group:** Course Coordinators/Instructors

**Connected Documents**
- Bachelor Math 2013-2014
- SLO averages for Math Bachelor’s Program

**Diversity and Technology Emphasis**
In the future, more emphasis should be placed on diversity, technology and designing assessments, without minimizing the effective lessons on learning goals and multiple representations. This could be accomplished by reducing the number of chapter summaries and incorporating a new technology project.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** UG SLO-7 | **Outcome/Objective:** UG SLO-7 Effective Teaching

**Responsible Person/Group:** Course Instructor.

**Problem variety**
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students identify similarities and difference between mathematical representation.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
Proof Writing Experience
Although course instructors indicated that they are measuring students proof reading and writing skill, the exam questions are also associated with other SLOs. Instructors of these courses need to properly identify which test questions are associated with proof writing and adjust the syllabus accordingly. Also, for those courses that are proof based courses, more than one final exam question should be proof based to provide a clear picture of students' proof writing abilities.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: UG SLO-5 | Outcome/Objective: UG SLO-5 Proofs

Responsible Person/Group: Course coordinators/instructors

Additional opportunities to explore a variety of instructional technologies
Provide students additional opportunities to explore a variety of instructional technologies and their effective use in mathematics instruction. This can be achieved through additional in-class/out of class assignments. Design a new course to provide more opportunities to address technology.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: UG SLO-7 | Outcome/Objective: UG SLO-7 Effective Teaching

Encourage full time faculty to provide accurate data of student performance by major.
Encourage full time faculty to provide accurate data of student performance by major. Several courses had missing data, and missing student's major.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: UG SLO-1 | Outcome/Objective: UG SLO-1 Breadth and Depth

**Final exams for content courses**
Final exams for content courses needs to be redesigned to more specifically address individual SLO's and CLO's. In several courses, the final exam focused heavily on certain CLOs and therefore did not accurately measure student's overall learning. There needs to be a better mix of topics, proofs, exercises and applications

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: UG SLO-5 | Outcome/Objective: UG SLO-5 Proofs

**SLO 1 Action Plan**

2) Findings indicate that students may have gaps and/or weaknesses in the prerequisite knowledge and proficiencies to be successful in their coursework. This may be addressed by evaluating course curricula to verify content and the appropriate sequencing of topics, and to discuss with faculty strategies for consistency in expectations and rigor across courses, perhaps, especially for those courses that are in sequence.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** UG SLO-1 | **Outcome/Objective:** UG SLO-1 Breadth and Depth

**Responsible Person/Group:** Program Coordinator

### SLO 4 Action Plan

3) Findings also provide some indication that students have limited proficiencies in reading mathematics texts with understanding and in effective strategies for studying mathematics. It is advisable for the department to address these issues collectively to identify instructional strategies and resources for improving student abilities in these areas.

**Established in Cycle:** 2016-2017
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** UG SLO-4 | **Outcome/Objective:** UG SLO-4 Read, Comprehend, and Communicate

**Responsible Person/Group:** Program Coordinator
Goals without Outcome/Objective Relationships Specified

G 1: Licensure Requirements
Students will meet the Licensure requirements for Middle Level Education

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Initial data will be available in May 2012. Data will be analyzed in July 2012.
The AMLE SPA approved the DSU AMLE Standards Portfolio in July 2011. Initial data will be available in May 2012. Data will be analyzed with summaries provided and course modifications made for September 2012.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Projected Completion Date: 09/15/2012
Responsible Person/Group: Dr. Faith Newton
Additional Resources Requested: 0
Budget Amount Requested: $0.00 (no request)

Collect, Analyze, Report Data to NCATE SPA ALME by September 15th
The data needs to be collected on all assessments this semester, entered into TK20, scored by the Professor, and then analyzed with recommendations and/or changes made based on the analysis of the data.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Any changes or modifications to the courses will be made for the Fall 2012 courses dependent upon the data results.
Projected Completion Date: 09/15/2012
Responsible Person/Group: Dr. Faith Newton
Additional Resources Requested: 0
Budget Amount Requested: $0.00 (no request)

Collect, Analyze, Report Data to NCATE SPA ALME by September 15th 2011-2012
The AMLE SPA approved the Integrated, Interdisciplinary Thematic Unit in July 2011. Initial data will be available in May 2012.
Collect, enter, analyze data
The data needs to be collected on all assessments this semester, entered into TK20, scored by the Professor, and then analyzed with recommendations and/or changes made based on the analysis of the data.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: After the data has been analyzed, then the course content or instructional strategies and learner goals may need to be modified based on the results. Data needs to be summarized and prepared for the NCATE AMLE SPA Report due September 15, 2012.
Projected Completion Date: 06/15/2012
Responsible Person/Group: Dr. Faith Newton
Budget Amount Requested: $0.00 (no request)

Data to be collected in May 2012; analyzed and summarized by September 2012.
The AMLE SPA approved the DSU AMLE Standards Portfolio in July 2011. Initial data will be available in May 2012. Data will be analyzed, summarized with recommendations made to the NCATE SPA AMLE by September 15, 2012.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Analyze and make curricular changes based on the data.
Projected Completion Date: 09/15/2012
Responsible Person/Group: Dr. Faith Newton
Additional Resources Requested: 0
Budget Amount Requested: $0.00 (no request)

Data will be collected and analyzed for any recommended changes to the courses.
The AMLE SPA approved the DSU AMLE Standards Portfolio in July 2011. Initial data will be available in May 2012.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Projected Completion Date: 09/15/2012  
Responsible Person/Group: Dr. Faith Newton  
Additional Resources Requested: 0  
Budget Amount Requested: $0.00 (no request)

Data will be collected, analyzed with suggested changes to middle level course content.

The AMLE SPA approved the DSU AMLE Standards Portfolio in July 2011. Initial data will be available in May 2012. Data will be analyzed, summarized with recommendations made to the NCATE SPA AMLE by September 15, 2012.

Established in Cycle: 2011-2012  
Implementation Status: Planned  
Priority: High  
Implementation Description: Data will be collected, analyzed and summarized for the NCATE SPA AMLE report due on September 15, 2012.  
Projected Completion Date: 09/15/2012  
Responsible Person/Group: Dr. Faith Newton  
Additional Resources Requested: 0  
Budget Amount Requested: $0.00 (no request)
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Research Proposal in Neuroscience
After completing initial courses select a committee of 5 faculty to present a laboratory-based research proposal in an area of Neuroscience

SLO 1: Core Knowledge in Neuroscience
Demonstrate knowledge by completing your 4 required neuroscience graduate courses; also complete core general biology courses

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without adequate demonstration of core knowledge in Neuroscience. All graduates must complete this milestone.

Findings (2016-2017) - Target: Met
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Measurement revision
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program

SLO 2: Neuroscience Literature Knowledge
Demonstrate knowledge of neuroscience scientific literature in your research through use of references and proposal presentation

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without adequate demonstration of the use of the scientific literature. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient knowledge of the neuroscience literature.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised Measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 3: Scientific Method**
Demonstrate through the experimental design of your proposed Neuroscience laboratory research project the ability to conduct hypothesis testing

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. The student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient use of the scientific method in the development of a research program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Revised Measures
Established in Cycle: 2016-2017

All measures will be revised as they do not adequately measure student progress through the program.

G 2: Perform Research and Present Findings
After completing all courses, and performing the proposed neuroscience laboratory-based research project, defend the results to your committee in an open forum to the scientific community.

SLO 3: Scientific Method
Demonstrate through the experimental design of your proposed Neuroscience laboratory research project the ability to conduct hypothesis testing.

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

Findings (2016-2017) - Target: Met
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. The student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient use of the scientific method in the development of a research program.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Revised Measures
Established in Cycle: 2016-2017

All measures will be revised as they do not adequately measure student progress through the program.

SLO 4: Conducting Neuroscience Research
Under the guidance of a research advisor (and consulting with your committee) complete proposed Neuroscience experiments with laboratory experiments while making adjustments to techniques used and/or design if needed.
**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without proficient conduct of neuroscience research. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient conduct of scientific research in the development of a research project.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised measures**

*Established in Cycle: 2016-2017*

All measures will be revised as they do not adequately measure student progress through the program.

**SLO 5: Defense Preparation**
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and your experimental outcome.

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration the ability to prepare a defense presentation for their neuroscience research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was eligible to defend a theses. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated
proficiency through the successful preparation of a defense of their thesis.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Revised measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 6: Scientific Communication**
Make a presentation to your committee and to the scientific public (advertised for 14 days) on your research findings and answer questions from both

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient communication to an audience through their thesis defense presentation. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in scientific communication through their public presentation of their scientific results from their thesis.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Revised measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**G 3: Write an MS Thesis**
Report the Neuroscience research project in a Thesis that complies with DSU format and quality standards and is approved by your complete committee.

**SLO 5: Defense Preparation**
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and your experimental outcome.

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of the ability to prepare a defense presentation for their neuroscience research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency through the successful preparation of a defense of their thesis.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 6: Scientific Communication**
Make a presentation to your committee and to the scientific public (advertised for 14 days) on your research findings and answer questions from both

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient communication to an audience through their thesis defense presentation. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, one student in the program was
eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in scientific communication through their public presentation of their scientific results from their thesis.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Revised measures**  
*Established in Cycle: 2016-2017*  
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 7: Write an MS Thesis**  
Following DSU thesis guidelines convert your scientific findings to a completed thesis that is approved by your committee and by DSU academic administration for presentation to the Library for binding and accessible to all.

**Related Measures:**

**M 1: Thesis Completion**  
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**  
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient writing and organization of the results from their thesis research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**  
During the 2016-17 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have produced a satisfactory thesis which documents their graduate research project.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Revised measures**  
*Established in Cycle: 2016-2017*  
All measures will be revised as they do not adequately measure student progress through the program.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Measurement revision**
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Thesis Completion | Outcome/Objective: Core Knowledge in Neuroscience

Projected Completion Date: 10/12/2017
Responsible Person/Group: Graduate Committee

Revised measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Thesis Completion | Outcome/Objective: Conducting Neuroscience Research

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Thesis Completion | Outcome/Objective: Scientific Communication

Projected Completion Date: 12/15/2017
Revised measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Thesis Completion | Outcome/Objective: Write an MS Thesis

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Thesis Completion | Outcome/Objective: Defense Preparation

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
**Measure:** Thesis Completion  |  **Outcome/Objective:** Scientific Method

**Projected Completion Date:** 12/15/2017  
**Responsible Person/Group:** Graduate Committee

**Revised Measures**
All measures will be revised as they do not adequately measure student progress through the program

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Thesis Completion  |  **Outcome/Objective:** Neuroscience Literature Knowledge

**Projected Completion Date:** 10/12/2017  
**Responsible Person/Group:** Graduate Committee
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student learning goals

Student learning goals

SLO 1: Analysis

Analyze music on a harmonic and formal basis.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 2: Harmonic Analysis

Students will analyze the harmonic structure of a given musical example. This will typically be assessed in Music Theory IV on the midterm exam.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
100% of students will analyze 70% of the example correctly.

Findings (2016-2017) - Target: Not Met

On the final for Music Theory IV, Spring of 2017, one major portion of the exam tested the students in the area of Harmonic Analysis.

The goal is for 100% of the students to score 70% or better on each of these two areas.

Area one included a harmonic analysis of a given figured bass including, in addition to conventional chords, secondary dominant, secondary leading tone, Neapolitan, and Augmented Sixth chords. 43% of students met this goal.
M 3: Formal analysis.
Students will analyze the formal structure of a given musical example. This will typically be assessed in Music Theory IV on the final exam.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
For 100% of the students to score 70% or better in this area.

Findings (2016-2017) - Target: Met
On the final for Music Theory IV, Spring of 2017, one major portion of the exam tested the students in the area of Formal Analysis.

The goal is for 100% of the students to score 70% or better in this area.

This measure was a formal analysis of a Sonata by Beethoven to identify formal divisions such as exposition, development, recapitulation, as well as themes, transitions, and sequences.

71% of students met this goal.

M 4: Aural Music Identification Quiz
In MUSC 324 (Music History II), there are approximately six questions on the final exam where students will listen to musical examples and by aural clues identify the era when each work was written.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

SLO 2: Historical Perspectives
Classify music by era aurally and by written analysis.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 4: Aural Music Identification Quiz
In MUSC 324 (Music History II), there are approximately six questions on the final exam where students will listen to musical examples and by aural clues identify the era when each work was written.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**
100% of the students will show improvement from the pre test to the post test. B. All students will pass at least 75% of the questions on the post test.

**Findings (2016-2017) - Target: Not Met**
A. Currently this assessment is a post test only. Beginning in fall 2018 data will be collected and reported as a pre and post test.
B. 75% of students passed at least 75% of the questions on the post test.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Changes to frequency of assessment.**
*Established in Cycle: 2016-2017*
Based on general poor results in the past, the following changes will be implemented. 1. Increase frequency of listening quizze...

**SLO 3: Performance**

Students will perform as soloists and as members of both large and small ensembles.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**SLO 4: Technology**
Use notation, recording and aural skills software.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Reassignment of faculty**

The music history courses will be reassigned to another faculty member.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Projected Completion Date:** 05/16/2014
**Responsible Person/Group:** Chairman of the department

**Changes to frequency of assessment.**

Based on general poor results in the past, the following changes will be implemented.

1. Increase frequency of listening quizzes.
2. Upon completion of the quiz, real time feedback will be provided for every question on the quiz.

**Established in Cycle:** 2016-2017
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

- **Measure:** Aural Music Identification Quiz | **Outcome/Objective:** Historical Perspectives

**Projected Completion Date:** 08/31/2018
**Mission / Purpose**

The mission of the Music Department (from the 05-06 catalog) is to:

1. Prepare students for elementary and secondary music teaching positions;
2. Prepare students for graduate study in a related area of music;
3. Stimulate students' development of musical understanding and appreciation by offering appropriate courses, activities and ensembles for their participation;
4. Function as a viable service unit that meets the needs of the University and extended community;
5. Develop elementary education majors' musical skills and pedagogy that are necessary for them to integrate music in areas of the school curriculum.

**B. Vision**

The vision of the newly independent music department is currently being re-shaped and reformed as is evident in the department's new strategic plan (attached at Appendix 4).

**C. Strategic Plan**

The newly independent music department's 5-year strategic plan was formed as the result of two full day strategic planning retreats held in the mid-late fall 2007. The final draft (attached as Appendix 4) is dated 4-1-08 and addresses the following six large objectives, all of which are in line with the University's and CAHSS' strategic plans:
1. Increase enrollment and retention of music students
2. Review/revise music department curriculum
3. Renovate/replace existing music facility
4. Improve the quality and quantity of our pool of music major applicants through proactive and early intervention and outreach programs for pre-college students.
5. Enhance the aesthetic quality of life on campus by continuing to pursue ways in which the arts, and music in particular, might become a more integral part of campus life.
6. Improve assessment. Create new and improve/revise existing music department assessment tools at all levels and all stages, from the student's matriculation through graduation and beyond.

Additionally, the DSU Band Program's Strategic Plan entitled: "The State of the Storm" is attached at Appendix 5.

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1. Increase enrollment and retention of music students
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5. Enhance the aesthetic quality of life on campus by continuing to pursue ways in which the arts, and music in particular, might become a more integral part of campus life.

6. Improve assessment. Create new and improve/review/revise existing music department assessment tools at all levels and all stages, from the student's matriculation through graduation and beyond.

Additionally, the DSU Band Program’s Strategic Plan entitled: "The State of the Storm" is attached at Appendix 5.

**Goals without Outcome/Objective Relationships Specified**

**G 3: IMPROVE THE QUALITY AND QUANTITY OF OUR POOL OF MUSIC MAJOR APPLICANTS**

Improve the quality and quantity of our pool of music major applicants.

**Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**G 1: REVIEW AND REVISE PERFORMANCE ASSESSMENTS**

Review and revise existing performance rubric assessments. Create new rubric assessments as needed.

**O/O 1: Review and Revise Performance Assessments**

Review and revise existing performance rubric assessments. Create new rubric assessments as needed.

**Related Measures:**

**M 1: Rubric assessment creation for performance juries**

To review and revise the existing performance assessments. New rubric assessments for the instrumental and vocal performance juries have been created.
Source of Evidence: Performance in subsequent schooling feedback

**Target:**
To pilot test the new rubric assessments for the instrumental and vocal performance juries.

**Findings (2010-2011) - Target: Met**
The new rubric assessments for the instrumental and vocal performance juries have been completed by Dr. Yvonne Johnson and will be distributed to faculty to be piloted during the 2011-2012 academic year. These newly created performance assessments have been included below.

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**Delaware State University Department of Music**

**Assessment #6b - Knowledge of and Skills in Music**

**Rubric of Assessment for Vocal Applied Music Jury**

<table>
<thead>
<tr>
<th>Category</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breath Support</td>
<td>(1pt.)</td>
<td>(2pts)</td>
<td>(3pts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student rarely breathes correctly and never supports the tone</td>
<td>Student is usually breathing properly, but occasionally does not support the tone</td>
<td>Student is breathing properly and supporting the tone</td>
<td></td>
</tr>
<tr>
<td>Tone Quality</td>
<td>The tone is often not focused, clear or centered</td>
<td>Tone is focused, clear &amp; centered through the normal range. Extremes in range cause tone to be less controlled</td>
<td>Tone is consistently focused, clear &amp; centered throughout the range of the voice</td>
<td></td>
</tr>
<tr>
<td>Stage Presence</td>
<td>Poor posture, music not memorized and casual or concert dress is absent</td>
<td>Good posture, music memorized, with one noticeable slip, appropriate casual or concert dress</td>
<td>Excellent posture, music memorized and appropriate concert dress</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Rhythm</td>
<td>The beat is usually erratic and rhythms are seldom accurate</td>
<td>The beat is secure and the rhythms are mostly accurate</td>
<td>Student articulates clearly and the text of the music is understandable</td>
<td></td>
</tr>
<tr>
<td>Diction</td>
<td>Student rarely articulates the words and the text is discernable</td>
<td>Student articulates the words somewhat clearly and it can be understood most of the time</td>
<td>Student articulates clearly and the text of the music is understandable</td>
<td></td>
</tr>
<tr>
<td>Expression and Style</td>
<td>Rarely demonstrates expression and style. Just sings the notes</td>
<td>Typically performs with brilliance and style that is indicated in the score</td>
<td>Performs with nuance and style in response to the score</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: = __________

Target = 16-18 Acceptable = 13-15 Unacceptable = <13

Note: To pass, the student cannot score any elements in the unacceptable category.
Department of Music

Assessment #6a - Knowledge of and Skills in Music

Rubric of Assessment for Instrumental Applied Music Jury

<table>
<thead>
<tr>
<th>Category</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone Quality</td>
<td>Tone was not focused, clear and centered</td>
<td>Most of the time the tone was focused, clear and centered</td>
<td>Tone is consistently focused, clear and centered</td>
<td></td>
</tr>
<tr>
<td>Rhythmic Accuracy</td>
<td>Rhythm was inaccurate and not in tempo</td>
<td>Rhythm was accurate and in tempo with an occasional error</td>
<td>Performs all rhythms accurately and in tempo</td>
<td></td>
</tr>
<tr>
<td>Note Accuracy</td>
<td>Many wrong pitches were played</td>
<td>Pitches were played with an occasional error</td>
<td>Pitches were played correctly throughout the piece</td>
<td></td>
</tr>
<tr>
<td>Intonation</td>
<td>Many notes were played out of tune</td>
<td>Most of the time notes were played in tune with an occasional error</td>
<td>All notes of the competition were played in tune</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>The passages were not played with clarity and precision</td>
<td>Passages were played with clarity and precision</td>
<td>All passages were played with effortless clarity and precision</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Stage Presence</td>
<td>Poor posture, music not memorized and casual or concert dress is absent</td>
<td>Good posture, music memorized, with one noticeable slip, appropriate casual or concert dress</td>
<td>Excellent posture, music memorized and appropriate concert dress</td>
<td></td>
</tr>
<tr>
<td>Dynamics</td>
<td>Little use of dynamics</td>
<td>Good use of dynamics in most of the piece</td>
<td>Excellent use of dynamics throughout the piece</td>
<td></td>
</tr>
<tr>
<td>Phrasing</td>
<td>Phrasing was poor and the music made little &quot;musical sense&quot;</td>
<td>Phrasing was good and there was &quot;musical sense&quot; most of the time</td>
<td>Excellent phrasing and continuity in &quot;musical sense&quot;</td>
<td></td>
</tr>
<tr>
<td>Expression/Style</td>
<td>Student performed with no sense of style or nuance of the musical genre</td>
<td>Student performed with most of the style and nuance of the musical genre</td>
<td>Student performed with the style and nuance of the musical genre</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: = __________
Target = 24-27 Acceptable = 19-23 Unacceptable = <19

Note: To pass, the student cannot score any elements in the unacceptable category.

G 2: ENHANCE THE AESTHETIC QUALITY OF LIFE ON CAMPUS.

ENHANCE THE AESTHETIC QUALITY OF LIFE ON CAMPUS. CONTINUE TO PURSUE WAYS IN WHICH THE ARTS, AND MUSIC IN PARTICULAR, MIGHT BECOME A MORE INTEGRAL PART OF CAMPUS LIFE.

O/O 2: Enhance the Quality of Life on Campus

Enhance the quality of life on campus by providing (1) music concerts; (2) brown bag lunch concerts; (3) faculty recitals; (4) invited professional music entertainers; (5) music workshops and master classes; and (6) music forums

Related Measures:

M 2: Aesthetic Enhancements

The music department will provide (1) music concerts; (2) brown bag lunch concerts; (3) faculty recitals; (4) invited professional music entertainers; (5) music workshops and master classes; and (6) music forums

Source of Evidence: Student course evaluations on learning gains made

Target:

The music department aspires to provide the following amounts of aesthetic enhancements annually: (1) music concerts = 3; (2) brown bag lunch concerts = 2; (3) faculty recitals = 4; (4) invited professional music entertainers = 5; (5) music workshops and master classes = 6; (6) music forums = 2 per month.
Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 3: Develop Ideal Student Enrollment Target

Develop an ideal student enrollment target for the music department (including majors & non-majors) based on current and future (orchestra?) ensemble needs, ideal piano studio size (9-12 students), and faculty and facility resources.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
  9 Increase Enrollment through active recruitment efforts by admissions and faculty

Related Measures:

M 3: Increased Enrollment
Increase quality and quantity of music student enrollment (especially majors) and improve music department 5 year graduation rate (currently at 15%) to match and eventually exceed DSU and national 5 year graduation rates. Allocate music department-controlled budget SPECIFICALLY dedicated to music student recruitment for the printing and mailing of attractive music department brochures, posters, and other promotional materials including CD's & DVD's, which can now be recorded in-house. Music Department will continue to coordinate effectively with the Admissions Office on all such efforts.

Source of Evidence: Job placement data, esp. for career/tech areas

Target:
Students are selected based upon the quality of their vocal and/or instrumental performance as well as the quality of their interview. This is an ongoing process from year to year within the music department.

Findings (2010-2011) - Target: Not Reported This Cycle
New student performance data will be available in the 2011-2012 cycle due to the newly created vocal and instrumental rubric assessments which are currently being piloted.
Goals without Outcome/Objective Relationships Specified

G 1: Undergraduate critical thinking competency

Students in Natural Resources will demonstrate an understanding of the natural cycles found in ecosystems and demonstrate how humans impact those cycles.

G 2: Undergraduate analytical competency

Students in Natural Resources will be able to analyze information to determine the sustainability of natural systems.

G 3: Undergraduate written and oral competency

Students in Natural Resources will be able to present arguments on the value of the air, land and water resources, including the need to protect the resources and the products that they provide for man and the biotic and abiotic environment.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Communication, inquiry and critical thinking competency

1 UG Student Learning Goal: Competent communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

Relevant Associations:

DSU Learning Goal Associations:

1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Assess information literacy skills

Assessment of students in the capstone course, (Ecosystems) ability to successfully address natural cycles found in the environment and human impact on them.

Source of Evidence: Academic indirect indicator of learning - other

Target:
80 percent of students will have an understanding of natural cycles found in
the environment and how humans impact those cycles.

**Findings (2016-2017) - Target: Met**
Target met. According to instructor overall rating, 100 percent of students in the ecosystems class were found to be able to address man's impacts on natural cycles at the satisfactory or above level.

**M 2: Assess oral competency**

Oral Communication ATC rubric: Assessment of students ability to orally discuss issues pertaining to natural systems.

Source of Evidence: Presentation, either individual or group

**Target:**
Eighty percent of students will be assessed as satisfactory or better able orally discuss issues dealing with natural systems.

**Findings (2016-2017) - Target: Met**
Target met. In the spring semester of 2017, all 7 Natural Resource majors that were assessed with their oral capabilities were rated at satisfactory or above in the Soils class using the ATC Rubric for Oral Communication. An additional 2 students of two were also rated satisfactory or above in the Soil and Water management class ATC rubric for oral communication.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**M 3: Undergraduate written competency**

Writing in the Major ATC rubric: Assessment of students ability to communicate issues surrounding Natural Resource systems in writing.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Eighty percent of students will be able communicate in writing on issues related to natural systems.

**Findings (2016-2017) - Target: Met**
Target met. In the Spring semester of 2017, all five Natural Resource majors that were assessed with writing in the major in the Ornithology and one of one student enrolled in Soil Science class were rated at satisfactory or above.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.
Continue to assess student written and oral competencies

Established in Cycle: 2016-2017

Plans are to continue with the capstone assessment in Ecosystems and with Oral and Written effectiveness. Since numbers are smal...

SLO 2: Effective inquiry, critical thinking and independent learning skills

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

Relevant Associations:

DSU Learning Goal Associations:

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 4: Assess information literacy skills

Assessment of students in the capstone course, ecosystems, ability to identify and discuss sustainable practices in natural systems. Additionally, students were also assessed as part of the capstone experience with a rubric utilized in an across the curriculum assessment.

Source of Evidence: Capstone course assignments measuring mastery

Target:

Eighty percent of students in the ecosystems course will be able to recognize and discuss sustainable practices in natural systems.

Findings (2016-2017) - Target: Not Met

Target was not met. Eighty percent 4 of 5 of students in capstone courses (Ecosystems and Sustainable Agriculture) were observed to be able to identify sustainable practices in a Natural system.

M 5: Assess critical thinking and problem solving skills

Assessment of students in the capstone course ability to use critical thinking skills and problem solving skills to assess sustainable practices in natural systems. This is assessed through critical thinking/problem solving element of the senior capstone rubric.

Source of Evidence: Capstone course assignments measuring mastery

Target:

Eighty percent of students in the capstone course will have satisfactory or better abilities to critically assess and problem solve sustainable practices in natural systems.
Findings (2016-2017) - Target: Met
Target met. All totaled 5 of 5 students (100%) assessed in the capstone course were found to be satisfactory or above in both Critical Thinking Skills and with Problem Solving Skills, 5 of the 5 students (100%) were assessed as satisfactory as well.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Continue to assess measures to collect additional data
Established in Cycle: 2016-2017
Additional data is needed due to the smaller program size, so we plan to continue to assess these measures to further substantia...

M 6: Assess information literacy skills
Assessment of students in the ecosystems capstone course on their knowledge of the value of air, land and water resources and the need to protect those resources and the products that they provide for man and the biotic and abiotic environment. Data collected in an instructor collected assessment based on student discussion, writing, test taking and participation in the ecosystems course. Additionally, students were also assessed as part of the capstone experience with a rubric utilized to assess computer and informational literacy in an across the curriculum assessment.

Source of Evidence: Academic indirect indicator of learning - other

Target:
Eighty percent of the students in Ecosystems will have a satisfactory or better ability to present arguments on the value of our natural resources and the products they provide for man and the biotic and abiotic environment.

Findings (2016-2017) - Target: Met
Target met. One hundred percent of the students in the class were able to provide a satisfactory or better argument on the value of our natural resources and the products they provide man.

M 7: Assess information literacy skills
Assessment of students satisfactory information literacy skills as it relates to a better understanding of natural resources and their use by man.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
Eighty percent of students will have satisfactory or better skill sets as they relate to information literacy and their understanding of natural resources.

Findings (2016-2017) - Target: Met
Target met. Five of five (100 percent) of the students were assessed at the satisfactory level or above for the development of their information literacy skills.

M 8: Assess computer literacy skills
Assessment of students' computer literacy skills as they relate to their capstone experience in natural resources and their use by man.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Eighty percent of students will have satisfactory or better skill sets as they relate to computer literacy and their understanding of natural resources.

**Findings (2016-2017) - Target: Met**
Target met. Two of two of the students were assessed on their computer literacy skills and found to be at or above the satisfactory level.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Continue to assess measures to collect additional data**
*Established in Cycle: 2016-2017*
Data will continue to be collected to ensure observed trends in student success are accurate. Program numbers in natural resourc...

**Continue to assess measures to collect additional data**
*Established in Cycle: 2016-2017*
Data will continue to be collected to insure observed trends in student success are accurate. Program numbers in natural resourc...

**Continued monitoring of student success**
*Established in Cycle: 2016-2017*
Data will continue to be collected to insure observed trends in student success are accurate. Program numbers in natural resourc...

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Continue to assess measures to collect additional data**
Additional data is needed due to the smaller program size, so we plan to continue to assess these measures to further substantiate the findings.

*Established in Cycle: 2016-2017*
*Implementation Status: Planned*
*Priority: High*

**Relationships (Measure | Outcome/Objective):**
**Measure:** Assess critical thinking and problem solving skills | **Outcome/Objective:** Effective inquiry, critical thinking and independent learning skills

**Continue to assess measures to collect additional data**
Data will continue to be collected to ensure observed trends in student success are accurate. Program numbers in natural resources are low and several years of data will be beneficial to substantiate observed trends.

Established in Cycle: 2016-2017  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Assess computer literacy skills | Outcome/Objective: Effective inquiry, critical thinking and independent learning skills

Continue to assess measures to collect additional data  
Data will continue to be collected to insure observed trends in student success are accurate. Program numbers in natural resources are low and several years of data will be beneficial to substantiate observed trends.

Established in Cycle: 2016-2017  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Assess computer literacy skills | Outcome/Objective: Effective inquiry, critical thinking and independent learning skills

Continue to assess student written and oral competencies  
Plans are to continue with the capstone assessment in Ecosystems and with Oral and Written effectiveness. Since numbers are smaller in the Natural Resource Major we would like to get more data to support the accuracy of these findings.

Established in Cycle: 2016-2017  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Assess oral competency | Outcome/Objective: Communication, inquiry and critical thinking competency  
Measure: Undergraduate written competency | Outcome/Objective: Communication, inquiry and critical thinking competency
Continued monitoring of student success

Data will continue to be collected to insure observed trends in student success are accurate. Program numbers in natural resources are low and several years of data will be beneficial to substantiate observed trends.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Asses computer literacy skills | Outcome/Objective: Effective inquiry, critical thinking and independent learning skills
Goals without Outcome/Objective Relationships Specified

G 1: Statistical competency

Graduate students in Natural Resources will be able to demonstrate the principles of experimental design and statistical analysis in their projects.

G 2: Writing and speaking competency

Graduate students in Natural Resources will demonstrate sound organizational, writing and speaking skills in preparation and presentation of their theses.

G 3: Population dynamics

Graduate students in Natural Resources will be able to discuss animal and plant population dynamics and the mathematical theory underlying the models of population growth.
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Scientific Proposal
After completing initial neuroscience and core courses select a committee of 5 faculty to present a laboratory-based research proposal.

SLO 1: Core Knowledge in Neuroscience
Demonstrate knowledge by completing the 4 required neuroscience graduate courses; the required PhD advanced courses; and also complete core general biology courses

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficiency in core knowledge in neuroscience in the conduct of their research project. All graduates must complete this milestone.

Findings (2016-2017) - Target: Met
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated adequate core knowledge in neuroscience.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Revised measures
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program.

SLO 2: Neuroscience Literature Knowledge
Demonstrate knowledge of neuroscience scientific literature in your research through use of references, preparation and completion of Comprehensive exam, and proposal presentation

Related Measures:
**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific literature in neuroscience in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficient use of the scientific literature in the writing and defense of their dissertation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Revised Measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 4: Scientific Method**
Demonstrate through the experimental design of your proposed Neuroscience laboratory research PhD proposal (and your Oral portion of Comprehensive Exam) the ability to conduct hypothesis testing

**Related Measures:**

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficient use of the scientific method in the development of a research program.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Revised Measures
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program.

G 2: Comprehensive Examination
Complete and successfully pass both the written (based on core neuroscience courses) and the oral presentation (based on a research proposal outside your intended thesis research)

SLO 1: Core Knowledge in Neuroscience
Demonstrate knowledge by completing the 4 required neuroscience graduate courses; the required PhD advanced courses; and also complete core general biology courses

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficiency in core knowledge in neuroscience in the conduct of their research project. All graduates must complete this milestone.

Findings (2016-2017) - Target: Met
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated adequate core knowledge in neuroscience.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Revised measures
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program.

SLO 2: Neuroscience Literature Knowledge
Demonstrate knowledge of neuroscience scientific literature in your research through use of references, preparation and completion of Comprehensive exam, and proposal presentation
Related Measures:

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific literature in neuroscience in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficient use of the scientific literature in the writing and defense of their dissertation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised Measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 3: Demonstrate Professional Competence**
Complete the written exam portion of the Comprehensive Exam based on core neuroscience courses and then for the Oral portion create a research proposal in style of research grant on a neuroscience area not directly related to your PhD thesis proposal that can be defended in a public forum

**Related Measures:**

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of professional competence in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful
dissertation defense that was judged by their dissertation committee to have demonstrated proficient professional competence in the development of a research program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised Measures**  
*Established in Cycle: 2016-2017*  
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 4: Scientific Method**  
Demonstrate through the experimental design of your proposed Neuroscience laboratory research PhD proposal (and your Oral portion of Comprehensive Exam) the ability to conduct hypothesis testing

**Related Measures:**

**M 1: Dissertation Completion**  
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**  
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**  
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficient use of the scientific method in the development of a research program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised Measures**  
*Established in Cycle: 2016-2017*  
All measures will be revised as they do not adequately measure student progress through the program.

**G 3: Perform a Neuroscience Research Project**
Following the proposal acceptance by your committee, conduct the neuroscience research while regularly meeting with your committee to discuss findings and make adjustments as needed

**SLO 4: Scientific Method**
Demonstrate through the experimental design of your proposed Neuroscience laboratory research PhD proposal (and your Oral portion of Comprehensive Exam) the ability to conduct hypothesis testing

**Related Measures:**

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficient use of the scientific method in the development of a research program.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Revised Measures**
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 5: Conducting Innovative Neuroscience Research**
Under the guidance of a research advisor (and consulting with your committee) complete proposed Neuroscience experiments for a PhD dissertation by addressing new problem with laboratory experiments while making adjustments to techniques used and/or design if needed

**Related Measures:**

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student
Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of innovation and independence in the conduct of their research project. All graduates must complete this milestone.

**Findings (2016-2017) - Target: Met**
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficient conduct of an independent scientific research project in the process of writing and defending their dissertation.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Revised Measures**

*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**G 4: Defend a PhD Research Project**
After completing all courses, and performing the proposed neuroscience, laboratory-based research project, defend the results to your committee in an open forum to the scientific community. An outside expert in the research area is added to committee at this point.

**SLO 6: Dissertation Research Defense and Communication**
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and your experimental outcome. Make a presentation to your committee and to the scientific public (advertised for 14 days) on your research findings and answer questions from both. An additional committee member with expertise in your research area is added at this time to ensure quality and integrity of DSU degree

**Related Measures:**

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without a successful defense of their research project which will include proficient communication of their project to an audience. All graduates must complete this milestone.
Findings (2016-2017) - Target: Met
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have demonstrated proficiency through the successful preparation of a defense of their dissertation. In addition, as an integral part of their dissertation defense, these students have demonstrated proficiency in public communication through their public presentation of their scientific results from their dissertation.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Revised Measures
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program.

G 5: Write a PhD Dissertation
Report the research project in a Dissertation that complies with DSU format and quality standards and is approved by your complete committee.

SLO 7: Write a PhD Dissertation
Following DSU dissertation guidelines convert your scientific findings to a completed report that is approved by your committee, including the additional expert, and by DSU academic administration for presentation to the Library for binding and accessible to all.

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured through dissertation completion in that a Ph.D program cannot be successfully completed without demonstration of the writing of a satisfactory dissertation on the topic of their research project. All graduates must complete this milestone.

Findings (2016-2017) - Target: Met
During the 2016-17 academic year, two students in the program were eligible to defend their dissertations. Both completed a successful dissertation defense that was judged by their dissertation committee to have produced a satisfactory dissertation which documents their graduate research project.

Related Action Plans (by Established cycle, then alpha):
Revised Measures
Established in Cycle: 2016-2017
All measures will be revised as they do not adequately measure student progress through the program.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Revised measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation Completion | Outcome/Objective: Core Knowledge in Neuroscience

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Dissertation Completion | Outcome/Objective: Demonstrate Professional Competence

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Dissertation Completion | Outcome/Objective: Neuroscience Literature Knowledge

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Dissertation Completion | Outcome/Objective: Dissertation Research Defense and Communication

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Dissertation Completion | Outcome/Objective: Scientific Method

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Dissertation Completion | Outcome/Objective: Conducting Innovative Neuroscience Research

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee

Revised Measures
All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Dissertation Completion | Outcome/Objective: Write a PhD Dissertation

Projected Completion Date: 12/15/2017
Responsible Person/Group: Graduate Committee
Goals without Outcome/Objective Relationships Specified

G 4: Advocacy for human flourishing
The graduate should advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Nursing judgment
The graduate should make decisions in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within the family and community context.

SLO 1: Patient-centered care
Plan, provide and delegate patient-centered care and coordinated care that promotes safe and high quality outcomes.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Education, Health & Public Policy
2.2 Cultivate an environment of academic and professional excellence
9.2 Develop and implement a student outcome assessment plan
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

M 1: Clinical Evaluation
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Satisfactory rating for SLO 1 on the clinical course evaluation for all students in clinical (semester and year, i.e., junior or senior).

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed
SLO 1; NURS309C 100% of juniors completing the course passed SLO 1; NURS407C: 100% of seniors completing the course passed SLO 1; NURS408C: 100% of seniors completing the course passed SLO 1.

Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 1; NURS316C 100% of juniors completing the course passed SLO 1; NURS409C: 100% of seniors completing the course passed SLO 1; NURS412C: 100% of seniors completing the course passed SLO 1.

Findings (2015-2016) - Target: Met
Fall 2015 -
NURS307C: 100% of juniors completing the course passed SLO 1;
NURS309C 100% of juniors completing the course passed SLO 1 (no data for 1 student);
NURS407C: 100% of seniors passed SLO 1; NURS408C: 100% of seniors passed SLO 1

Spring 2016 -
NURS311C: 100% of juniors passed SLO 1; NURS312C 100% of juniors passed SLO 1; NURS409C: 100% of seniors passed SLO 1; NURS412C: 100% of seniors passed SLO 1

Findings (2014-2015) - Target: Met
100% of juniors, NURS307 Fall 2014, passed SLO 1 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 1 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 1 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 1 (minimum score = 3.0)

M 2:NCLEX-RN pass rate
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

Target:
80% pass rate

Findings (2016-2017) - Target: Met
For Class of 2017, n= 20 , NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing) [Preview Formatting]

Findings (2015-2016) - Target: Not Reported This Cycle
For Class of 2016, n= 36 , NCLEX-RN pass rate was ____ % (TBA from DE Board of Nursing)

Findings (2014-2015) - Target: Met
For Class of 2015, n=25, NCLEX-RN pass rate was 84%
M 3: Progression of clinical performance/semester

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum Expected Performance</th>
<th>Minimum Score</th>
<th>Upon Completion of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Novice - Assisted</td>
<td>1.5</td>
<td>First semester of clinical practice</td>
</tr>
<tr>
<td>II</td>
<td>Assisted</td>
<td>2.0</td>
<td>second semester of clinical practice</td>
</tr>
<tr>
<td>III</td>
<td>Assisted - Supervised</td>
<td>2.5</td>
<td>third semester of clinical practice</td>
</tr>
<tr>
<td>IV</td>
<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>

Target:
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO #1; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #1; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #1; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #1.

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 1 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 1 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 1 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 1 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 1 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 1 (minimum score = 2.0); NURS409C: 100% of seniors completing the
course passed SLO 1 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 1 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**

Fall 2015-
NURS307C: 100% of juniors completing the course passed SLO 1 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 1 (minimum score = 1.5) [no data for 1 student];
NURS407C: 100% of seniors passed SLO 1 (minimum score = 2.5);
NURS408C: 100% of seniors passed SLO 1 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 1 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 1 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 1 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 1 (minimum score = 3.0)

**M 4: ATI exit exam**
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
A minimum average score of 70 on the Patient Centered Care subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

**Findings (2016-2017) - Target: Met**
In Spring 2017 semester, Class of 2017 Seniors scored 78.1 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 70.8 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.
Action plan: continue to monitor.

**SLO 2: Professional communication**
Engage in interdisciplinary communication effectively and employ patient care technologies, information systems, and communication devices that support safe nursing practice.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Education, Health & Public Policy
9.2 Develop and implement a student outcome assessment plan
Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

**Related Measures:**

**M 1: Clinical Evaluation**

All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

satisfactory rating for SLO # 2 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

**Findings (2016-2017) - Target: Met**

Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 2; NURS309C 100% of juniors completing the course passed SLO 2; NURS407C: 100% of seniors completing the course passed SLO 2; NURS408C: 100% of seniors completing the course passed SLO 2.

Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 2; NURS316C 100% of juniors completing the course passed SLO 2; NURS407C: 100% of seniors completing the course passed SLO 2; NURS412C: 100% of seniors completing the course passed SLO 2.

**Findings (2015-2016) - Target: Met**

Fall 2015 -

NURS307C: 100% of juniors completing the course passed SLO 2; NURS309C 100% of juniors completing the course passed SLO2 (no data for 1 student); NURS407C: 100% of seniors passed SLO 2; NURS408C: 100% of seniors passed SLO 2

Spring 2016 -

NURS311C: 100% of juniors passed SLO 2; NURS312C 100% of juniors passed SLO 2; NURS409C: 100% of seniors passed SLO 2; NURS412C: 100% of seniors passed SLO 2

**Findings (2014-2015) - Target: Met**

Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 2 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 2 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 2
100% of seniors, NURS412 Spring 2015, passed clinical objective 2 (minimum score = 3.0)

**M 2: NCLEX-RN pass rate**

NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

80% pass rate

**Findings (2016-2017) - Target: Met**

For Class of 2017, n = 20, NCLEX-RN pass rate was 90% (TBA from DE Board of Nursing)

**Findings (2015-2016) - Target: Not Reported This Cycle**

For Class of 2016, n = 36, NCLEX-RN pass rate was ____% (TBA from DE Board of Nursing)

**Findings (2014-2015) - Target: Met**

For Class of 2015, n = 25, NCLEX-RN pass rate was 84%

**M 3: Progression of clinical performance/semester**

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

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<td>III</td>
<td>Assisted - Supervised</td>
<td>2.5</td>
<td>third semester of clinical practice</td>
</tr>
</tbody>
</table>
Supervised - Self-directed 3.0  Final semester of clinical practice

Target:
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#2; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #2; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #2; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #2.

Findings (2016-2017) - Target: Met
Fall 2016: NURS307C: 100% of juniors completing the course passed SLO 2 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 2 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 2 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 2 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 2 (minimum score = 2.0);
NURS316C 100% of juniors completing the course passed SLO 2 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 2 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 2 (minimum score = 3.0)

Findings (2015-2016) - Target: Met
Fall 2015:
NURS307C: 100% of juniors completing the course passed SLO 2 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 2 (minimum score = 1.5) [no data for 1 student];
NURS407C: 100% of seniors passed SLO 2 (minimum score = 2.5);
NURS408C: 100% of seniors passed SLO 2 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 2 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 2 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 2 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 2 (minimum score = 3.0)

M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

Target:
A minimum average score of 70 on the Teamwork and collaboration subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

Findings (2016-2017) - Target: Met
In Spring 2017 semester, Class of 2017 Seniors scored 79.5% on the
Teamwork and collaboration subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 77.5 on the Teamwork and collaboration subscale of the ATI exit exam within 2 attempts.

**SLO 3: Leadership**
Synthesize leadership concepts, principles and ethical reasoning in decision making to ensure quality outcomes in providing client care in a variety of settings

**Relevant Associations:**

**DSU Learning Goal Associations:**
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Strategic Plan Associations:**
- **College of Education, Health & Public Policy**
  - 1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
  - 1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
  - 2.1 Students are provided with leadership opportunities through course work and academic governance
  - 4.1 Enhance community engaged partnerships and outreach
  - 6.1 Promote international experiences and programs for all students

- **Delaware State University**
  - 1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
  - 1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

**Related Measures:**

**M 1:Clinical Evaluation**
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
satisfactory rating for SLO # 3 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).
Findings (2016-2017) - Target: Met
Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 3; NURS309C 100% of juniors completing the course passed SLO 3; NURS407C: 100% of seniors completing the course passed SLO 3; NURS408C: 100% of seniors completing the course passed SLO 3.
Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 3; NURS316C 100% of juniors completing the course passed SLO 3; NURS409C: 100% of seniors completing the course passed SLO 3; NURS412C: 100% of seniors completing the course passed SLO 3.

Findings (2015-2016) - Target: Met
Fall 2015 -
  NURS307C: 100% of juniors completing the course passed SLO 3;
  NURS309C 100% of juniors completing the course passed SLO 3 (no data for 1 student);
  NURS407C: 100% of seniors passed SLO 3; NURS408C: 100% of seniors passed SLO 3

Spring 2016 -
  NURS311C: 100% of juniors passed SLO 3; NURS312C 100% of juniors passed SLO 3; NURS409C: 100% of seniors passed SLO 3; NURS412C: 100% of seniors passed SLO 3

Findings (2014-2015) - Target: Met
Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 3 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 3 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 3 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 3 (minimum score = 3.0)

M 2: NCLEX-RN pass rate
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

Target:
80% pass rate

Findings (2016-2017) - Target: Met
For Class of 2017, n= 20, NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing)
**Findings (2015-2016) - Target: Not Reported This Cycle**
For Class of 2016, n=36, NCLEX-RN pass rate was ____% (TBA from DE Board of Nursing)

**Findings (2014-2015) - Target: Met**
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

**M 3: Progression of clinical performance/semester**

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

<table>
<thead>
<tr>
<th>Level</th>
<th>Minimum Expected Performance</th>
<th>Minimum Score</th>
<th>Upon Completion of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Novice - Assisted</td>
<td>1.5</td>
<td>First semester of clinical practice</td>
</tr>
<tr>
<td>II</td>
<td>Assisted</td>
<td>2.0</td>
<td>second semester of clinical practice</td>
</tr>
<tr>
<td>III</td>
<td>Assisted - Supervised</td>
<td>2.5</td>
<td>third semester of clinical practice</td>
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<tr>
<td>IV</td>
<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>

**Target:**
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#3; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #3; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #3; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #3.

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 3 (minimum score = 1.5); NURS309C 100% of juniors completing
the course passed SLO 3 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 3 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 3 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 3 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 3 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 3 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 3 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**

Fall 2015-
NURS307C: 100% of juniors completing the course passed SLO 3 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 3 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 3 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 3 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 3 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 3 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 3 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 3 (minimum score = 3.0)

M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
A minimum average score of 70 on the Leadership subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

**Findings (2016-2017) - Target: Met**
In Spring 2017 semester, Class of 2017 Seniors scored 81.8% on the Leadership subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 81.0 on the Leadership subscale of the ATI exit exam within 2 attempts.

**SLO 4: Standards of Care**
Integrate professional standards in the practice of nursing with integrity, caring, accountability, respect, and excellence in nursing practice

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs
values and ethical standards identified by their professional organizations and accrediting bodies
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.2 Cultivate an environment of academic and professional excellence
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

Related Measures:

M 1: Clinical Evaluation
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
satisfactory rating for SLO # 4 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

Findings (2016-2017) - Target: Met
Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 4; NURS309C 100% of juniors completing the course passed SLO 4; NURS407C: 100% of seniors completing the course passed SLO 4; NURS408C: 100% of seniors completing the course passed SLO 4.
Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 4; NURS316C 100% of juniors completing the course passed SLO 4; NURS409C: 100% of seniors completing the course passed SLO 4; NURS412C: 100% of seniors completing the course passed SLO 4.

Findings (2015-2016) - Target: Met
Fall 2015 -
NURS307C: 100% of juniors completing the course passed SLO 4;
NURS309C 100% of juniors completing the course passed SLO 4 (no data for 1 student);
NURS407C: 100% of seniors passed SLO 4; NURS408C: 100% of seniors passed SLO 4

Spring 2016 -
NURS311C: 100% of juniors passed SLO 4; NURS312C 100% of juniors passed SLO 4; NURS409C: 100% of seniors passed SLO 4; NURS412C: 100% of seniors passed SLO 4
Findings (2014-2015) - Target: Met
Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 4 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 4 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 4 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 4 (minimum score = 3.0)

M 2: NCLEX-RN pass rate
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

Target:
80% pass rate

Findings (2016-2017) - Target: Met
For Class of 2017, n= 20, NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing)

Findings (2015-2016) - Target: Not Reported This Cycle
For Class of 2016, n= 36, NCLEX-RN pass rate was _____ % (TBA from DE Board of Nursing)

Findings (2014-2015) - Target: Met
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

M 3: Progression of clinical performance/semester
Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

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<tr>
<td>I</td>
<td>Novice - Assisted</td>
<td>1.5</td>
<td>First semester of</td>
</tr>
</tbody>
</table>
II  Assisted  2.0  second semester of clinical practice

III  Assisted - Supervised  2.5  third semester of clinical practice

IV  Supervised - Self-directed  3.0  Final semester of clinical practice

**Target:**
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO #4; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #4; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #4; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #4.

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 4 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 4 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 4 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 4 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 4 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 4 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 4 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 4 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**
Fall 2015- NURS307C: 100% of juniors completing the course passed SLO 4 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 4 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 4 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 4 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 4 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 4 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 4 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 4 (minimum score = 3.0)
M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
A minimum average score of 70 on the Professionalism and Professional Skills subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

**Findings (2016-2017) - Target: Met**
In Spring 2017 semester, Class of 2017 Seniors scored 75% on the Professionalism and Professional Skills subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 72.9 on the Professionalism and Professional Skills subscale of the ATI exit exam within 2 attempts.

SLO 5: Collaboration; cultural competence
Collaborate with clients and healthcare professionals to provide safe, effective and culturally competent nursing care through the integration of knowledge and skills

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Education, Health & Public Policy
1.4 Provide interdisciplinary learning experiences for students
4.1 Enhance community engaged partnerships and outreach

Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

**Related Measures:**

**M 1: Clinical Evaluation**
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.
Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
satisfactory rating for SLO # 5 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

**Findings (2016-2017) - Target: Met**

Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 5; NURS309C 100% of juniors completing the course passed SLO 5; NURS407C: 100% of seniors completing the course passed SLO 5; NURS408C: 100% of seniors completing the course passed SLO 5.

Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 5; NURS316C 100% of juniors completing the course passed SLO 5; NURS409C: 100% of seniors completing the course passed SLO 5; NURS412C: 100% of seniors completing the course passed SLO 5.

**Findings (2015-2016) - Target: Met**

Fall 2015 -
- **NURS307C:** 100% of juniors completing the course passed SLO 5;
- **NURS309C:** 100% of juniors completing the course passed SLO 5 (no data for 1 student);
- **NURS407C:** 100% of seniors passed SLO 5; **NURS408C:** 100% of seniors passed SLO 5

Spring 2016 -
- **NURS311C:** 100% of juniors passed SLO 5; **NURS312C** 100% of juniors passed SLO 5; **NURS409C:** 100% of seniors passed SLO 5; **NURS412C:** 100% of seniors passed SLO 5

**Findings (2014-2015) - Target: Met**

Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

- 100% of juniors, NURS307 Fall 2014, passed clinical objective 5 (minimum score = 1.5)
- 100% of juniors, NURS312 Spring 2015, passed clinical objective 5 (minimum score = 2.0)
- 100% of seniors, NURS407 Fall 2014, passed clinical objective 5 (minimum score = 2.5)
- 100% of seniors, NURS412 Spring 2015, passed clinical objective 5 (minimum score = 3.0)

**M 2:NCLEX-RN pass rate**

NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state
Target:
80% pass rate

**Findings (2016-2017) - Target: Met**
For Class of 2017, n= 20 , NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing)

**Findings (2015-2016) - Target: Not Reported This Cycle**
For Class of 2016, n= 36 , NCLEX-RN pass rate was ____ % (TBA from DE Board of Nursing)

**Findings (2014-2015) - Target: Met**
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

**M 3:Progression of clinical performance/semester**

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

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<tr>
<td>II</td>
<td>Assisted</td>
<td>2.0</td>
<td>second semester of clinical practice</td>
</tr>
<tr>
<td>III</td>
<td>Assisted - Supervised</td>
<td>2.5</td>
<td>third semester of clinical practice</td>
</tr>
<tr>
<td>IV</td>
<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>
Target:
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#5; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #5; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #5; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #5.

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 5 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 5 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 5 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 5 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 5 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 5 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 5 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 5 (minimum score = 3.0)

Findings (2015-2016) - Target: Met
Fall 2015- NURS307C: 100% of juniors completing the course passed SLO 5 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 5 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 5 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 5 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 5 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 5 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 5 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 5 (minimum score = 3.0)

M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

Target:
A minimum average score of 70 on the Patient Centered Care subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

Findings (2016-2017) - Target: Met
In Spring 2017 semester, Class of 2017 Seniors scored 78.1 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

Findings (2016-2017) - Target: Met
In Spring 2017 semester, Class of 2017 Seniors scored 78.1 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

Findings (2015-2016) - Target: Met
In Spring 2016 semester, Class of 2016 Seniors scored 70.8 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.
SLO 6: Clinical reasoning
Synthesize knowledge, skills and professional attitudes through the demonstration of clinical reasoning.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.2 Cultivate an environment of academic and professional excellence
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

Related Measures:

M 1: Clinical Evaluation
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
satisfactory rating for SLO # 6 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 6; NURS309C 100% of juniors completing the course passed SLO 6; NURS407C: 100% of seniors completing the course passed SLO 6; NURS408C: 100% of seniors completing the course passed SLO 6.
Spring 2017 - NURS311C: 100% of juniors completing the course
passed SLO 6; NURS316C 100% of juniors completing the course passed SLO 6; NURS409C: 100% of seniors completing the course passed SLO 6; NURS412C: 100% of seniors completing the course passed SLO 6.

Findings (2015-2016) - Target: Met
Fall 2015 -
NURS307C: 100% of juniors completing the course passed SLO 6;
NURS309C 100% of juniors completing the course passed SLO 6 (no data for 1 student);
NURS407C: 100% of seniors passed SLO 6; NURS408C: 100% of seniors passed SLO 6

Spring 2016 -
NURS311C: 100% of juniors passed SLO 6; NURS312C 100% of juniors passed SLO 6; NURS409C: 100% of seniors passed SLO 6;
NURS412C: 100% of seniors passed SLO 6

Findings (2014-2015) - Target: Met
Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 6 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 6 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 6 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 6 (minimum score = 3.0)

M 2: NCLEX-RN pass rate
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

Target:
80% pass rate

Findings (2016-2017) - Target: Met
For Class of 2017, n= 20, NCLEX-RN pass rate was 90% (TBA from DE Board of Nursing)

Findings (2015-2016) - Target: Not Reported This Cycle
For Class of 2016, n= 36, NCLEX-RN pass rate was ____% (TBA from DE Board of Nursing)

Findings (2014-2015) - Target: Met
For Class of 2015, n=25, NCLEX-RN pass rate was 84%
M 3: Progression of clinical performance/semester

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

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<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>

**Target:**
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#6; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #6; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #6; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #6.

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 6 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 6 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 6 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 6 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 6 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 6(minimum score = 2.0); NURS409C: 100% of seniors completing the
course passed SLO 6 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 6 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**
Fall 2015-
NURS307C: 100% of juniors completing the course passed SLO 6 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 6 (minimum score = 1.5) [no data for 1 student];
NURS407C: 100% of seniors passed SLO 6 (minimum score = 2.5);
NURS408C: 100% of seniors passed SLO 6 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 6 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 6 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 6 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 6 (minimum score = 3.0)

**M 4: ATI exit exam**
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
A minimum average score of 70 on the Evidence Based Practice subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

**Findings (2016-2017) - Target: Met**
In Spring 2017 semester, Class of 2017 Seniors scored 77.5% on the Evidence Based Practice subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 75.7 on the Evidence Based Practice subscale of the ATI exit exam within 2 attempts.

**G 2: Professional Identity**
The graduate should implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice (EBP), caring, advocacy, and safe quality care for diverse patients within a family and community context.

**SLO 1: Patient-centered care**
Plan, provide and delegate patient-centered care and coordinated care that promotes safe and high quality outcomes.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Education, Health & Public Policy
2.2 Cultivate an environment of academic and professional excellence
9.2 Develop and implement a student outcome assessment plan
Delaware State University

1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

Related Measures:

M 1: Clinical Evaluation
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Satisfactory rating for SLO 1 on the clinical course evaluation for all students in clinical (semester and year, i.e., junior or senior).

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 1; NURS309C 100% of juniors completing the course passed SLO 1; NURS407C: 100% of seniors completing the course passed SLO 1; NURS408C: 100% of seniors completing the course passed SLO 1.
Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 1; NURS316C 100% of juniors completing the course passed SLO 1; NURS409C: 100% of seniors completing the course passed SLO 1; NURS412C: 100% of seniors completing the course passed SLO 1.

Findings (2015-2016) - Target: Met
Fall 2015-
NURS307C: 100% of juniors completing the course passed SLO 1;
NURS309C 100% of juniors completing the course passed SLO 1 (no data for 1 student);
NURS407C: 100% of seniors passed SLO 1; NURS408C: 100% of seniors passed SLO 1

Spring 2016 -
NURS311C: 100% of juniors passed SLO 1; NURS312C 100% of juniors passed SLO 1; NURS409C: 100% of seniors passed SLO 1; NURS412C: 100% of seniors passed SLO 1

Findings (2014-2015) - Target: Met
100% of juniors, NURS307 Fall 2014, passed SLO 1 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 1 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 1 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 1 (minimum score = 3.0)

M 2: NCLEX-RN pass rate
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

80% pass rate

**Findings (2016-2017) - Target: Met**

For Class of 2017, n= 20, NCLEX-RN pass rate was 90% (TBA from DE Board of Nursing) [Preview Formatting]

**Findings (2015-2016) - Target: Not Reported This Cycle**

For Class of 2016, n= 36, NCLEX-RN pass rate was ____% (TBA from DE Board of Nursing)

**Findings (2014-2015) - Target: Met**

For Class of 2015, n=25, NCLEX-RN pass rate was 84%

**M 3: Progression of clinical performance/semester**

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

<table>
<thead>
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<tr>
<td>I</td>
<td>Novice - Assisted</td>
<td>1.5</td>
<td>First semester of clinical practice</td>
</tr>
<tr>
<td>II</td>
<td>Assisted</td>
<td>2.0</td>
<td>second semester of clinical practice</td>
</tr>
<tr>
<td>III</td>
<td>Assisted - Supervised</td>
<td>2.5</td>
<td>third semester of clinical practice</td>
</tr>
<tr>
<td>IV</td>
<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>
Target:
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#1; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #1; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #1; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #1.

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 1 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 1 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 1 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 1 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 1 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 1 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 1 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 1 (minimum score = 3.0)

Findings (2015-2016) - Target: Met
Fall 2015- NURS307C: 100% of juniors completing the course passed SLO 1 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 1 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 1 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 1 (minimum score = 2.5).

Spring 2016 - NURS311C: 100% of juniors passed SLO 1 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 1 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 1 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 1 (minimum score = 3.0)

M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

Target:
A minimum average score of 70 on the Patient Centered Care subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

Findings (2016-2017) - Target: Met
In Spring 2017 semester, Class of 2017 Seniors scored 78.1 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

Findings (2015-2016) - Target: Met
In Spring 2016 semester, Class of 2016 Seniors scored 70.8 on the
Patient Centered Care subscale of the ATI exit exam within 2 attempts.
Action plan: continue to monitor.

**SLO 2: Professional communication**
Engage in interdisciplinary communication effectively and employ patient care technologies, information systems, and communication devices that support safe nursing practice.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

**Strategic Plan Associations:**
- College of Education, Health & Public Policy
  9.2 Develop and implement a student outcome assessment plan
- Delaware State University
  1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
  2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
  5.1 Develop transformational learning opportunities that prepare faculty, staff and students to live, contribute, and work in a sustainable society.

**Related Measures:**

**M 1: Clinical Evaluation**
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
satisfactory rating for SLO # 2 on the clinical course evaluation, based on the student’s status in the nursing major (semester and year, i.e., junior or senior).

**Findings (2016-2017) - Target: Met**
Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 2; NURS309C: 100% of juniors completing the course passed SLO 2; NURS407C: 100% of seniors completing the course passed SLO 2; NURS408C: 100% of seniors completing the course passed SLO 2.
Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 2; NURS316C: 100% of juniors completing the course passed SLO 2; NURS409C: 100% of seniors completing the course passed SLO 2; NURS412C: 100% of seniors completing the course passed SLO 2.

**Findings (2015-2016) - Target: Met**
Fall 2015 -
NURS307C: 100% of juniors completing the course passed SLO 2;
NURS309C 100% of juniors completing the course passed SLO2 (no data for 1 student);  
NURS407C: 100% of seniors passed SLO 2; **NURS408C**: 100% of seniors passed SLO 2

Spring 2016 -  
NURS311C: 100% of juniors passed SLO 2; NURS312C 100% of juniors passed SLO 2; NURS409C: 100% of seniors passed SLO 2;  
NURS412C: 100% of seniors passed SLO 2

**Findings (2014-2015) - Target: Met**  
Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 2 (minimum score = 1.5)  
100% of juniors, NURS312 Spring 2015, passed clinical objective 2 (minimum score = 2.0)  
100% of seniors, NURS407 Fall 2014, passed clinical objective 2 (minimum score = 2.5)  
100% of seniors, NURS412 Spring 2015, passed clinical objective 2 (minimum score = 3.0)

**M 2: NCLEX-RN pass rate**
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

**Target:**
80% pass rate

**Findings (2016-2017) - Target: Met**
For Class of 2017, n= 20 , NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing)

**Findings (2015-2016) - Target: Not Reported This Cycle**
For Class of 2016, n= 36 , NCLEX-RN pass rate was ____ % (TBA from DE Board of Nursing)

**Findings (2014-2015) - Target: Met**
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

**M 3: Progression of clinical performance/semester**

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:
Source of Evidence: Performance (recital, exhibit, science project)

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</tr>
<tr>
<td>II</td>
<td>Assisted</td>
<td>2.0</td>
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</tr>
<tr>
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</tr>
<tr>
<td>IV</td>
<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>

**Target:**
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO #2; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #2; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #2; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #2.

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 2 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 2 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 2 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 2 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 2 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 2 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 2 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 2 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**
Fall 2015- NURS307C: 100% of juniors completing the course passed SLO 2
(minimum score = 1.5); NURS309C 100% of juniors passed SLO 2 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 2 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 2 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 2 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 2 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 2 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 2 (minimum score = 3.0)

**M 4: ATI exit exam**  
Predictor exam for passing NCLEX-RN

**Source of Evidence:** Standardized test of subject matter knowledge

**Target:**  
A minimum average score of 70 on the Teamwork and collaboration subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

**Findings (2016-2017) - Target: Met**  
In Spring 2017 semester, Class of 2017 Seniors scored 79.5% on the Teamwork and collaboration subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**  
In Spring 2016 semester, Class of 2016 Seniors scored 77.5 on the Teamwork and collaboration subscale of the ATI exit exam within 2 attempts.

**SLO 4: Standards of Care**  
Integrate professional standards in the practice of nursing with integrity, caring, accountability, respect, and excellence in nursing practice

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators  
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
**College of Education, Health & Public Policy**
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies  
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies  
2.2 Cultivate an environment of academic and professional excellence  
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy

**Delaware State University**
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics

4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

**Related Measures:**

**M 1: Clinical Evaluation**

All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
satisfactory rating for SLO # 4 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

**Findings (2016-2017) - Target: Met**

Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 4; NURS309C 100% of juniors completing the course passed SLO 4; NURS407C: 100% of seniors completing the course passed SLO 4; NURS408C: 100% of seniors completing the course passed SLO 4.

Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 4; NURS316C 100% of juniors completing the course passed SLO 4; NURS409C: 100% of seniors completing the course passed SLO 4; NURS412C: 100% of seniors completing the course passed SLO 4.

**Findings (2015-2016) - Target: Met**

Fall 2015 -
NURS307C: 100% of juniors completing the course passed SLO 4;
NURS309C 100% of juniors completing the course passed SLO 4 (no data for 1 student);
NURS407C: 100% of seniors passed SLO 4; NURS408C: 100% of seniors passed SLO 4

Spring 2016 -
NURS311C: 100% of juniors passed SLO 4; NURS312C 100% of juniors passed SLO 4; NURS409C: 100% of seniors passed SLO 4; NURS412C: 100% of seniors passed SLO 4

**Findings (2014-2015) - Target: Met**

Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 4 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 4 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 4
(minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 4
(minimum score = 3.0)

**M 2: NCLEX-RN pass rate**
NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

**Target:**
80% pass rate

**Findings (2016-2017) - Target: Met**
For Class of 2017, n= 20, NCLEX-RN pass rate was 90% (TBA from DE Board of Nursing)

**Findings (2015-2016) - Target: Not Reported This Cycle**
For Class of 2016, n= 36, NCLEX-RN pass rate was ____% (TBA from DE Board of Nursing)

**Findings (2014-2015) - Target: Met**
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

**M 3: Progression of clinical performance/semester**

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

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<td>III</td>
<td>Assisted - Supervised</td>
<td>2.5</td>
<td>third semester of clinical practice</td>
</tr>
</tbody>
</table>
IV Supervised - Self-directed 3.0 Final semester of clinical practice

Target:
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#4; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #4; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #4; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #4.

Findings (2016-2017) - Target: Met
Fall 2016 - NURS307C: 100% of juniors completing the course passed SLO 4 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 4 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 4 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 4 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 4 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 4 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 4 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 4 (minimum score = 3.0)

Findings (2015-2016) - Target: Met
Fall 2015 - NURS307C: 100% of juniors completing the course passed SLO 4 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 4 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 4 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 4 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 4 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 4 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 4 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 4 (minimum score = 3.0)

M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

Target:
A minimum average score of 70 on the Professionalism and Professional Skills subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

Findings (2016-2017) - Target: Met
In Spring 2017 semester, Class of 2017 Seniors scored 75% on the
Professionalism and Professional Skills subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 72.9 on the Professionalism and Professional Skills subscale of the ATI exit exam within 2 attempts.

**SLO 5: Collaboration; cultural competence**
Collaborate with clients and healthcare professionals to provide safe, effective and culturally competent nursing care through the integration of knowledge and skills

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Education, Health & Public Policy
1.4 Provide interdisciplinary learning experiences for students
4.1 Enhance community engaged partnerships and outreach

Delaware State University
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
4.2 Collaboratively develop and enhance programs for underrepresented groups and undeserved communities

**Related Measures:**

**M 1: Clinical Evaluation**
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
satisfactory rating for SLO # 5 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 5; NURS309C 100% of juniors completing the course passed SLO 5; NURS407C: 100% of seniors completing the course passed SLO 5;
NURS408C: 100% of seniors completing the course passed SLO 5. Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 5; NURS316C 100% of juniors completing the course passed SLO 5; NURS409C: 100% of seniors completing the course passed SLO 5; NURS412C: 100% of seniors completing the course passed SLO 5.

**Findings (2015-2016) - Target: Met**

Fall 2015 -
- **NURS307C:** 100% of juniors completing the course passed SLO 5;
- **NURS309C** 100% of juniors completing the course passed SLO 5 (no data for 1 student);
- **NURS407C:** 100% of seniors passed SLO 5; **NURS408C:** 100% of seniors passed SLO 5

Spring 2016 -
- **NURS311C:** 100% of juniors passed SLO 5; **NURS312C** 100% of juniors passed SLO 5; **NURS409C:** 100% of seniors passed SLO 5; **NURS412C:** 100% of seniors passed SLO 5

**Findings (2014-2015) - Target: Met**

Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 5 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 5 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 5 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 5 (minimum score = 3.0)

**M 2:NCLEX-RN pass rate**

NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

80% pass rate

**Findings (2016-2017) - Target: Met**

For Class of 2017, n= 20 , NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing)

**Findings (2015-2016) - Target: Not Reported This Cycle**

For Class of 2016, n= 36 , NCLEX-RN pass rate was _____ % (TBA from DE Board of Nursing)
Findings (2014-2015) - Target: Met
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

M 3: Progression of clinical performance/semester

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)

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<td>2.5</td>
<td>third semester of clinical practice</td>
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<tr>
<td>IV</td>
<td>Supervised - Self-directed</td>
<td>3.0</td>
<td>Final semester of clinical practice</td>
</tr>
</tbody>
</table>

Target:
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO#5; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #5; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #5; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #5.

Findings (2016-2017) - Target: Met
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 5 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 5 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 5 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 5 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors
NURS316C 100% of juniors completing the course passed SLO 5 (minimum score = 2.0); NURS409C: 100% of seniors completing the course passed SLO 5 (minimum score = 3.0); NURS412C: 100% of seniors completing the course passed SLO 5 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**

**Fall 2015**
- NURS307C: 100% of juniors completing the course passed SLO 5 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 5 (minimum score = 1.5) [no data for 1 student];
- NURS407C: 100% of seniors passed SLO 5 (minimum score = 2.5); NURS408C: 100% of seniors passed SLO 5 (minimum score = 2.5)

**Spring 2016** - NURS311C: 100% of juniors passed SLO 5 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 5 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 5 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 5 (minimum score = 3.0)

**M 4: ATI exit exam**
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

**Target:**
A minimum average score of 70 on the Patient Centered Care subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

**Findings (2016-2017) - Target: Met**
In Spring 2017 semester, Class of 2017 Seniors scored 78.1 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

**Findings (2016-2017) - Target: Met**
In Spring 2017 semester, Class of 2017 Seniors scored 78.1 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

**Findings (2015-2016) - Target: Met**
In Spring 2016 semester, Class of 2016 Seniors scored 70.8 on the Patient Centered Care subscale of the ATI exit exam within 2 attempts.

**G 3: Spirit of Inquiry**
The graduate should examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families and communities.

**SLO 3: Leadership**
Synthesize leadership concepts, principles and ethical reasoning in decision making to ensure quality outcomes in providing client care in a variety of settings

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Strategic Plan Associations:

**College of Education, Health & Public Policy**
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.1 Students are provided with leadership opportunities through course work and academic governance
4.1 Enhance community engaged partnerships and outreach
6.1 Promote international experiences and programs for all students

**Delaware State University**
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
1.3 Build opportunities for students to gain global perspectives, participate in experiential learning, and further social justice

Related Measures:

**M 1: Clinical Evaluation**
All clinical courses have associated clinical experiences where students demonstrate critical thinking and nursing skills. At the conclusion of the clinical experience a written evaluation, with rubric, is completed for pass/fail grading.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
satisfactory rating for SLO # 3 on the clinical course evaluation, based on the student's status in the nursing major (semester and year, i.e., junior or senior).

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 3; NURS309C 100% of juniors completing the course passed SLO 3; NURS407C: 100% of seniors completing the course passed SLO 3; NURS408C: 100% of seniors completing the course passed SLO 3.
Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 3; NURS316C 100% of juniors completing the course passed SLO 3; NURS409C: 100% of seniors completing the course passed SLO 3; NURS412C: 100% of seniors completing the course passed SLO 3.

**Findings (2015-2016) - Target: Met**
Fall 2015 -
NURS307C: 100% of juniors completing the course passed SLO 3;
NURS309C 100% of juniors completing the course passed SLO 3 (no data for 1 student);
NURS407C: 100% of seniors passed SLO 3; NURS408C: 100% of seniors passed SLO 3

NURS311C: 100% of juniors passed SLO 3; NURS312C 100% of juniors passed SLO 3; NURS409C: 100% of seniors passed SLO 3; NURS412C: 100% of seniors passed SLO 3

Findings (2014-2015) - Target: Met

Students' clinical performance is expected to improve incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation.

100% of juniors, NURS307 Fall 2014, passed clinical objective 3 (minimum score = 1.5)
100% of juniors, NURS312 Spring 2015, passed clinical objective 3 (minimum score = 2.0)
100% of seniors, NURS407 Fall 2014, passed clinical objective 3 (minimum score = 2.5)
100% of seniors, NURS412 Spring 2015, passed clinical objective 3 (minimum score = 3.0)

M 2: NCLEX-RN pass rate

NCLEX-RN pass rates meet state and national benchmarks.

Source of Evidence: Certification or licensure exam, national or state

Target:
80% pass rate

Findings (2016-2017) - Target: Met
For Class of 2017, n= 20 , NCLEX-RN pass rate was 90 % (TBA from DE Board of Nursing)

Findings (2015-2016) - Target: Not Reported This Cycle
For Class of 2016, n= 36 , NCLEX-RN pass rate was _____ % (TBA from DE Board of Nursing)

Findings (2014-2015) - Target: Met
For Class of 2015, n=25, NCLEX-RN pass rate was 84%

M 3: Progression of clinical performance/semester

Students' clinical performance is expected to progress incrementally with each subsequent semester. The Clinical Evaluation form reflects this expected rating increase. See Expected Performance Levels table on page 1 of the clinical evaluation:

Source of Evidence: Performance (recital, exhibit, science project)
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</tbody>
</table>

**Target:**
On clinical evaluations, 80% of juniors in Fall Semester will achieve a satisfactory rating for SLO #3; 85% of juniors in Spring semester will achieve a satisfactory rating for SLO #3; 90% of seniors in Fall semester will achieve a satisfactory rating for SLO #3; 95% of seniors in Spring semester will achieve a satisfactory rating for SLO #3.

**Findings (2016-2017) - Target: Met**
Fall 2016- NURS307C: 100% of juniors completing the course passed SLO 3 (minimum score = 1.5); NURS309C 100% of juniors completing the course passed SLO 3 (minimum score = 1.5), NURS407C: 100% of seniors completing the course passed SLO 3 (minimum score = 2.5); NURS408C: 100% of seniors completing the course passed SLO 3 (minimum score = 2.5). Spring 2017 - NURS311C: 100% of juniors completing the course passed SLO 3 (minimum score = 2.0); NURS316C 100% of juniors completing the course passed SLO 3 (minimum score = 2.5). Spring 2017 - NURS412C: 100% of seniors completing the course passed SLO 3 (minimum score = 3.0)

**Findings (2015-2016) - Target: Met**
Fall 2015-
NURS307C: 100% of juniors completing the course passed SLO 3 (minimum score = 1.5); NURS309C 100% of juniors passed SLO 3 (minimum score = 1.5) [no data for 1 student]; NURS407C: 100% of seniors passed SLO 3 (minimum score = 2.5);
NURS408C: 100% of seniors passed SLO 3 (minimum score = 2.5)

Spring 2016 - NURS311C: 100% of juniors passed SLO 3 (minimum score = 2.0); NURS312C 100% of juniors passed SLO 3 (minimum score = 2.0); NURS409C: 100% of seniors passed SLO 3 (minimum score = 3.0); NURS412C: 100% of seniors passed SLO 3 (minimum score = 3.0)

M 4: ATI exit exam
Predictor exam for passing NCLEX-RN

Source of Evidence: Standardized test of subject matter knowledge

Target:
A minimum average score of 70 on the Leadership subscale of the ATI exit exam will be obtained by seniors within 2 attempts prior to graduation.

Findings (2016-2017) - Target: Met
In Spring 2017 semester, Class of 2017 Seniors scored 81.8% on the Leadership subscale of the ATI exit exam within 2 attempts.

Findings (2015-2016) - Target: Met
In Spring 2016 semester, Class of 2016 Seniors scored 81.0 on the Leadership subscale of the ATI exit exam within 2 attempts.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

NCLEX Pass rate
Continue to monitor program based on NCLEX Program Reports, accrediting bodies Delaware Board of Nursing requirements.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Implementation Description: Review NCLEX pass rate for compliance with state requirement
Projected Completion Date: 09/29/2010
Responsible Person/Group: Chairperson
Additional Resources Requested: None
Budget Amount Requested: $0.00 (no request)

Inclusion of remedial activities
Monitor courses for inclusion of all necessary remedial activities and student progress.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High
Implementation Description: Each course has added portions of two national programs into their courses to help students learn to apply the varied concepts into an integrated whole. Portions of the program relate to the actual concepts taught. Students who score less than 80% on any given test will be directed to content
related areas in the remediation programs. Each student will take tests developed by those programs which are associated with the content they are to review until they get 80% or higher on the tests.

**Responsible Person/Group:** Course faculty  
**Additional Resources Requested:** None at present  
**Budget Amount Requested:** $0.00 (no request)

**NCLEX**  
Identify areas of deficit and develop and implement a plan of action.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High
Mission / Purpose

Department of Nursing Mission Statement

The mission of the baccalaureate of science nursing program aligns with the mission and core values of Delaware State University as well as the College of Education, Health, and Public Policy. The nursing program provides exceptional educational opportunities for students of diverse backgrounds and prepares entry level nurses to practice competently and safely in a variety of healthcare settings including preparation for future specialization and/or graduate study. Baccalaureate nursing graduates are prepared professionally to provide compassionate and culturally competent evidence-based healthcare to meet the current and future needs of individuals, families, and communities within the state of Delaware, the nation, and the international environment. (Last reviewed: 24 August 2015)

Department of Nursing Philosophy

The Department of Nursing's philosophy, at Delaware State University, is congruent with the College of Education, Health, and Public Policy as well as the University's mission statement. The faculty will provide nursing education while promoting distinguished academic excellence, innovation, and world-class service to the graduate. Faculty are also committed to best practice within a learning environment that fosters mutual commitment, respect, integrity, and accountability among students, faculty, administration, and staff.

The nursing philosophy encompasses the University's core values as they relate to professional nursing education and professional practice. This includes: Excellence in nursing education and practice in the form of scholarship; outreach to others with an appreciation for diversity; an engaging community which fosters skills in the art and science of nursing; and the ability to demonstrate ethical reasoning and integrity which promotes patient advocacy and professionalism in an ever changing health care environment.

The nursing faculty believes the nursing program prepares the graduate to provide safe, compassionate, and competent nursing care across the lifespan to individuals, families, and communities in a variety of practice settings. The graduate will integrate evidence-based principles, sound nursing judgments, the sciences, and clinical reasoning skills necessary for entry level practice. Graduate nurses are empowered to become effective nurse leaders with a professional identity to transform healthcare, maintain a spirit of inquiry, and are committed to life-long learning. (Last reviewed: 24 August 2015)

Goals without Outcome/Objective Relationships Specified
G 1: Nursing Judgment
The graduate should make decisions in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within the family and community context.

G 2: Professional Identity
The graduate should implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice (EBP), caring, advocacy, and safe quality care for diverse patients within a family and community context.

G 3: Spirit of Inquiry
The graduate should examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

G 4: Advocacy for Human Flourishing
The graduate should advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: Teaching (1)
Faculty and staff are qualified and credentialed, and sufficient in number to ensure the achievement of SLOs and program outcomes

Relevant Associations:
ACEN Standard II is met.

DSU Learning Goal Associations:
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Education, Health & Public Policy
1.4 Provide interdisciplinary learning experiences for students
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.1 Students are provided with leadership opportunities through course work and academic governance
2.2 Cultivate an environment of academic and professional excellence

Related Measures:
M 1: NCLEX-RN pass rate
NCLEX-RN pass rate will be at or above 80%
Source of Evidence: Certification or licensure exam, national or state

**Target:**
95% of seniors in the Special Topics course pass the ATI predictor exam by the second attempt.

**Findings (2016-2017) - Target: Met**
100% of 20 seniors in the Special Topics course passed ATI predictor exam by the second attempt.

**Findings (2015-2016) - Target: Met**
24 of 25 seniors in the Special Topics course passed ATI predictor exam before graduation date.

**M 3: Professional Development**
Faculty will document 30 continuing education credits for the designated two-year licensure renewal period.

Source of Evidence: Professional standards

**Target:**
100% of FT faculty hold a graduate degree in nursing.

**Findings (2016-2017) - Target: Met**
100% of FT faculty hold a graduate degree in nursing and current DE RN licensure.

**Findings (2015-2016) - Target: Met**
100% of FT faculty hold a graduate degree in nursing

**M 5: Simulation technology**
Follow through with curriculum-wide simulation program through training sessions for faculty and staff.

Source of Evidence: Academic direct measure of learning - other

**Target:**
80% of faculty will attend scheduled simulation trainings.

**Findings (2016-2017) - Target: Met**
Simulation training by Laerdal corp for new birthing model attended by both Nursing Lab Coordinator and Maternal-Child course coordinator (100% of faculty and staff utilizing birthing simulators).

**Findings (2015-2016) - Target: Partially Met**
Simulation training by Laerdal corp for Spring 2017 to be scheduled

**SLO 3: Retention (1)**

50% of the students who begin the first clinical lab nursing course will graduate from the Baccalaureate degree program within 150% of the time (6 semesters) allotted for the program.
Relevant Associations:
ACEN Standard 6.4.2 is met.

Strategic Plan Associations:
College of Education, Health & Public Policy
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.2 Cultivate an environment of academic and professional excellence
2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies

SLO 4: Global awareness (1)
Continue to build a culture of global awareness by exploring cooperative relationships with study abroad programs, international post-secondary educational institutions, and foreign healthcare agencies

Relevant Associations:
Three undergraduate nursing students enrolled in CRN 18600 UNIV402 Learning without Borders (study abroad to London England) course for Spring 2017.

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Strategic Plan Associations:
College of Education, Health & Public Policy
1.2 Implement the University Program Review process to ensure quality educational experiences
1.4 Provide interdisciplinary learning experiences for students
2.1 Students are provided with leadership opportunities through course work and academic governance
2.2 Cultivate an environment of academic and professional excellence
5.2 Develop research centers that provide outcome based, community relevant research and policy
6.1 Promote international experiences and programs for all students
6.2 Become a World Health Organization/Pan American Health Organization Collaborating Center for Health Disparities

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Accreditation (1)
Establish and maintain full ACEN accreditation status.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences

Related Measures:

M 1: NCLEX-RN pass rate
NCLEX-RN pass rate will be at or above 80%
Source of Evidence: Certification or licensure exam, national or state

**Target:**
NCLEX-RN pass rate at or above 80%

**Findings (2016-2017) - Target: Met**
2017 DSU NCLEX-RN pass rate = 90%

**Findings (2015-2016) - Target: Partially Met**
2016 DSU NCLEX-RN pass rate = 83.3%

M 2: Accreditation
The Department of Nursing will maintain State approval and achieve full accreditation by ACEN.
Source of Evidence: Academic direct measure of learning - other

**Target:**
The nursing program will be approved without restrictions by the State of Delaware.
The nursing program will be in compliance with ACEN Standards 1 through 6.

**Findings (2016-2017) - Target: Met**
The Department of Nursing has full approval by the state of Delaware.
The Department of Nursing has full accreditation (warning status withdrawn) as of February 2017.

**Findings (2015-2016) - Target: Partially Met**
The nursing program has full approval by the state of Delaware.
The nursing program has been recommended for full accreditation (warning status withdrawn) as of February 2017.

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

**Accrediation documentation**

*Established in Cycle*: 2015-2016

Monitor accreditation status via written documentation from ACEN, due summer 2017.

**M 3: Professional Development**

Faculty will document 30 continuing education credits for the designated two-year licensure renewal period.

Source of Evidence: Professional standards

**Target:**
The program is in compliance with ACEN Standard 2.3

**Findings (2016-2017) - Target: Met**
The program is in compliance with ACEN Standard 2.3

**Findings (2015-2016) - Target: Met**
The program is in compliance with ACEN Standard 2.3

**O/O 5: Faculty (1)**

Recruit and retain qualified faculty: FT faculty hold a minimum of a graduate degree with a major in nursing and a minimum of 25% of FT faculty also hold an earned doctorate or are currently enrolled in a doctoral program of study.

**Relevant Associations:**
ACEN Standard 2.1 is met.

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Strategic Plan Associations:**
*College of Education, Health & Public Policy*
3.1 Recruit and retain high quality faculty to deliver the curricula
3.2 Support an environment of high quality teaching
3.3 Faculty are engaged in scholarship and/or research
3.4 Promote faculty service in the community
3.5 Faculty provide high quality advising and mentoring

**Related Measures:**

**M 2: Accreditation**
The Department of Nursing will maintain State approval and achieve full accreditation by ACEN.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Faculty will continue to maintain records and documents required for full approval and accreditation.
Findings (2016-2017) - Target: Met
Faculty produced requested documents and deliverables for the Feb. 2017 accreditation visit and consequently, warning status was discontinued. The Dept. of Nursing has full accreditation by ACEN.

Findings (2015-2016) - Target: Met
Faculty produced requested deliverables for the Feb. 2017 accreditation visit in a timely manner.

O/O 6: Grants/research (2)
To increase grant applications and research contracts to acquire $300,000 in funding annually.

Related Measures:

M 4: Financial aid
Financial assistance resources will be sufficient to sustain continuous student enrollment through completion of undergraduate nursing curriculum.

Source of Evidence: Administrative measure - other

Target:
A score of 2.5 or greater on the annual Student Survey will be reported for students services pertaining to financial aid.

Findings (2016-2017) - Target: Met
Students (n=29) scored 3.07 on the annual Student Survey for items pertaining to financial aid services.

Findings (2015-2016) - Target: Met
Student (n=58) scored 3.08 on the annual Student Survey for items pertaining to financial aid services.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Accreditation documentation
Monitor accreditation status via written documentation from ACEN, due summer 2017.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Accreditation | Outcome/Objective: Accreditation (1)
Executive Summary (1-2 pages)

Activity 1

New Proposed Curriculum Changes:

Reinstatement of MSN program (to start Spring 2019)

Faculty Senate's unanimous approval of the updates made to this graduate program was obtained in May 2018. Courses have been revised with new course names, descriptions and SLOs (Student Learning Outcomes). Identifying SLOs that lead to the new RSGCs (Role Specific Graduate Competencies) foster program alignment and help to maintain our accreditation requirements through ACEN (Accreditation Commission on Education in Nursing). 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 graduate program is designed so the SLOs are directly aligned with and lead to the four (4) Role Specific Graduate Competencies (RSGCs) based on the National League for Nursing (NLN) Competencies for Graduates (Nursing Judgement, Professional Identity, Spirit of Inquiry, and Human Flourishing). These competencies are embedded throughout the theoretical courses and are the foundation for the clinical practicum evaluation tools. Professional standards, guidelines, and competencies are also used in the development of course objectives and course content and support the student's attainment of the SLO's, RSGC's, and Program Outcomes.

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, course to course, promote a progression in learning that leads to the achievement of the RSGCs.

Undergraduate Program

The revised curriculum continues to be monitored. NCLEX -RN pass rates are on a steady rise, with the 90% pass rate in 2017 exceeding the national average (71.9%) by almost 20%. The Department of Nursing was awarded full accreditation by the Accreditation Commission for Education in Nursing (ACEN) and full approval by the Delaware Board of Nursing.

Rigor is maintained in the clinical components of nursing courses. Student mastery of basic nursing skills is ongoing, and being assessed and verified by instructor signatures on test-out sheets, the clinical evaluation form was modified to include both qualitative and quantitative data, and simulation scenarios were enhanced as instructional and testing modalities. Additionally, faculty instituted open lab sessions in the Fall semester to allow students to engage in faculty-facilitated skills practice in the clinical lab. Fulltime and adjunct clinical faculty maintained open lab hours during the Spring semester.
Likewise, the new Computer Lab Coordinator expanded computer lab hours to facilitate student use of instructional technology. Some of these activities included subject-specific practice tests for early remediation of knowledge deficits, as well as the instruction on the use of the DocuCare Electronic Health Record (EHR) system into junior level clinical courses. Additionally, the live EPIC charting system utilized by Bayhealth nursing staff was made available to all students, and included intensive training sessions on site at the Bayhealth Training Center. This new EHR charting system was introduced to help achieve SLOs related to critical thinking, clinical reasoning, and evidence-based high-fidelity simulated documentation.

An intense curriculum content analysis took place at the end of the academic year. Faculty correlated theory content, standardized assessment results, and clinical laboratory and/or simulation experiences in each course with published blueprint criteria for the licensure examination. All criteria were identified specifically, and each NCLEX-RN blueprint criterion was assigned, by consensus, to at least one of the courses in the nursing major. Action plans to include these criteria were developed by each course coordinator and implemented during the academic year.

**Activity 2**

**Standardized testing**

Implementation of ATI standardized testing was revised according to curricular content and incorporated into all courses in the nursing major. Subject-specific standardized testing accounts for 10% of the course grade. If students were unable to meet the nationally prescribed benchmarks (score of 850/Level II) on these exams, remediation was required and began immediately. This strategy was continued and the results have been promising as students strived to achieve needed mastery in identified weak areas. A revised rubric was implemented during the Spring Curriculum retreat to reflect the mastery achieved after remediation.

Again this year, seniors are required to pass a comprehensive pre-licensure predictor examination and to attend a Live NCLEX-RN Review program prior to graduation. Seniors had to achieve a score of 850 or better on this exam in order to pass the course for which this exam was required. Two attempts were allowed with intense remediation prior to the second try. All 2018 graduating seniors met this benchmark on the first attempt.

Established standardized and progressive grading criteria were carried through to this year’s clinical courses for nursing majors. Teacher-made examinations for junior nursing students were required to have a minimum of 50% application questions formatted in a similar way to the licensure examination. Each course must have three examinations of this type consisting of 75 questions each; a fourth examination is the final exam that must have 100 questions of the same nature. Examinations for seniors followed a comparable format, but consisted of a minimum of 95% application questions and 100 NCLEX-RN style questions per examination. **Activity 3**

**New Admission Criteria**

A change in the admission criteria was implemented for applicants who would be accepted into the nursing major as incoming juniors in Fall 2016. Eligibility for admission to the nursing program still requires a GPA of 3.0 or higher; however, the new admission exam is the ATI TEAS pre-admission test, with a minimum level of proficient required for applicants to the nursing major. The Department of Nursing
Admission Committee has been monitoring these criteria, and will further develop a cut score within the Proficiency level when ATI TEAS results for 100 applicants have been recorded. Best practice guidelines for the cut score will be used in accordance with the established test psychometrics published by ATI.

Activity 4

Student Enrollment

The number of junior students enrolled in the program doubled (n=28) from last year (14). The ratio of faculty to students was maintained at a maximum 1:6 ratio for med-surg (adult health) clinical courses. Additionally, advisement of junior nursing students was assigned to full time faculty, whose daily interactions with students were planned to be early identifiers of problems, making interventions and remediation action plans timely and more effective.

Junior and senior nursing students continued to be enrolled in 8-week block clinical courses. This strategy maintained an effective faculty-student ratio in theory courses, allowing classroom instructors a better opportunity to identify knowledge deficits and provide targeted tutoring and remediation strategies to students in need.

Unit(s) Profile

Faculty Position

Dr. Agnes Richardson Associate Professor and Chairperson

Dr. Jennifer Akey Associate Professor

Dr. Sally Danz Associate Professor

Dr. Nicole Bell Rogers Assistant Professor

Mrs. Paula Rutledge Assistant Professor

Dr. Yvonne Stringfield Adjunct Instructor

Mrs. Yesenia Sudler Adjunct Instructor

Mrs. Christina Darpino Adjunct Instructor

Mrs. Effie Davis Adjunct Instructor
Mrs. Lisa Livingston Adjunct Instructor
Ms. Janelle Thomas Adjunct Instructor
Ms. Rosemarie White Adjunct Instructor
Mrs. Anna Chenjo Adjunct Instructor
Mrs. Adetokundo Fisher Adjunct Instructor
Mr. Kwami Opoku-Agyemang Adjunct Instructor
Ms. Chavon Crampton Adjunct Instructor
Mrs. Ngozi Azuogu Adjunct Instructor
Dr. Lori Grant Associate Professor - Resigned

Staff Position
Ms. Roblyn Davis Computer Lab Coordinator
Mrs. Michele McIntosh Nursing Clinical Coordinator
Ms. Cookie Shockley Senior Secretary
Mrs. Deborah Lord Clinical Skills Lab Coordinator - Resigned

Unit(s) Initiatives accomplished in this cycle
Units initiatives accomplished this cycle

• Hired a Computer Lab Coordinator
• Interviewed Clinical Skills Lab Coordinators
• Reinstated Masters Curriculum was approved by Faculty Senate
• Incorporation of simulation in all clinical nursing courses
• Maintained simulation observation room for increased educational opportunities for students
• Maintenance of technology for SMART rooms
• DocuCare EHR acquired and Pyxis medication administration system ordered, to provide students with current trends in documentation and medication administration.
• Utilization of ATI to better facilitate students learning outcomes, provide remediation, and to enhance their probability of success on NCLEX
• Seniors Offered Additional Remediation (SOARs) continued to provide seniors with mentoring, tutoring, and support

Unit(s) Honors/Awards and Achievements

• National Council Licensure Examination (NCLEX) pass rate for the class of 2017 was 90%

• 100% of senior class are predicted to pass NCLEX-RN, according to standardized test results.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Goal 1: Increase marketing initiatives for the undergraduate and graduate nursing programs

Marketing/Recruitment

• Outreach community efforts at our clinical sites
• HOSA
• Enhance our Web-site
• Delaware Nurses Association
• Dept. Chair and Faculty attending off campus University recruitment efforts

Goal 2: Develop methods to increase the DON retention and graduation rates

Retention/Graduation
· 77% graduation rate for Class of 2017
· Students offered additional remediation (SOARS)
· Student Scholarships from available funding source (Health Fund)
· Fulltime nursing faculty advisors were appointed for all nursing majors

Goal 3: Employ methods to ensure the academic rigor of program

Academic Quality

- Revision of admission criteria
- Increased academic rigor by maintaining passing grade to a minimum of 80%
- Requiring skills check offs and meeting identified benchmarks
- Incorporation of curriculum-wide standardized testing
- Incremental increases in overall scoring on clinical evaluations: Fall juniors = 1.5, Spring juniors = 2.0, Fall seniors = 2.5, Spring seniors = 3.0)

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
b) Have these changes been implemented? If not, when will they be implemented?  
c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Closing the Assessment Loop

a. List one or two examples of how the unit used assessment result/findings to plan changes (initiatives) designed for improvements?

The Department of Nursing utilizes a systematic evaluation plan (SEP) that addresses all standards for nursing accreditation. This plan has provided the DON with a method of evaluating student learning outcomes (SLO) and program outcomes. Additionally, the SEP provides a method for program assessment utilizing tools within the following domains:

- Course specific ATI proctored test results
- FECA: Faculty Evaluation of Clinical Agency
- SECA: Student Evaluation of Clinical Agency
- Employer satisfaction ratings of graduates
- Student evaluations of nursing program
- Clinical evaluation form
Changes are consistent with action plans. We review scores below the benchmark and revise Departmental policies and procedures and adjust course content and examinations accordingly.

b. Have these changes been implemented? Yes

c. When does the unit plan to conduct the assessment again to ascertain whether or not these changes (initiatives) have made a difference?

These initiatives continue to make a difference in the quality of instruction. The SEP is reviewed according to timelines specified within this document. Updates and revisions are reviewed at the Department semester retreats in December and May.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

None

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

Undergraduate Student Information

Connected Document

- Undergraduate Student Information
Mission / Purpose

The Delaware State University Foundation, Inc. is a not-for-profit corporation devoted solely to the welfare and development of Delaware State University (DSU). In support of the DSU vision, mission, and core values, the Office of Development manages all private fundraising initiatives including gift management, donor relations and stewardship activities by the DSU Foundation.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Annual Giving Drive.

Establish an Annual Giving drive that will achieve fundraising goals set for the alumni, employees, individuals, corporations and foundations, and others (clubs, organizations, groups, and government).

O/O 1: Dollars from contacts, collaborations, initiatives.

Increase the dollar amount from contacts, collaborations, and initiatives.

Related Measures:

M 1: Amount of dollars from contacts, collaborations, and initiatives.
Amount of dollars from contacts, collaborations and initiatives as tabulated from the Raiser's Edge development software. The dollar amount generated from these areas is monitored daily. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustee's Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

Target:
Obtain at least $2,760,684 from contacts, collaborations, and initiatives for FY 2012.
Findings (2011-2012) - Target: Met

The final dollar amount greatly exceeded the goal with a total amount raised of $2,802,448.23. The target for 2011-2012 was $2,760,684.

Findings (2010-2011) - Target: Met

The final dollar amount greatly exceeded the goal with a total raised of $2,581,595 as compared to the goal of $2,339,079.

O/O 2:Dollars from alumni and participation rate.

Achieve alumni fiscal year dollar amount and participation rate goals.

Related Measures:

M 2: Amount of dollars and participation rate from alumni.
Amount of dollars and participation rate from alumni as tabulated from the Raiser's Edge development software. The dollar amount generated from these constituents is monitored daily. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees' Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

Target:
Obtain at least $203,188 from alumni for FY 2012 and attain at least a 5.2% participation rate from alumni giving (equaling 582 donors).

Findings (2011-2012) - Target: Not Reported This Cycle

The data will not be known until the end of the fiscal year (June 30, 2012).

Findings (2010-2011) - Target: Met
Exceeded alumni FY 2011 goal and raised $257,884, however only achieved a 5% participation rate and 494 donors.

O/O 3: Dollars from corporations/foundations and number of donors.

Achieve corporations/foundations fiscal year dollar amount goal and increased number of grants.

Related Measures:
M 3: Amount of dollars and number of grants from corporations/foundations.

Amount of dollars and number of grants from corporations/foundations as tabulated from the Raiser's Edge development software. The dollar amount generated from these constituents is monitored daily and the number of donors counted. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees' Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

**Target:**
Obtain at least $1,621,664 from corporations/foundations for FY 2012.
Obtain at least 70 gifts.

**Findings (2011-2012) - Target: Not Reported This Cycle**
The data will not be known until the end of the fiscal year (June 30, 2012).

**Findings (2010-2011) - Target: Met**
Exceeded corporation/foundation FY 2011 goal and raised $1,544,442. Exceeded the target number of corporation/foundation gifts of 70 and increased to 98 gifts.

O/O 4: Dollars from friends/individuals.

Achieve friends/individuals fiscal year dollar amount goal.

**Related Measures:**

**M 4: Amount of dollars from friends/individuals.**

Detailed description: Amount of dollars from friends/individuals as tabulated from the Raiser's Edge development software. The dollar amount generated from these constituents is monitored daily. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees' Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

**Target:**
Obtain at least $185,624 from friends/individuals for FY 2012.
**Findings (2011-2012) - Target: Not Reported This Cycle**

The data will not be known until the end of the fiscal year (June 30, 2012).

**Findings (2010-2011) - Target: Partially Met**

Raised approximately 90% ($154,687) of the friends/individuals FY 2011 goal, which was almost double the previous year's goal. While it was a great achievement, the new goal was not reached.

**O/O 5:Dollars from others (clubs, organizations, groups, and government).**

Achieve others (clubs, organizations, groups, government) fiscal year dollar amount goal.

**Related Measures:**

**M 5:Amount of dollars from others (clubs, organizations, groups, government).**

Amount of dollars from others (clubs, organizations, groups, government) as tabulated from the Raiser's Edge development software. The dollar amount generated from these constituents is monitored daily. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees' Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

**Target:**

Obtain at least $700,207 from others (clubs, organizations, groups, government) for FY 2012.

**Findings (2011-2012) - Target: Not Reported This Cycle**

The data will not be known until the end of the fiscal year (June 30, 2012).

**Findings (2010-2011) - Target: Partially Met**

Achieved over 74% of the others (clubs, organizations, groups, government) FY 2011 goal.

**O/O 6:Dollars from faculty/staff and participation rate.**
Achieve faculty/staff fiscal year dollar amount and participation rate goals.

**Related Measures:**

**M 6:** Dollars and participation rate from faculty/staff.

Amount of dollars and participation rate from faculty/staff as tabulated from the Raiser's Edge development software. The dollar amount generated from these constituents is monitored daily and the participation rate is calculated. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees' Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

**Target:**

Obtain at least $111,631 from faculty and staff for FY 2012 and attain at least a 41.5% participation rate from faculty and staff giving (equating 310 donors).

**Findings (2011-2012) - Target: Not Reported This Cycle**

The data will not be known until the end of the fiscal year (June 30, 2012).

**Findings (2010-2011) - Target: Met**

Exceeded the faculty/staff FY 2011 goal of $85,000 and raised $93,026 and obtained 282 donors for a participation rate of 35.3.

**O/O 7:** Number of proposal submissions

Detailed description: Increase proposal submissions and letters of inquiry each year.

**Related Measures:**

**M 7:** Number of proposal submissions.

Number of proposal submissions as tabulated from the Raiser's Edge development software. The number of proposals submitted is monitored daily. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees' Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

**Target:**

Increase proposal submissions and letters of inquiry by 10%.
**Findings (2011-2012) - Target: Not Reported This Cycle**
The data will not be known until the end of the fiscal year (June 30, 2012).

**Findings (2010-2011) - Target: Met**
Increased proposal submissions and letters of inquiry by more than the goal of 10%. A total of 130 were submitted in FY 2011 as opposed to 115 in FY 2010, resulting in a 13% increase.

G 2: Donor Relations and Stewardship program

Established a Donor Relations and Stewardship program to ensure all gifts are properly recorded and acknowledged, and donors are stewarded to higher giving levels.

O/O 8: Process all gifts.

Process all gifts according to the written gift processing guidelines.

**Related Measures:**

**M 8: Percentage of gifts processed.**

The processing, and entering of all gifts into the Raiser's Edge development software and data is verified weekly receipts. This data is shared with the budget analyst, financial administrator I, development technician and the associate vice president for development prior to being reported as part of the Annual Fund totals at the weekly staff meeting, and the Board of Trustee's Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

**Target:**

All (100%) of gifts are processed and tracked in the Raiser's Edge development software.

**Findings (2011-2012) - Target: Not Reported This Cycle**
The data will not be known until the end of the fiscal year (June 30, 2012).

**Findings (2010-2011) - Target: Met**
All gifts were processed.
O/O 9: Acknowledge all gifts.

Strive to acknowledge all gifts according to best practices.

Related Measures:

M 9: Acknowledgements made to Donors according to best practices.

Donors are acknowledged in less number of days from receipt of gift than in prior years as tabulated from the Raiser's Edge database and a copy of the acknowledgement is uploaded to Raiser's Edge. The acknowledgements are prepared daily in the form of formal letters mailed to each donor.

Source of Evidence: Existing data

Target:
Donors are acknowledged within a 48 hour time period

Findings (2011-2012) - Target: Not Reported This Cycle
The data will not be known until the end of the fiscal year (June 30, 2012).

Findings (2010-2011) - Target: Partially Met
Donors are acknowledged within a week down from almost two weeks. The number of days it takes to acknowledge donors was reduced by the introduction of process efficiencies i.e. establishing a tracking system on completed tasks.

O/O 10: Increase number of donors.

Increase the number of donors each year.

Related Measures:

M 10: Number of Donors.

Detailed description: Number of donors increases as tabulated from the Raiser's Edge database. The number of donors is monitored weekly. This data is shared with the entire staff at the weekly staff meeting and the Board of Trustee's Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

Target:
The total number of donors increases by 10% each year.
Findings (2011-2012) - Target: Not Reported This Cycle
The data will not be known until the end of the fiscal year (June 30, 2012).

Findings (2010-2011) - Target: Met
The number of donors increased more than 10%.

G 4: Senior Class Gift Drive
Establish a senior class gift drive in collaboration with the senior class president for all seniors to contribute towards a gift to DSU from their class.

O/O 13: Establish a senior class gift drive
Establish a senior class gift drive in cooperation with the Annual Fund Office to promote and encourage giving among the new graduates, via standard mail, email, social network outlets, campus-wide promotions and announcements in class meetings.

Related Measures:

M 13: Amount of dollars
Amount of dollars received from senior class members as tabulated in Raiser’s Edge database, feedback from constituents as solicited by surveys.

Source of Evidence: Existing data

O/O 14: Promote a senior class annual gift drive
Promote an annual gift drive centered on an attainable dollar goal with creative and full involvement of the senior class.

Related Measures:

M 14: Results of fundraising efforts
The results of fundraising efforts are tabulated and reported weekly in staff meetings and shared with senior class leaders.

Source of Evidence: Existing data

G 5: Anniversary Class Giving Program
Establish alumni giving programs and projects centered on acknowledgement of anniversary milestones rather than reunions which imply a physical gathering is necessary to the commemoration of the milestone. Set fundraising goals; targeting
classes using the traditional five-year reunion model, soliciting gifts from anniversary celebrants, setting specific, attainable goals, working with individuals and cohorts.

**O/O 15:Solicit contributions from alumni milestone classes**

Solicit contributions annually from alumni celebrating milestone quinquennial anniversaries, with emphasis on classes celebrating major milestones of 50, 25, 10 and five years; utilizing personalized standard and electronic correspondence, promotions and advertisements.

**Related Measures:**

**M 14:Amount of dollars**

Amount of dollars received from quinquennial celebrants responding to the anniversary class fundraising drive as tabulated in Raiser's Edge development software, the results of which are reported weekly in staff meetings and shared with cohort leaders.

Source of Evidence: Existing data

**Target:**

Obtain a minimum of $10,000 from the 50-Year anniversary class; $5,000 from the 25- and 10-Year classes; and $3,000 from the five-year class in FY 2012

**Findings (2011-2012) - Target: Not Reported This Cycle**

50-Year Class drive has successfully reached goal in FY 2012, due to engagement of an effective cohort, constant outreach to class members, effective online giving process and leadership of alumni office staff. Goal surpassed by 30%. Class leader was intimately and aggressively involved with the promotion of the class drive. Drive still in progress. Final data available at end of FY 2012.

**O/O 16:Establish leadership cohorts**

Establish leadership cohorts for each major milestone class to assist in contacting and encouraging responses to the class gift drives that will support achievement of projected goals

**Related Measures:**
M 15: Number of alumni cohorts

Number of alumni cohorts established and noted in Raiser’s Edge development software; monitored weekly and shared with staff in weekly meetings, cohort leaders, and reported monthly to the Development Office and the Vice President of Institutional Advancement/Chief of Staff.

Source of Evidence: Existing data

Target:
Cohort leaders have been identified to help advance the fundraising drives of the other four major milestone classes; however, specific data will not be available until the end of FY 2012.

Findings (2011-2012) - Target: Not Reported This Cycle

Cohort leaders have been identified to help advance the fundraising drives of the other four major milestone classes; however, specific data will not be available until the end of FY 2012.

O/O 20: Golden Anniversary Class Drive
Establish a 50 year anniversary class drive to celebrate and raise funds for scholarships.

Related Measures:

M 2: Amount of dollars and participation rate from alumni.
Amount of dollars and participation rate from alumni as tabulated from the Raiser’s Edge development software. The dollar amount generated from these constituents is monitored daily. This data is shared with the entire staff at the weekly staff meeting, and the Board of Trustees’ Development & Investment Committee at least quarterly.

Source of Evidence: Existing data

G 6: Comprehensive Campaign

Conduct a comprehensive campaign to raise funds to build the University endowed scholarships, student programs, teaching and research, and current use scholarships.

O/O 17: Establish a campaign steering committee

Establish a campaign steering committee representative of the community and leadership gift donors.

Related Measures:
M 16: Committee meetings held.
Committee meetings held at least quarterly.

Source of Evidence: Existing data

**Target:**
Develop Campaign Steering Committee comprising of no more than 20 members by November 2011 to meet at least quarterly.

**Findings (2011-2012) - Target: Not Reported This Cycle**
Progress data will not be known until the end of the fiscal year (June 30, 2012).

O/O 18: Focused areas

Identify the focused areas to build the campaign.

**Related Measures:**

M 17: Committee meeting minutes

Committee minutes (initiatives) maintained for each meeting and reported to the Board.

Source of Evidence: Existing data

**Target:**
Committee will identify at least four focused areas for the comprehensive campaign.

**Findings (2011-2012) - Target: Not Reported This Cycle**
Progress data will not be known until the end of the fiscal year (June 30, 2012).

O/O 19: Raise funds

Raise funds to support the identified focused areas.

**Related Measures:**

M 18: Dollar amount raised

Dollar amount of funds raised for the campaign focused areas.

Source of Evidence: Existing data
**Target:**
To be determined - dollar amount of funds to be raised during the comprehensive campaign.

**Findings (2011-2012) - Target: Not Reported This Cycle**
F1-F3 Progress data will not be known until the end of the fiscal year (June 30, 2012).
Mission / Purpose

The University College introduces first-year students to their college experience by providing a collegiate 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 University College encourages social integration through a variety of programs designed to assist students in succeeding during their freshmen year, as they persist toward graduation.

Designed to transition and introduce new students to their college experience.

Provide centralized and cohesive programs for first-year students.
Develop intellectual foundation and holistic journey which could yield a challenging academic, and social experience for freshmen.

Ensure that campus resources are accessible at every turn for students to focus on successful completion of their first year.
Goals without Outcome/Objective Relationships Specified

G 1: Student Success Objectives for First-Year Students

University College Objectives for First-Year Student Success (aligned to KPI, Goal 2 Student Success)

STUDENT OBJECTIVES FOR FIRST-YEAR SUCCESS

Students will:
§ Become aware of University policies and procedures

§ Understand curriculum requirements

§ Identify campus resources
§ Strengthen oral and written communication skills

§ Participate in academic community and social engagement opportunities

§ Engage in peer learning

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: First-Year Student Outcomes

1. First-year Retention Rate
2. Cohort GPA/Academic Performance
3. Engagement Satisfaction Survey
4. UC Exit Survey
5. Student Learning Outcomes - tutorial center, writing studio, and QRC

Related Measures:

M 1: First-Year Student Success Measures

Measures of Success (Students' Needs & Expectations)

1. Surveys and/or focus groups

2. Connelly Readiness Inventory (CRI)

3. Non-returning student survey

Measures of Success (Processes)
1. Individual Development Plan

2. Student and Advisor interactions/contacts

3. Intervention Strategies

Source of Evidence: Administrative measure - other

**M 2: Fall 2016 Academic Profile and Retention Analysis**

This analysis contains academic profile information on the 997 first-time freshman who entered DSU in Fall 2016. The review of data is presented in four classifications: 1) average high school GPA, 2) average SAT reading and math composite scores, 3) preliminary remedial math enrollment, and 4) preliminary first semester enrollment credits.

**Average High School GPA**

§ While comparing the Fall 2015 cohort's (N=887) academic profile to the Fall 2016 cohort (N=997), the difference is not material in the average high school GPA (3.11 and 3.12) and SAT composite scores (896.9 and 898.1) respectively.

§ A review five year trend (2012-2016) depicts that the Fall 2016 first-time freshman cohort as having the highest mean GPA of 3.12.

§ While measuring the high school performance of the past five cohorts, the mean high school GPA has increased year over year.

§ During this five-year period, the mean high school GPA depicts a 4.16% increase from 2012-2016.

**Average SAT Reading and Math Composite Scores**

§ Among the SAT Reading and Math composite scores, the Fall 2016 cohort has an average score of 898.1

§ The average SAT scores over the 2012-2016 five year period have remained flat within a range of scores 896.9 (low) in 2015 and 906.0 (high) in 2014.

§ The five year trend yields an average SAT reading and math composite score of 900.28.

**Preliminary Remedial Math Enrollment**
§ Over the past five years, the percentage of first-time freshman requiring remedial math substantiates the lowest placement* in Fall 2016.

§ During the 2012-2016 time period, remedial math enrollment indicates the highest percentage (76.9%) was recorded in Fall 2013.

§ Among the 997 Fall 2016 first-time freshman, 33.8% are enrolled in remedial math (MTSC-075), down from 63.0% from the previous year's (2015) placement.

*The university administered the ALEKS placement test for the first time to the incoming Fall 2016 new freshman cohort.

First Semester Enrollment Credits - 15 Strong to Completion

§ A review of the Fall 2016 first-time freshman cohort enrollment credits revealed that 933 (93.5%) out of 997 new freshmen are enrolled in a minimum of 15 credit hours of course work.

§ While the remaining 64 students are full-time, this population of first-time freshman elected to enroll between a range of 12-14 credits due to professional/work obligations and personal responsibilities. Documentation of the students' preferences is documented in the IDP.

Source of Evidence: Performance (recital, exhibit, science project)
Mission / Purpose

The Opportunity Scholars Program is composed of Dreamer students who possess a Deferred Action for Childhood Arrivals (DACA) status in the United States. The students are considered undocumented immigrants; however, their DACA status gives them a lawful presence in the United States with the benefit to be able to work legally and go to school.

The Opportunity Scholars Program began in the fall 2016 through a partnership with TheDream.US, which is the nation's largest college access and success program for Dreamers. The 1st cohort (fall 2016) consisted of 34 Dreamers and the 2nd cohort (fall 2017) consisted of 47 Dreamers. The Program expects to welcome a 3rd cohort of 41 Dreamer students in the fall 2018 semester.

The Opportunity Scholars Program serves and provides academic, personal, social, career, and professional support to all Dreamers to ensure a successful post-secondary education at Delaware State University. The Program works in collaboration with other departments as well as students, faculty, staff, and other administrators to ensure a welcoming, safe, inclusive, and successful transition to DSU for all Dreamers.

Annual Report Section Responses

Executive Summary (1-2 pages)

The Opportunity Scholars Program is composed of Dreamer students who possess a Deferred Action for Childhood Arrivals (DACA) status in the United States. The students are considered undocumented immigrants; Nevertheless, their DACA status provides them with a lawful presence in the United States with the benefit to be able to work legally, go to school, among other benefits.

The Opportunity Scholars Program began in the fall 2016 through a partnership with TheDream.US, which is the nation's largest college access and success program for Dreamers. The 1st cohort (fall 2016) consisted of 34 Dreamers and the 2nd cohort (fall 2017) consisted of 47 Dreamers. The Program is welcoming a 3rd cohort of 41 new Dreamer students in the fall 2018 semester.

The Opportunity Scholars Program serves and provides academic, personal, social, career, and professional support to all Dreamers to ensure a successful post-secondary
education at Delaware State University. The Program works in collaboration with other departments as well as students, faculty, staff, and administrators to ensure a welcoming, safe, inclusive, and successful transition to DSU. Furthermore, with the assistance and collective efforts of the student body, faculty, staff, and administrators, the Program intends to achieve a successful campus life integration process for all Dreamers.

**Unit(s) Initiatives accomplished in this cycle**

- Created Dreamers Success Account with the purpose to offset the educational needs of Dreamers enrolled at Delaware State University. The funds will support educational needs not covered by TheDream.US scholarships, such as books, supplies, coverage of exam fees (GMAT, GRE, etc.), DACA renewal fees, and other relevant academic based needs.

- Successfully engaged in fundraising efforts with advocacy committees such as the Progressive Democrats of Sussex County, Matthew 25 Action Committee, and the Unitarian Universalists of Southern Delaware. Due to the engagement and participation of such efforts, I have been able to fundraise approximately $6,000.

- Due to the connections made with advocacy groups/committees, I was able to make housing available for those Dreamers who do not have the financial resources to return home during school breaks (i.e. Thanksgiving) including summer and winter recesses.

- Successful Persistence/Retention rate

  **1st Cohort - 85.2% retention rate:** Out of 34 Dreamers who matriculated at DSU in the fall 2016 semester, 29 of them returned to and have remained enrolled at DSU. The 5 Dreamers who did not return, transferred to one of TheDream.US partner colleges due to DSU not having their desired major/academic career.

  **2nd Cohort - 97.8% retention rate:** Out of the 47 Dreamers who matriculated at DSU in the fall 2017 semester, 46 of them returned and have remained enrolled at DSU. The only one Dreamer who did not remain to DSU, decided to transfer to one of TheDream.US partner colleges due to DSU not offering his desired major/academic career.

  **Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.**

  1. **Goal: Render support to Dreamers**

     **Objective/Outcome:** Financial support
     **Measurement:** Number of Donations received towards the Dreamers Success Account
     An excel spreadsheet will be utilized in order to keep track of all donations (i.e. personal, corporate, etc). In addition, the DSU Foundation will be sharing monthly reports pertaining to the available funds in the Dreamers Success Account.
Target: $3,000 in the first year
Findings 2016-2017: Met through engagement and participation of fundraising events. Approximately $6,000 were collected.
Action Plan 2016-2017: Director will continue to connect with organizations who have the potential to provide financial contributions to the Dreamers.

Objective/Outcome: Academic Support - Dreamers Academic Standing
Measurement: GPA tracking
An excel spreadsheet will be utilized to track the GPA of each individual Dreamer as well as of each cohort and the Program as a whole.
Target: 3.25 GPA
Findings 2016-2017: Met. The overall cumulative GPA for the Program was a 3.5. The 1st Dreamer cohort achieved a GPA of 3.6. The 2nd cohort achieved a GPA of 3.35.
Action Plan 2016-2017: Continue to provide academic support to all Dreamers and closely monitor overall GPA.

Objective/Outcome: Program's retention rates
Measurement: Considering the number of Dreamers who have remained matriculated at DSU on a year to year basis.
Target: To achieve a 70% retention rate for the Program
Findings 2016-2017: The retention rate for the 1st cohort is at 85.3% and the retention rate for the 2nd cohort is at 97.9%. The overall retention rate for the program is at 91.6%.
Action Plan 2016-2017: Currently, all Dreamers are on track to achieve graduation in 4 years or less. However, the Opportunity Scholars Program has not had a graduating class yet to perform an assessment on graduation rates.

Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

- Due to Dreamers' limited financial resources for books and other academic needs, the Opportunity Scholars Program has decided to engage in fundraising activities and efforts. Such engagement has created an opportunity for the Program to collect donations not only for academic needs, but also for Dreamers' immigration status renewals. Furthermore, due to the students' limited financial resources, different departments such as the Testing Office, Integrated Academic Support Services, Career Services, and the Counseling Department have created paid on-campus job opportunities particularly for Dreamer students. The DSU Foundation is also one of the departments who have financially contributed to the Program.
- The Opportunity Scholars Program has achieved an overall GPA of 3.5, which has created many opportunities for the program and the Dreamer students.
- The Program's retention rate is a 91.6%, which has allowed for the Program to continue receiving the financial support that it needs.
Mission / Purpose

The objectives of the graduate program in physics and optics aim at training future workforce and researchers in diverse fields of physics and optical sciences. Our educational activities are combined and integrated with our research focus, creating a stimulating and engaging environment for the students to achieve professional success and leadership status and opening opportunities to a highly demanding multidisciplinary market.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Prepare each graduate for success in professional careers
Prepare each graduate for success in professional careers in industry, research, government, or academia in the 21st century global society by providing them with necessary skills and knowledge in their area of study

SLO 1: Students will learn the advance Optics content needed to solve problems quantitatively

Students will learn the advance Optics content needed to solve problems quantitatively using analytic and numerical methods to find their carriers in different organizations.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.
Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- List of Outcome based Assessment-PhD Optics FALL 2017
- Outcomes based Assessment PhD OPTICS FALL 2017
- List of Outcome based Assessment-PhD Optics Spring 2018
- Outcomes based Assessment of classes PhD OPTICS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**
The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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Findings (2013-2014) - Target: Met

**Fall 2013**: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are
the courses which have been used for this purpose.

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2. PHYS 600 Modern Optics
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4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

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1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Connected Documents**
- Outcomes based Assessment of classes PhD OPTICS FALL 2011
- Outcomes Assessment of Class by Faculty PhD Optics F2011
- Outcomes Based Assessment of classes PhD Optics-Spring 2012
- List of Outcomes based Assessment-PhD Optics-Spring 2012

**M 2: Student course evaluation**
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes PhD Optics FALL 2017
Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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1. PHYS 667 - Mathematical Methods IV, 2. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013**: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall
2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2014**

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Connected Documents**
- AVERAGE OF STUDENT RESPONSE OF CLASSES FOR PROGRAM OUTCOMES PhD Optics-Fall 2011
- Student Survey of Outcomes based Assessment of classes PhD Optics SPRING 2012

**SLO 2:** Students will engage in research projects and learn of state-of-the-art technologies

Students will engage in research projects and learn of state-of-the-art technologies to become an independent researcher in his area of research

**Relevant Associations:**

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents

- List of Outcome based Assessment-PhD Optics FALL 2017
- Outcomes based Assessment PhD OPTICS FALL 2017
- List of Outcome based Assessment-PhD Optics Spring 2018
- Outcomes based Assessment of classes PhD OPTICS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Not Reported This Cycle
Not reported in this cycle

Findings (2015-2016) - Target: Not Reported This Cycle

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I
The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes PhD Optics FALL 2017
- Student Survey of Outcomes PhD Optics Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.
Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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Findings (2014-2015) - Target: Met

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Findings (2012-2013) - Target: Met

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4. PHYS 665 Statistical Mechanics

5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

G 2: Prepare each graduate to think critically to analyze and solve problems through research and course work.

SLO 3: Students will demonstrate the ability to integrate the knowledge and analytic thinking skills

Students will demonstrate the ability to integrate the knowledge and analytic thinking skills to collect, analyze and interpret a variety of problems and issues involving physical systems.

Relevant Associations:

DSU Learning Goal Associations:
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
- 8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:
M 1: Midterms, quizzes, and final exams

Midterms, quizzes, and final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- List of Outcome based Assessment-PhD Optics FALL 2017
- Outcomes based Assessment PhD OPTICS FALL 2017
- List of Outcome based Assessment-PhD Optics Spring 2018
- Outcomes based Assessment of classes PhD OPTICS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are
the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2015: The class average from the courses offered in spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 667 - Mathematical Methods IV, . PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
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**Findings (2012-2013) - Target: Met**

**Fall 2012**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made
Connected Documents
- Student Survey of Outcomes PhD Optics FALL 2017
- Student Survey of Outcomes PhD Optics Spring 2018

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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Findings (2014-2015) - Target: Met

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**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

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**Findings (2012-2013) - Target: Met**

**Fall 2012**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics  
3. PHYS 605 Principles of Lasers & Optical Devices  
4. PHYS 671 Adv Electromagnetic Theory  

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013  
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2. PHYS 667 Math Methods IV  
3. PHYS 672 Advanced Electromagnetic Theory II  
4. PHYS 803 Modern Laser Spectroscopic Methods  

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Findings (2011-2012) - Target: Met  
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

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1. PHYS 601 Non Linear Optics  
2. PHYS 667 Math Methods IV  
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**SLO 4:** Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions.

Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- List of Outcome based Assessment-PhD Optics FALL 2017
- Outcomes based Assessment PhD OPTICS FALL 2017
- List of Outcome based Assessment-PhD Optics Spring 2018
- Outcomes based Assessment of classes PhD OPTICS SPRING 2018

**Target:**

The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

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**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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**Findings (2013-2014) - Target: Met**

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3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

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**Findings (2014-2015) - Target: Met**

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Findings (2013-2014) - Target: Met

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

G 3:Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society

SLO 5:Students will be capable of effectively communicating the results of their studies in a variety of formats

Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports and peer-reviewed publications in known scientific journals and poster presentations in scientific conferences, or oral presentations to peers in the scientific community.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, and final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- List of Outcome based Assessment-PhD Optics FALL 2017
- Outcomes based Assessment PhD OPTICS FALL 2017
- List of Outcome based Assessment-PhD Optics Spring 2018
- Outcomes based Assessment of classes PhD OPTICS SPRING 2018

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
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Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum
Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect
measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes PhD Optics FALL 2017
- Student Survey of Outcomes PhD Optics Spring 2018

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have
been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Isr & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Not Reported This Cycle**
Not reported in this cycle

**Findings (2013-2014) - Target: Met**
Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Spring 2013
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

SLO 6: Students will be able to use their knowledge to analyze and reflect on technical problems

Students will be able to use their knowledge to analyze and reflect on technical problems and issues that span more than a single discipline, including problems that have broad social and economic impact.
Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- List of Outcome based Assessment-PhD Optics FALL 2017
- Outcomes based Assessment PhD OPTICS FALL 2017
- List of Outcome based Assessment-PhD Optics Spring 2018
- Outcomes based Assessment of classes PhD OPTICS SPRING 2018

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2016-2017) - Target: Met**
The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Isr & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS
Spring 2015: The class average from the courses offered in spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 667 - Mathematical Methods IV
2. PHYS 672 Advanced Electromagnetic Theory II

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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1. PHYS 601 Non Linear Optics
2. PHYS 667 - Mathematical Methods IV
3. PHYS 676 Quantum Mechanics II

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
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2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II

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4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made
**Target:**

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasr &Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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1. PHYS 667 - Mathematical Methods IV,  . PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2 . PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Plans for Data Collection Relating to Direct Measurement

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M. Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view. 3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course. 4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest. 5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment. 6. Sample feedback form is attached here.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Responsible Person/Group: 1. Teaching faculty members 2. Assessment committee

Student feedback form will be used as indirect measurement

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M. Rana, an Assistant Professor in the Department of Physics and Pre-Engineering.
2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view.

3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course.

4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest.

5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment.

6. Sample feedback form is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  

**Responsible Person/Group:** 1. Teaching faculty members 2. Assessment committee
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 3: Lesson Planning
Candidate’s ability to plan instruction.

SLO 3: To design and develop a pedagogically sound standard-based lesson plan
Students will be able to design and develop a pedagogically sound standard-based lesson plan.

Related Measures:

M 3: Lesson Plan Assessment (Assessment # 3)
Scores on the Lesson Plan Assessment (Assessment # 3).
Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of the students will attain target or acceptable level in designing and developing a lesson plan.

Findings (2016-2017) - Target: Met
100% of TEP students in Physical Education were able to develop a pedagogically sound standard-based lesson plan.

Findings (2015-2016) - Target: Met
100% of TEP students in Physical Education were able to develop a pedagogically sound standard-based lesson plan.

Findings (2013-2014) - Target: Met
100% of all TEP students in Physical Education were able to develop a pedagogically sound standard-based lesson plan.

G 4: Student Teaching Observation
Internship or Clinical Experiences.

SLO 4: Effective teaching performance
Teacher Candidates will demonstrate an effective teaching performance.
Related Measures:

M 4: Student Teaching Rubric (Assessment # 4)
Scores on Student Teaching Rubric (Assessment # 4).
Source of Evidence: Field work, internship, or teaching evaluation

G 5: Student candidate's effectiveness on student learning
Student candidate’s effectiveness as reflected by TWS.

SLO 5: To plan, to deliver, and assess a standard-based instructional unit
Student Teachers will be able to plan, to deliver, and assess a standard-based instructional unit that facilitates the learning of K-12 students.

Related Measures:

M 5: Teacher Work Sample Assessment Rubric (Assessment # 5)
Scores on Teacher Work Sample Assessment Rubric (Assessment # 5).
Source of Evidence: Field work, internship, or teaching evaluation

G 6: Unit planning addressing AAHPERD/NASPE standards
Students' ability in unit planning addressing AAHPERD/NASPE standards.

SLO 6: To plan and develop AAHPERD/NASPE standard-based unit plan
Students will be able to plan and develop AAHPERD/NASPE standard-based unit plan.

Related Measures:

M 6: Unit Planning Rubric (Assessment # 6)
Scores on Unit planning rubric.
Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of the students will demonstrate ability to plan and develop a standard-based unit plan.

Findings (2016-2017) - Target: Met
100% of all TEP students in Physical Education were able to plan and develop a standards-based unit plan.
Findings (2015-2016) - Target: Met
100% of all TEP students in Physical Education were able to plan and develop a standards-based unit plan.

G 7: Teaching implementation and instructional delivery
Teaching implementation and instructional delivery to meet the needs of diverse student population.

SLO 7: To implement standard based instruction

Teacher candidates will implement standard based instruction to meet the variety of students needs.

Related Measures:

M 7: Lesson Teaching Observation (Assessment #7)
Scores on the Lesson Teaching Observation rubric.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of the students will attain target or acceptable level in implementing standard based instruction.

Findings (2016-2017) - Target: Met
100% of the TEP students of physical education attained a target or acceptable level in implementing standard based instruction.

Findings (2015-2016) - Target: Met
100% of the TEP students of physical education attained a target or acceptable level in implementing standard based instruction. The data for this finding will be uploaded as Assessment #7 data.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 2: To obtain passing or higher Grade

Students will be able to obtain passing Grade or higher in the major content area courses.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Student success in the Scientific classes
Physical education faculty will meet with the physical education majors that are enrolled in Anatomy & Physiology for the first time to ensure they are aware of (1) the rigor associated with learning in this particular class, (2) study habits (individual and group) that can assist with the acquisition of the content knowledge, and (3) additional assistance that is available at the tutoring center on campus.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Meet with the students registered for Anatomy & Physiology, the first week of classes (or sooner), and apprise them of the key points listed above,  
**Responsible Person/Group:** Physical education faculty, Dr. Robert Martin and Dr. Nirmaljit Rathee.  
**Additional Resources Requested:** Possible tutoring.  
**Budget Amount Requested:** $0.00 (no request)

**Data for the Student Teaching Evaluation**  
The Student Teaching Evaluation data will be completed in May, 2012 and at that time the Program Coordinator, Dr. Robert Martin, will update the results of that assessment.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Responsible Person/Group:** The physical education Program Coordinator, Dr. Robert Martin.  
**Additional Resources Requested:** None  
**Budget Amount Requested:** $0.00 (no request)

**Review of Student Teaching Evaluation Assessment**  
The data for the Student Teaching Evaluation will be available in May, 2012 and I will update Weave at that time.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  

**Projected Completion Date:** 05/04/2012  
**Responsible Person/Group:** The Physical Education Program Coordinator, Dr. Robert Martin  
**Additional Resources Requested:** None  
**Budget Amount Requested:** $0.00 (no request)
Learning to administer Fitnessgram

Beginning in the Fall 2013, EDUC 124 students who have successfully completed and passed Fitnessgram fitness tests as required by the NASPE/NCATE Standards for Beginner Teachers will assist in administering Fitnessgram to all other physical education majors annually.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Projected Completion Date: 12/10/2013
Responsible Person/Group: Dr. B. Martin, Dr. N. K. Rathee and students of Fitness course EDUC 124 in Fall 2013
Additional Resources Requested: Updated version of Fitnessgram and its installation in PE Lab computer terminals.
Mission / Purpose

The mission of the Department of Physics and Engineering is to provide a quality higher education in physics with emphasis in selected engineering disciplines that prepares students to achieve professional success and leadership status in their communities.

Vision:

The vision of the Department of Physics and engineering is to be a top choice for students in Delaware and the surrounding regions who are interested in pursuing studies in physics and related fields. We envision the department to be widely recognized and acclaimed for excellence in teaching, research, outreach, and service. We expect our graduates to be competitive and successful in their future endeavors, including the pursuit of graduate studies and careers in physics and related fields. In support of the University's and the CMNST's vision, the Department of Physics and Engineering will:

- Excel in the education of undergraduate and graduate students in the professional, technical, and scientific arenas;
- Support science and technology research and economic development in Delaware, especially in Kent and Sussex counties;
- Offer undergraduate programs in Physics, Engineering Physics, Physics Teaching, M.S. degree programs in Physics, Applied Optics and Physics Teaching and a Ph.D. program in Optics;
- Strengthen the existing degree programs by ensuring the courses and curricula are fully aligned with 21st century global needs and accreditation standards; and improve the Department's recognition regionally, nationally and internationally through quality education and engagement in cutting edge research.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Strengthen and support academic programs to enable students to reach their career goals.

Strengthen and support academic programs to enable students to reach their career goals.
O/O 1: Prepare graduates for higher education or employment

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
College of Mathematics, Natural Sciences, & Technology
1.1 For all bachelor's degree programs, develop a robust honors curriculum available to all majors and designed to challenge the best students, culminating in a research thesis.
1.2 Develop and implement support and enrichment strategies that enable all interested students, even those who enter the University with weak preparation, to succeed as majors in the College and reach their career goals.
1.3 Improve courses and curricula to maximize student learning, using proven research-based pedagogy and incorporating inquiry-based active-learning strategies.

**Related Measures:**

**M 1: Conventional Assessment Tools**

Conventional assessment tools include homework and quiz performance, and exam questions designed to target specific physical concepts.

Source of Evidence: Evaluations

**Connected Documents**
- DPE Outcomes based Assessment of classes SPRING 2018
- DPE Outcomes based Assessment of classes SPRING 2018

**Target:**
1. An average of 3 or more out of 5 should be obtained from the assessment of core courses
2. An average of 3 or more out of 5 should be obtained from the student survey of core courses

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details. The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming, 5. PHYS 314 Analytic Mechanics-Dynamics, 6. PHYS 332 - Mathematical Methods II, 7. PHYS 342 - Theory of Electricity & Magnetism II, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 413-Intro to Lasers, 10. PHYS 418 - Theoretical & Experimental Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 310 - Optical Electronics, 7. PHYS 313 - Analytic Mechanics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


Findings (2012-2013) - Target: Met

Fall 2012: The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 Intro to Combinational Logic
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 305 Thermal Physics
9. PHYS 310 Optical Electronics
10. PHYS 313 - Analytic Mechanics
11. Intro to Optics
12. PHYS 361 - Modern Physics
13. PHYS 411 - Theory of Electricity & Magnetism
14. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached document for details.

Spring 2013

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached document for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210 - Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathmetical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached document for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212 - Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circui Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311 - Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research
15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

Connected Documents

- Outcomes based Assessment of classes DPPE
- DPPE Outcomes based Assessment of classes ALL PROGRAMS
- SPRING 2012

M2: Alumni Survey

Alumni surveys are conducted each year

Source of Evidence: Document Analysis

**Target:**
Indirect Measurement: Response of Alumni survey will be used for this purpose. A response of 3 out of 5 from alumni response is the target.
**Findings (2011-2012) - Target: Not Reported This Cycle**

Still Collecting Data

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Data is being processed**  
*Established in Cycle: 2011-2012*  
We are in the process of interviewing all the graduates of fall 2011 for their response.

**M 3: Internal data relating to alumni placement**

Each graduate of physics will be tracked relating to their future job placement or higher study.

Source of Evidence: Curriculum/syllabus analysis of course to program

**Connected Documents**
- Former DPE graduates and their status May 18
- 2017-18 Template for Faculty-data on Graduates to the chair for Annual Report

**Target:**
90% of our graduate will find their career in their area of expertise.

**Findings (2017-2018) - Target: Met**  
see attached table

**Findings (2016-2017) - Target: Met**  
see attached table

**Connected Document**
- Former DPE graduates and their status May 17

**Findings (2011-2012) - Target: Met**

Internally the data is collected to track the graduates after completing their degree in the Department. 5 undergraduate students graduated in May 2011; 3 are enrolled in graduate schools, 2 are working in industry. 2 MS graduated in Applied Optics December 2011, one in working in the government and the other in industry.

**O/O 6: Increase faculty, student participation in research**

Increase faculty, student participation in research.
Relevant Associations:

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**

**College of Mathematics, Natural Sciences, & Technology**

2.1 Increase the annual funding available through active research grants by 50% over three years when compared to the 2005-06 budget, and increase the success rate of proposals.
2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.
2.3 Continue to develop and improve research infrastructure, emphasizing 'shared' research equipment, instrumentation, space, and other resources making sure that these are supported appropriate to the value.
2.4 Identify and develop about four 'flagship' interdisciplinary and multi-departmental research areas in the College in which DSU becomes a recognized leader within five years.
2.5 Continue to develop and expand mutually beneficial research collaborations and partnerships with other state, regional, and national institutions.
2.6 Drive the actual average teaching assignment of faculty in the College toward 9 hours, to provide time for research.
3.2 Engage graduate students as K-12 teaching fellows, to assist the schools and improve communication and teaching skills of the fellows to prepare them for careers in the professorate.
4.2 Renovate, upgrade and expand laboratory space and infrastructure to support and enable high quality instruction and forefront research.
4.3 Champion and encourage improvements in campus-wide information technology infrastructure and desktop electronic access to scholarly materials.
4.4 Provide effective stewardship to reduce damage to and loss of equipment needed for teaching and research.
4.5 Utilize and further develop Internet 2, videoconferencing, and other capabilities to benefit learning, research, and partnerships.
4.6 Contribute interesting, engaging, and fun out-of-class enrichment activities featuring mathematics, science, engineering, and technology to enhance the living-learning environment on campus and involve student science clubs.

**Related Measures:**

**M 2: Alumni Survey**

Alumni surveys are conducted each year.
Source of Evidence: Document Analysis

**Target:**
1. Involve at least 15 undergrad students per year in research
2. Involve all the graduate student in research (100% involvement)
3. Involve all the faculty members to mentor students.
4. Increase the funded research by 5% each year.

**Findings (2017-2018) - Target: Met**
28 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student, 4. There is a an increase in grants money (from 2016 to 2017) (8 millions to almost 12 millions)

**Findings (2016-2017) - Target: Met**
26 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student, 4. There is a an increase in grants money (from 2015 to 2016) (6 millions to 8 millions)

**Findings (2011-2012) - Target: Met**
1. 15 undergraduate students are conducting research in various labs in the department
2. All graduate students are involved in research
3. All DPPE faculty members are involved in research with at least one student
4. There is a 17% increase in grants money (from 2010 to 2011) (12.5 millions to 15 millions).

M 7: Internal data for number of students faculty participate in research

Direct Measurement: Internal data for a) number of students, faculty participation in research projects b) amount of research funding recieved per year will be used.

Source of Evidence: Curriculum/syllabus analysis of course to program

**Target:**
1. Involve at least 15 undergrad students per year in research
2. Involve all the graduate student in research (100% involvement)
3. Involve all the faculty members to mentor students.
4. Increase the funded research by 5% each year

**Findings (2017-2018) - Target: Met**
28 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student,
4. There is an increase in grants money (from 2016 to 2017) (8 millions to almost 12 millions)

**Findings (2016-2017) - Target: Met**
26 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings. 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student 4. There is an increase in grants money (from 2015 to 2016) (6 millions to 8 millions)

**Findings (2012-2013) - Target: Met**
19 undergraduate students are conducting research in various labs in the department, and presented their research findings on Honors day, 2. All graduate students are involved in research 3. All DPPE faculty members are involved in research with at least one student. **There is a 17% increase in grants money (from 2010 to 2011) (12.5 millions to 15 millions)?**

**Findings (2011-2012) - Target: Met**
1. 15 undergraduate students are conducting research in various labs in the department 2. All graduate students are involved in research 3. All DPPE faculty members are involved in research with at least one student 4. There is a 17% increase in grants money (from 2010 to 2011) (12.5 millions to 15 millions).

**G 2: Improve and strengthen outreach efforts to academic and business populations of Delaware**

**O/O 2: Increase outreach activities particularly with local schools**

Increase outreach or collaboration with local schools so students as well as teachers from local K-12 schools will have opportunities to visit the department labs, participate in research and enroll in the degree programs.

**Relevant Associations:**
Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology

3.1 Improve outreach to local and regional schools to strengthen mathematics, science, and technology programs, to improve motivation and course-taking of pre-college students, and be a resource to teachers.
3.2 Engage graduate students as K-12 teaching fellows, to assist the schools and improve communication and teaching skills of the fellows to prepare them for careers in the professorate.
3.3 Continue and increase partnerships and alliances with businesses and efforts to assist and attract underserved populations in the state.

Related Measures:

M 4: Internal data relating to outreach activities

Direct Assessment: Internal data relating to outreach activities such as (a) Number of times the visit by K-12 group happens per year to DSU (b) Number of students finds work in the research labs per year (c) Number of teachers work in the research lab employment in their area of expertise per year (d) Number of students enrolls from local school districts of Delaware in various program of DPE will be used as direct measurement.
Indirect Assessment Method: Number of visits conducted by DPE faculty/staff per year.

Source of Evidence: Evaluations

Target:
1. The students/teachers from the local school district will visit DPE twice in a year.
2. The DPE faculty/staff will visit the local k-12 twice in a year.
3. At least 2 students will work in the research labs of DPE in one year.
4. At least one faculty will serve as a judge in the science fair of the county.

Findings (2017-2018) - Target: Met
1. Held three one week Summer Middle School Student Mathematics and Physics camps 56 students participated,
2. Held the Annual OSCAR Summer high school student research program (7 students participated)
3. Held a five week Middle School Teachers Training Program (2 teachers participated), 4. Provided demonstrations at the Dover Public Library's MakerFest
5. Co-Sponsored and assisted with the Kent County Science Fair and awarded summer internships to 3 high school participants
6. Presented and performed science demonstrations at local school district's Science Night
7. Arranged lab tours for 50 students and teachers from a charter school in Brooklyn, NY

8. Donated Science Games and Kits to Smyrna Elementary School

9. Assisted with local school district’s Science Fair

10. Mentored four high school students in research labs during the 2017/2018 school year

**Findings (2016-2017) - Target: Met**

1. 
   a) Middle school Teacher from Seaford Middle Visited on 2/17/17,

   b) A DelTech Stanton Campus student visited and brought 4 middle school students with her 1/27/17

   c) 2 counselors and 13 students from DelTech Georgetown's Upward Bound Program visited on 3/11/17

2. 
   a) 5 faculty and staff and 4 students performed demonstrations at Fifer Middle school's Fall Festival

   b) Several faculty members and students volunteered at Capital school districts Science Night

   c) 3 Staff members provided Science Fair Project feedback to Milford Middle School students

   d) Faculty members judged Milford Middle and William Henry Middle School Science Fairs.

3. 26 undergraduate students and 12 graduate students (physics only)

4. 2 graduate students and 5 faculty volunteered to be judges at the Kent County Science Fair

**Findings (2016-2017) - Target: Met**

1. 
   a) Middle school Teacher from Seaford Middle Visited on 2/17/17,

   b) A DelTech Stanton Campus student visited and brought 4 middle school students with her 1/27/17

   c) 2 counselors and 13 students from DelTech Georgetown's Upward Bound Program visited on 3/11/17

2. 
   a) 5 faculty and staff and 4 students performed demonstrations at Fifer Middle school's Fall Festival
b) Several faculty members and students volunteered at Capital school districts Science Night

c) 3 Staff members provided Science Fair Project feedback to Milford Middle School students

d) Faculty members judged Milford Middle and William Henry Middle School Science Fairs.

3. 26 undergraduate students and 12 graduate students (physics only)

4. 2 graduate students and 5 faculty volunteered to be judges at the Kent County Science Fair

Findings (2011-2012) - Target: Partially Met
1. Students from local high school visited DPPE labs in Fall, 2011. Arrangements have been made with some of the high schools in the state to bring students to visit the department in summer 2012,
2. Two DPPE faculty will visit the local high schools in summer (OSCAR staff Jackie Jones visits each month)
3. During summer of 2012, at least three k-12 students will work in different labs of DPPE.
4. Two faculty members - Drs Rana and Boukari served as judge in sussex county science fair in 2012.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

More outreach to come in summer
Established in Cycle: 2011-2012
During the summer of 2012, we expect that more outreach will come.

G 3: Improve research and teaching infrastructure, technology, communication and electronic access to scholarly materials.

Improve research and teaching infrastructure, technology, communication and electronic access to scholarly materials.

O/O 3: Improve the teaching and research infrastructure

Improve the teaching and research infrastructure so the students will have access to modern teaching and research equipment, computers, internet access, display and technical journals in the field of Physics
Relevant Associations:

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology

4.1 Establish robust, diverse, lively, and effective communication methods to maximize information flow among College participants (students, staff, and faculty) and stakeholders on and beyond the campus.
4.2 Renovate, upgrade and expand laboratory space and infrastructure to support and enable high quality instruction and forefront research.
4.3 Champion and encourage improvements in campus-wide information technology infrastructure and desktop electronic access to scholarly materials.
4.4 Provide effective stewardship to reduce damage to and loss of equipment needed for teaching and research.
4.5 Utilize and further develop Internet 2, videoconferencing, and other capabilities to benefit learning, research, and partnerships.
4.6 Contribute interesting, engaging, and fun out-of-class enrichment activities featuring mathematics, science, engineering, and technology to enhance the living-learning environment on campus and involve student science clubs.

Related Measures:

M 2: Alumni Survey

Alumni surveys are conducted each year

Source of Evidence: Document Analysis

Target:
1. Provide smartboard support in teaching rooms.
2. Provide uninterrupted internet access including Wi-Fi access to the students.
3. Provide the necessary software and hardware for teaching labs.
4. Provide the state-of-the-art research equipment to the students.

Findings (2017-2018) - Target: Partially Met
1. every classroom/lab in the department is equipped with a smart board,
2. DSU is providing Wi-Fi access to students, 3. & 4. one lab was renovated for upper level courses, we are planning to renovate 2
teaching classrooms/lab, and the computer lab. More space is needed since the department is growing.

Findings (2011-2012) - Target: Partially Met
Our department has utilized Title III funds to improve teaching. First, 16 new compact computers were installed in two physics classrooms to enhance laboratory instruction. Second, a prototype video conferencing system was finished in our department, and it has been used on several occasions by faculty and students to connect with other institutions. Third, almost every physics classroom now has smartboard technology, which our students find extremely useful. Fourth, the computers in the computer lab have the Matlab software installed along with NI labview. Fifth many of the research labs, for instance, laser spectroscopy labs are equipped with ultra-speed femtosecond laser.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

More equipment or software buying in progress
Established in Cycle: 2011-2012
The renovation of teaching labs are in process. More equipment or software will be bought from Fall 2012.

M 5:Internal data relating to teaching and research facilities

Direct Assessment Method: (a) Equipment available to perform lab experiments based on the theories of various core courses (b) Number of desktop computers available to students for lab as well as theory courses. (c) Availability of number of smart board in each of the teaching lab (d) Availability of Wi-Fi network and internet in the lab computers. (e) Availability of journal papers published by American Physical Society.

Indirect Assessment Method: Exit Interview form students conducted each semester.

Source of Evidence: Professional standards

Target:
1. Provide smartboard support in teaching rooms.
2. Provide uninterrupted internet access including Wi-Fi access to the students
3. Provide the necessary software and hardware for teaching labs
4. Provide the state-of-the-art research equipment to the students.

Findings (2017-2018) - Target: Partially Met
We only have 4 teaching labs that serve as labs and classrooms, they are mainly equipped for lower level courses. We are planning to renovate 2 of the teaching labs and the computer lab. we renovated on lab for upper level courses, more lab space is still needed to conduct labs for upper level courses

Findings (2016-2017) - Target: Partially Met
We only have 4 teaching labs that serve as labs and classrooms, they
are mainly equipped for lower level courses. More lab space is needed to conduct labs for upper level courses.

**Findings (2011-2012) - Target: Partially Met**
Our department has utilized Title III funds to improve teaching. First, 16 new compact computers were installed in two physics classrooms to enhance laboratory instruction. Second, a prototype video conferencing system was finished in our department, and it has been used on several occasions by faculty and students to connect with other institutions. Third, almost every physics classroom now has smartboard technology, which our students find extremely useful. Fourth, the computers in the computer lab have the Matlab software installed along with NI labview. Fifth many of the research labs, for instance, laser spectroscopy labs are equipped with ultra-speed femtosecond laser.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Lab Equipement and Software buying is progress**

*Established in Cycle: 2011-2012*
We are in the process of buying more hardware and software for our teaching labs.

**Request More Journal Papers to the Library**

*Established in Cycle: 2011-2012*
Access to the many other journal papers like: Sensors and Actuators, Journal of Infrared Physics and Technology has been request...

**O/O 6:Increase faculty, student participation in research**

Increase faculty, student participation in research.

**Relevant Associations:**

**DSU Learning Goal Associations:**

1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**

College of Mathematics, Natural Sciences, & Technology
2.1 Increase the annual funding available through active research grants by 50% over three years when compared to the 2005-06 budget, and increase the success rate of proposals.
2.2 Increase the number and percentage of faculty with active research programs involving students and the publication and presentation of research results with student co-authors.
2.3 Continue to develop and improve research infrastructure, emphasizing 'shared' research equipment, instrumentation, space, and other resources making sure that these are supported appropriate to the value.
2.4 Identify and develop about four 'flagship' interdisciplinary and multi-departmental research areas in the College in which DSU becomes a recognized leader within five years.
2.5 Continue to develop and expand mutually beneficial research collaborations and partnerships with other state, regional, and national institutions.
2.6 Drive the actual average teaching assignment of faculty in the College toward 9 hours, to provide time for research.
3.2 Engage graduate students as K-12 teaching fellows, to assist the schools and improve communication and teaching skills of the fellows to prepare them for careers in the professorate.
4.2 Renovate, upgrade and expand laboratory space and infrastructure to support and enable high quality instruction and forefront research.
4.3 Champion and encourage improvements in campus-wide information technology infrastructure and desktop electronic access to scholarly materials.
4.4 Provide effective stewardship to reduce damage to and loss of equipment needed for teaching and research.
4.5 Utilize and further develop Internet 2, videoconferencing, and other capabilities to benefit learning, research, and partnerships.
4.6 Contribute interesting, engaging, and fun out-of-class enrichment activities featuring mathematics, science, engineering, and technology to enhance the living-learning environment on campus and involve student science clubs.

Related Measures:

**M 2: Alumni Survey**

Alumni surveys are conducted each year

Source of Evidence: Document Analysis

**Target:**
1. Involve at least 15 undergrad students per year in research
2. Involve all the graduate student in research (100% involvement)
3. Involve all the faculty members to mentor students.
4. Increase the funded research by 5% each year.

**Findings (2017-2018) - Target: Met**
28 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student, 4. There is an increase in grants money (from 2016 to 2017) (8 millions to almost 12 millions)

**Findings (2016-2017) - Target: Met**
26 undergraduate students conducted research in various labs in the
department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student, 4. There is an increase in grants money (from 2015 to 2016) (6 millions to 8 millions)

**Findings (2011-2012) - Target: Met**

1. 15 undergraduate students are conducting research in various labs in the department
2. All graduate students are involved in research
3. All DPPE faculty members are involved in research with at least one student
4. There is a 17% increase in grants money (from 2010 to 2011) (12.5 millions to 15 millions).

**M 7: Internal data for number of students faculty participate in research**

Direct Measurement: Internal data for a) number of students, faculty participation in research projects b) amount of research funding received per year will be used.

Source of Evidence: Curriculum/syllabus analysis of course to program.

**Target:**
1. Involve at least 15 undergrad students per year in research
2. Involve all the graduate student in research (100% involvement)
3. Involve all the faculty members to mentor students.
4. Increase the funded research by 5% each year

**Findings (2017-2018) - Target: Met**

28 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student, 4. There is an increase in grants money (from 2016 to 2017) (8 millions to almost 12 millions)

**Findings (2016-2017) - Target: Met**

26 undergraduate students conducted research in various labs in the department, and presented their research findings on research day and other meetings, 2. All graduate students are involved in research 3. All DPE faculty members are involved in research with at least one student, 4. There is an increase in grants money (from 2015 to 2016) (6 millions to 8 millions)

**Findings (2012-2013) - Target: Met**

19 undergraduate students are conducting research in various labs in the department, and presented their research findings on Honors day, 2. All graduate students are involved in research 3. All DPPE faculty members are involved in research with at least one student 4. There is a 17% increase in grants money (from 2010 to 2011) (12.5 millions to 15 millions)?
Findings (2011-2012) - Target: Met
1. 15 undergraduate students are conducting research in various labs in the department.
2. All graduate students are involved in research.
3. All DPPE faculty members are involved in research with at least on student.
4. There is a 17% increase in grants money (from 2010 to 2011) (12.5 millions to 15 millions).

G 4: Conduct periodic assessment, evaluation to improve performance and to measure progress

Conduct systematic and periodic assessment, evaluation to obtain feedback for improving performance and measuring progress against goals and desired outcomes.

O/O 4: Conduct assessment and evaluation twice in a year

Conduct assessment and evaluation of student learning outcomes and departmental goals twice a year to measure progress and self improvement.

Relevant Associations:

Strategic Plan Associations:
College of Mathematics, Natural Sciences, & Technology
6.1 Utilize results of assessment with specific measurable targets to guide and drive continuous improvement of programs and processes, to understand trends, and to inform decisions.
6.1 Develop, implement, and utilize objective and credible processes to (a) assess student learning outcomes; (b) review and improve the quality and performance of programs, departments, and the College; (c) monitor progress on the goals in this strategic plan; and (d) report the results.

Related Measures:

M 1: Conventional Assessment Tools

Conventional assessment tools include homework and quiz performance, and exam questions designed to target specific physical concepts.

Source of Evidence: Evaluations

Connected Documents
- DPE Outcomes based Assessment of classes SPRING 2018
- DPE Outcomes based Assessment of classes SPRING 2018
Target:
The assessment of the offered courses will be done after the end of fall and spring semesters (Twice in an academic year).

Findings (2017-2018) - Target: Met
A. The teaching faculties of all the core courses offered by the department turned in their course report. Then the assessment committee of the department met to analyze and compile the data. They looked at the report for assessment twice in a year. B. The average of student performance in quizzes midterms finals etc were used as a measure of direct assessment. The performance is mapped to course outcomes and course outcomes were then mapped to student learning outcomes for the programs. C. The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II 4. PHYS 305 - Thermal Physics 5. PHYS 313 - Analytic Mechanics 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics 9. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details. The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming, 5. PHYS 314 Analytic Mechanics-Dynamics, 6. PHYS 332 - Mathematical Methods II, 7. PHYS 342 - Theory of Electricity & Magnetism II, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 413-Intro to Lasers, 10. PHYS 418 - Theoretical & Experimental Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met
A. The teaching faculties of all the core courses offered by the department turned in their course report. Then the assessment committee of the department met to analyze and compile the data. They looked at the report for assessment twice in a year. B. The average of student performance in quizzes midterms finals etc were used as a measure of direct assessment. The performance is mapped to course outcomes and course outcomes were then mapped to student learning outcomes for the programs. C. The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 310 - Optical Electronics 7. PHYS 313 - Analytic Mechanics, 8. PHYS 361 - Modern Physics 9. PHYS 411 - Theory of Electricity & Magnetism 10. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details. The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

A. The teaching faculties of all the core courses offered by the department turned in their course report. Then the assessment committee of the department met to analyze and compile the data. They looked at the report for assessment twice in a year.

B. The average of student performance in quizzes, midterms, finals etc were used as a measure of direct assessment. The performance is mapped to course outcomes and course outcomes were then mapped to student learning outcomes for the programs.

C. The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in
Findings (2014-2015) - Target: Met
A. The teaching faculties of all the core courses offered by the department turned in their course report. Then the assessment committee of the department met to analyze and compile the data. They looked at the report for assessment twice in a year. B. The average of student performance in quizzes midterms finals etc were used as a measure of direct assessment. The performance is mapped to course outcomes and course outcomes were then mapped to student learning outcomes for the programs C. The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) had been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II 5. PHYS 305 - Thermal Physics, 6. PHYS 310 - Optical Electronics 7. PHYS 313 - Analytic Mechanics, 8. PHYS 361 - Modern Physics 9. PHYS 411 - Theory of Electricity & Magnetism 10. PHYS 451 - Introduction to Research The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met
A. The teaching faculties of all the core courses offered by the department turned in their course report. Then the assessment committee of the department met to analyze and compile the data. They looked at the report for assessment twice in a year. B. The average of student performance in quizzes midterms finals etc were used as a measure of direct assessment. The performance is mapped to course outcomes and course outcomes were then mapped to student learning outcomes for the programs C. The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) had been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II 5. PHYS 305 - Thermal Physics, 6. PHYS 310 - Optical Electronics 7. PHYS 313 - Analytic Mechanics, 8. PHYS 361 - Modern Physics 9. PHYS 411 - Theory of Electricity & Magnetism 10. PHYS 451 - Introduction to Research The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
been taken into account. This was done as part of indirect measurement.
Below are the courses which have been used for this purpose. 1. ENGR 205 - Analog Circuit I 2. ENGR 210- Intro to Combinational Logice 3. ENGR 220 - Microprocessor Based Systems 4. ENGR 340 - Solid States Electronics 5. PHYS 191 - University Seminar I 6. PHYS 201 - General Physics I 7. PHYS 202 - General Physics II 8. PHYS 305 - Thermal Physics, 9. PHYS 310-Optical Electronics, 10. PHYS 313 - Analytic Mechanics 11. PHYS 316 - Intro to Optics 12. PHYS 361 - Modern Physics 13. PHYS 411 - Theory of Electricity & Magnetism 14. Selected topics, 15. PHYS 451 - Introduction to Research The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. ENGR 211 - Intro to sequential circuits, 2. ENGR 212- Signals and Systems, 3. ENRG 221 - Microprocessor Based Systems, 4. ENGR 302 - Material for Engineers, 5. ENGR 309 - Electronic Circuit Analysis, 6. PHYS 192 - University Seminar II, 7. PHYS 201 - General Physics, 8. PHYS 202 - General Physics II, 9. PHYS 220 Scientific Programming, 10. PHYS 311 Fiber Optics Communications, 11. PHYS 314 - Analytic Mechanics, 12. PHYS 319 Quant Optics Methods & Microscopy, 13. PHYS 362 - Quantum Mechanics, 14. PHYS 409 Biosensors & Bioinstrumentation, 15. PHYS 412 - Theory of Electricity & Magnetism II, 16. Theoretical & Experimental Research, 17. PHYS 442 - Selected Topics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

A. The teaching faculties of all the core courses offered by the department turned in their course report. Then the assessment committee of the department met to analyze and compile the data. They looked at the report for assessment twice in a year.

B. The average of student performance in quizzes midterms finals etc were used as a measure of direct assessment. The performance is mapped to course outcomes and course outcomes were then mapped to student learning outcomes for the programs

C. The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) had been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 205 - Analog Circuit I
2. ENGR 210- Intro to Combinational Logice
3. ENRG 220 - Microprocessor Based Systems
4. ENGR 340 - Solid States Electronics
5. PHYS 191 - University Seminar I
6. PHYS 201 - General Physics I
7. PHYS 202 - General Physics II
8. PHYS 313 - Analytic Mechanics
9. PHYS 331 - Mathematical Methods I
10. PHYS 361 - Modern Physics
11. PHYS 411 - Theory of Electricity & Magnetism
12. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. ENGR 211 - Intro to Sequential Circuits
2. ENGR 212- Signals & Systems
3. ENRG 221 - Microprocessor Based Systems II
4. ENGR 302 - Material Science for Engineers
5. ENGR 309 Electronic Circuit Analysis
6. PHYS 192 - University Seminar II
7. PHYS 201 - General Physics I
8. PHYS 202 - General Physics II
9. PHYS 311- Fiber Optics Communications
10. PHYS 318 Foundations of BioEngineering
11. PHYS 332 - Mathematical Methods II
12. PHYS 362 - Quantum Mechanics
13. PHYS 412 - Theory of Electricity & Magnetism II
14. PHYS 418 - Theoretical & Experimental Research

15. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Connected Documents**
- Student Survey of Outcomes based Assessment of classes Fall 2011 DPPE
- DPPE Student Survey of Outcomes based Assessment of classes ALL PROGRAMS SPRING 2012

**G 5:** Increase the number of students graduating from the department with bachelor’s degrees and with master’s degrees

Increase the number of students graduating from the department with bachelor’s degrees and with master’s degrees while raising the percentage of students graduating with honors.

**O/O 5:** Increase student (a) graduation rate and (b) retention rate

Increase s
tudent (a) graduation rate (b) retention rate.

**Relevant Associations:**

**Strategic Plan Associations:**
- College of Mathematics, Natural Sciences, & Technology
  7.1 Increase the percentage of freshmen declared majors in the College who enroll as sophomores to a total of 90% in four years by focusing on retaining declared majors and by attracting undeclared majors.
  7.2 Ensure the number of transfers into the College equals or exceeds the number transfers out of the College each year.
  7.3 Recruit and track transfer students with strong science/mathematics backgrounds, especially Associates degree recipients from Delaware Technical and Community College.
  7.4 Increase DSU’s visibility and appeal among high school students with strong preparation in mathematics and science.
  7.5 Ensure adequate financial support and on-campus, major-related employment (research, tutoring, etc) is available for every student with financial need in the College.
7.6 Provide paid graduate assistantships, tuition waivers, and benefits to full-time graduate students in all programs in the College.

**Related Measures:**

**M 6:Internal data relating to retention and graduation**

Direct Assessment Method: Internal data for retention and graduation of students in each year is used.

Source of Evidence: Focus groups on teaching, learning, program value

**Target:**

i. Graduation Rate
   1. Undergraduate Graduation Rate: a) BS in Physics 60%. b) BS in Engineering Physics 60%
   2. Graduate Graduation Rate: a) MS in Physics 80% b) MS in Applied Optics 80% c) PhD in Optics 80%

ii. Retention Rate
   1. Undergraduate Retention Rate: a) BS in Physics 60% b) BS in Engineering Physics 60%
   2. Graduate Retention Rate: a) MS in Physics 80% b) MS in Applied Optics 80%.c) PhD in Optics 80%

**Findings (2017-2018) - Target: Met**
The undergraduate retention rate as of Fall 2016 is 74.1 % according to school data

**Findings (2016-2017) - Target: Partially Met**
The retention rate of the past cycle is 74% according to school data

**Findings (2011-2012) - Target: Not Reported This Cycle**
in process of collecting data

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Will be reported at the end of this cycle**

*Established in Cycle: 2011-2012*
Will be reported at the end of this cycle

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Alumni Survey will be conducted**
We will conduct alumni survey relating to our program's overall effectivity and infrastructure improvement etc.

**Established in Cycle: 2010-2011**
**Implementation Status:** Planned
Priority: High

Projected Completion Date: 08/14/2012

Will be reported in 2011-12 cycle
Will be reported in 2011-12 cycle

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Projected Completion Date: 08/14/2012

Will be reported in 2011-2012 cycle
Will be reported in 2011-2012 cycle

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Will Report in 2011-2012 cycle

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Will report in next cycle 2011-2012
Will report in next cycle 2011-2012

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Data is being processed
We are in the process of interviewing all the graduates of fall 2011 for their response.
Lab Equipment and Software buying is progress
We are in the process of buying more hardware and software for our teaching labs.

More equipment or software buying in progress
The renovation of teaching labs are in process. More equipment or software will be bought from Fall 2012.

More outreach to come in summer
During the summer of 2012, we expect that more outreach will come.
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internal data relating to outreach activities | Outcome/Objective:
Increase outreach activities particularly with local schools

Projected Completion Date: 08/15/2012

Request More Journal Papers to the Library
Access to the many other journal papers like: Sensors and Actuators, Journal of Infrared Physics and Technology has been requested to the library.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internal data relating to teaching and research facilities | Outcome/Objective: Improve the teaching and research infrastructure

Will be reported at the end of this cycle
Will be reported at the end of this cycle

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internal data relating to retention and graduation | Outcome/Objective:
Increase student (a) graduation rate and (b) retention rate

Projected Completion Date: 08/15/2012

Annual Report Section Responses

Executive Summary (1-2 pages)
The Department of Physics and Engineering (DPE) is currently offering a full 4-years BS program in Engineering Physics that includes three different concentrations: Electrical Engineering, Bioengineering and Optical Engineering. The Department also offers the BS in Physics degree. DPE is host of the Optical Science Center for Applied Physics...
Research (OSCAR) at Delaware State University. A total of 11 undergraduate students received their BS degree in Engineering Physics (9), Physics (1), and physics education (1) in the current academic year. The exchange collaborative program in BS in Optics has been implemented in 2016 with Changchun University of Science and Technology, China. DPE is offering 4 courses in China the summer of 2018. We have also continued the development of the program of integration of research and education funded mostly by OSCAR. Students were involved in research projects under the mentorship of a faculty. The students enrolled in this program presented their work at the DSU Annual Research Day Presentation, 2018.

We also have graduate programs that include M.S. in Physics, M.S in Applied Optics and PhD in Optics. Two graduate students were awarded their PhD in Optics, 2 MS in Applied Optics. Students were also involved in mentorship and tutoring efforts of undergraduate students. Graduate students also made 21 presentations at regional, national and international conferences and professional societies meetings.

The OSCAR represents the collective efforts of the Center for Research and Education in Optical Sciences and Applications (NSF-CREST) and NASA-MIRO center named as The Optics for Space Technology and Applied Research (O*STAR). The majority of the graduate students are supported by OSCAR research grants.

In the current year, faculty members from DPE have submitted twenty research grants totaling nearly $12 M. Eighteen other grant proposals submitted by our faculty members which are still pending. The faculty members from DPE published 22 peer reviewed journal and conference proceedings, and 59 scientific presentations.

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.

**Unit(s) Profile**

**PERSONNEL** (Faculty/Professional and/or Classified Staff)

List by rank or title and in alphabetical order all full or part-time employees, including adjuncts.

- H. Boukari, Professor

- G. Gwanmesia, Professor

- M. Khan, Associate Professor
• Q. Lu, Assistant Professor

• Y. Markushin, Research Assistant Professor

• A. Marcano, Research Professor

• G. Pati, Professor

• T. Planchon, Associate Professor

• M. Rana, Associate Professor

• J. Ren, Assistant Professor

• D. Santamore, Associate Professor

• R. Tripathi, Professor

• E. Zerrad, Professor

• A. Juracka, Department Assistant

• R. Shields, Technical Secretary
• O. Odong, Adjunct assistant professor

• W. Roach, Adjunct Professor

2.
3. List all personnel changes (new faculty, professional and/or classified staff, retirements, leaves, etc.)

4.

• NA

**B. CENTERS** (list specialized areas of instruction, research, or service)

• Optical Sciences Center for Applied (OSCAR ), Area of specialization: optical sciences and their broad applications

• Imaging Facility: optical microscopy, spectroscopy, atomic Force Microscopy

**C. EDUCATIONAL PROGRAMS** (section required only for academic departments)

NA

1. Degree(s) and degree options available within Department
• B.S. Physics

• B.S. Engineering Physics

• M.S. Physics

• M.S. Applied Optics

• Ph.D. Optics

Enrollment by major and minor

<table>
<thead>
<tr>
<th>Major</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Physics</td>
<td>14</td>
</tr>
<tr>
<td>B.S. Engineering Physics</td>
<td>157</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 181

Connected Document
• 2017-2018 DPE Employee Profile

Unit(s) Initiatives accomplished in this cycle
UNIT INITIATIVES:

List and describe any new programs and/or initiatives.

- NA

List and describe any significant modifications in the past 12 months to pre-existing programs or curricula.

- NA

List Professional Development Efforts and/or Activities organized by the unit. List Professional Development Activities not organized by the unit but attended by or pursued by unit member(s), list names of members involved.

- Members of the department served as peer reviewers for various journals (see appendices).
- Experts from various fields came to DSU campus and provided invited talk.
- Members of the department served as panelists/reviewers for various government agencies (see appendices).

List all community, public, and business outreach programs, activities and events occurring during the reporting year. Asterisk any that involved individuals from other DSU Units. Where appropriate, indicate the number of persons served by the outreach effort.
Several faculty volunteered as judges for Kent County Science Fair and other K-12 Science fairs in and outside of DSU.

DPE faculty visited several Delaware high schools for recruitment

DPE faculty mentored States First Robotics Team 2017-2018.

Technology Integration
NA

List any facility and/or infrastructure improvements
NA

Terminated Programs
NA

Unit(s) Honors/Awards and Achievements

HONORS/AWARDS/ACHIEVEMENT OF STUDENTS

i Honors Received by Majors
  Senior, Demola Onifade
  Junior, Micaela Cummings
  Sophomore, Larine Mbabit

ii Activities of Student Groups (including civic and social activities)
  Meetings of the National Society of Black Engineers.
  Meetings of the Student Chapter of the Optical Society of America.
  Seminar organized by the Student Chapter of the SPIE

iii Job Placement and/or Accomplishments of Seniors
- Fair, Seth: RF Engineer, Lexatys LLC, Laurel DE
- McClusky, Daniel: seeking employment
- Alexis, Al: seeking employment
- Brown-Countess, Arnyah: seeking employment
- Cosby, Janae: seeking employment
- Harris, Zaki: seeking employment
- Jones, Angelica: Graduate Program, DSU
- Jeffries, Joseph: seeking employment
- Sharpe, Kyle: seeking employment
- Wilson, Victoria: Graduate school
- Zerrad, Tarik: Lobbyist, Ruggerio Wilson Associates

iv Job Placement and/or Accomplishments of Graduate Degree Recipients
• Bhat, Anupama: seeking employment

• Williams, Michael: seeking employment

• Biswas, Taposh: seeking employment

• Chrostoski, Philip: seeking employment

v. Follow-up of Graduates (All Degree Levels)

• Attached

Connected Documents
• 2017-18 Template for Faculty-data on Graduates to the chair for Annual Report
• Former DPE graduates and their status May 18

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

List Unit’s Short Range Goals for the coming academic year, 2018-2019.

• Ensure that every student in the DPE is well advised and mentored

• Further develop mentorship for our junior faculty and ensure that they have the resources to jump start for new research programs

• Develop materials that will attract students to the University and DPE
• Work on further improving our departmental goals

• Develop mechanisms so that every faculty member participate and contributes to the Department's growth.

**List Unit's Long Range Goals for the academic years 2017-2018 through 2017-2021.**

• Launch MS in Engineering Physics degree and PhD in Physics programs

• Develop relationships with industry mainly geared to provide our engineering students "industrial" experience over the summer.

• Work to ensure that every faculty member in charge of a research lab (funded research) and/or grant has a teaching load comparable with that of major Universities.

• Develop sustainable mechanisms that will allow us to provide more time to faculty to develop research proposals.

• Develop programs that are unique in the region.

• Establish a board of external advisers for the program in Engineering Physics.
"KPI #1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Please see attached

Connected Document
• 2017-18 UG KPI 1 and 10 Table

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?

We heard the feedback from the students regarding lack of our lab resources and seating arrangements in classes. In the current year, we are adding a new lab - Engineering lab to provide better facility of doing lab experiments for our engineering students. The renovation and establishment of the lab is currently in process in SC room #237. This work is being done from a funding. We are also renovating three of our class rooms to accommodate more students during the lecture hours.

b) Have these changes been implemented? If not, when will they be implemented?

In process. The whole process of renovation will be done by the end of summer, 2018.

c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?


Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

see attached

Connected Document
• DPE Bibliography 2017-18

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the
Document Management section, connect to this section, and state “see attached” below.

Please see attached

Connected Document
• DPE Undergrad Program Data 2017-18

For graduate program annual reports  TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

see attached

Connected Document
• Graduate Programs 2017-18-TABLE I

For graduate program annual reports  TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

see attached

Connected Document
• Graduate Programs 2017-18-TABLE II

For graduate program annual reports:  TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

see attached

Connected Document
• Graduate Programs 2017-18-TABLE III

For graduate program annual reports  TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

see attached

Connected Document
• Graduate Programs 2017-18-TABLE IV
Mission / Purpose

The mission of the Department of Physics and Pre-Engineering is to provide a quality higher education in physics and physics with emphasis in selected engineering disciplines that prepares students to achieve professional success and leadership status in their communities.

The Department of Physics and Pre-Engineering fully supports the philosophy and values of the College of Mathematics Natural Sciences and Technology (CMNST). The department supports the mission of Delaware State University, with a commitment to providing all undergraduate students with the science education that is an essential component of a strong liberal arts education. The department helps students develop strong integrative thinking skills and broad-based knowledge needed for success in the global society. Placing students first, integrity, diversity, access, opportunity, and excellence are among the core values of the department. The department seeks to maintain a culture and climate consistent with being among the best in all that it does, while providing access to the traditionally underserved. The department believes that this uncompromising pursuit of excellence and access can only be achieved through teamwork, collegiality, partnerships, and delivering on commitments.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Prepare majors for success in graduate study, professional school, and careers in industry, research, government, or academia
   Prepare majors for success in graduate study, professional school, and careers in industry, research, government, or academia in the 21st century global society.

O/O 1: Students will learn the physics and engineering content needed to successfully transition to graduate schools or employment
   Students will learn the physics and engineering content needed to successfully transition to graduate schools or discipline related employment.

Relevant Associations:

DSU Learning Goal Associations:

1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, and final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment- BS Physics Spring 2018
- List of Outcome based Assessment-BS Physics FALL 2017

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester
(one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

BioEngineering, 7. PHYS 332 - Mathematical Methods II, 8. PHYS 351
Applied Physics lab, 9. PHYS 362 - Quantum Mechanics, 10.PHYS 412 -
Theory of Electricity & Magnetism II 11. . PHYS 418 - Theoretical &
Experimental Research. The class average of this student learning
outcome was found to be 4 in a scale of 5. Please see attached
documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013
semester (one which has this outcome fulfilled) has been taken into
account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3.
PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS
310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS
316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 -
Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11.
PHYS 451 - Introduction to Research. The class average of this student
learning outcome was found to be 4 in a scale of 5. Please look at the
attached documents for details.

Spring 2014: The class average from the courses offered in spring
2014 semester (one which has this outcome fulfilled) has been taken into
account. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3.
PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5.
PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic
Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS
362 - Quantum Mechanics, 9. PHYS 409 Biosensors &
Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II,
11. Theoretical & Experimental Research, 17. The class average of this
student learning outcome was found to be 4 in a scale of 5. Please look
at the attached documents for details.

Findings (2012-2013) - Target: Met
Fall 2012:
The class average from the courses offered in Fall 2012 semester (one
which has this outcome fulfilled) has been taken into account. Below are
the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in
a scale of 5. Please look at the attached documents for details.
Spring 2013

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 - Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.

Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 - Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II

Please look at the attached documents for details.
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Connected Documents**
- Average of Outcomes based Assessment of classes Fall 2011 BS PHYS
- List of Outcome based assessment of classes BS PHYSICS
- Outcomes Based Assessment of Classes BS Physics Spring 2012
- List of Outcome based Assessment-BS Physics Spring 2012

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity &
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring
2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012:
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.

Spring 2013:
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research

9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathemtical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Connected Documents
- AVERAGE OF STUDENT RESPONSE OF CLASSES FOR PROGRAM OUTCOMES-BS Physics Fall 2011
- Student Survey of Outcomes Based Assessment of Classes BS Physics Spring 2012
**Findings (2010-2011) - Target: Not Reported This Cycle**
Has not been reported in this cycle, will be reported in next cycle (2011-12)

**O/O 2: Students will engage in one or more research projects to learn laboratory techniques, research protocol**
Students will engage in one or more research projects to learn laboratory techniques, research protocol, and appropriate behavior expected in a research environment.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment - BS Physics Spring 2018
- List of Outcome based Assessment-BS Physics FALL 2017

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

- Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2012-2013) - Target: Met**

**Fall 2012:** The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are
the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013:

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details. The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.

Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of
Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II

6. PHYS 362 - Quantum Mechanics

7. PHYS 412 - Theory of Electricity & Magnetism II

8. PHYS 418 - Theoretical & Experimental Research

9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

G 2: Ensure every physics graduate is skilled in physics, mathematics and technology and can apply the related skills and knowledge

Ensure every physics graduate is skilled in physics, mathematics and technology and can apply the related skills and knowledge to benefit his/her career, community, and personal life.

O/O 3: Students will learn to apply scientific and engineering concepts to solve problems quantitatively

Students will learn to apply scientific and engineering concepts to solve problems quantitatively using analytic and numerical methods.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment- BS Physics Spring 2018
- List of Outcome based Assessment-BS Physics FALL 2017
Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.
**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 310 - Optical Electronics, 7. PHYS 313 - Analytic Mechanics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic
Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis
The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.
Findings (2011-2012) - Target: Met
The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.
The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.
Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis
The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking.
Will be reported in next cycle (2011-12).

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made
Connected Documents
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 - Thermal Physics
5. PHYS 313 - Analytic Mechanics
6. PHYS 331 - Mathematical Methods I
7. PHYS 341 - Theory of Electricity & Magnetism
8. PHYS 361 - Modern Physics
9. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 220 - Scientific Programming
5. PHYS 314 - Analytic Mechanics-Dynamics
6. PHYS 332 - Mathematical Methods II
7. PHYS 342 - Theory of Electricity & Magnetism II
8. PHYS 362 - Quantum Mechanics
9. PHYS 413 - Intro to Lasers
10. PHYS 418 - Theoretical & Experimental Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 200 - Analysis of Physical Systems
3. PHYS 201 - General Physics I
4. PHYS 202 - General

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 12. Theoretical & Experimental Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one
which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

O/O 4: Students will learn to design and implement scientific investigations to investigate and answer questions about physical systems

Students will learn to design and implement scientific investigations to investigate and answer questions about physical systems

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment- BS Physics Spring 2018
- List of Outcome based Assessment-BS Physics FALL 2017
**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 310 - Optical Electronics, 7. PHYS 313 - Analytic Mechanics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 
1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
Findings (2012-2013) - Target: Met

Fall 2012:
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013:
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met
The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are
the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.
The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.

Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking.
Will be reported in next cycle (2011-12).

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017
Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 - Thermal Physics
5. PHYS 313 - Analytic Mechanics
6. PHYS 331 - Mathematical Methods I
7. PHYS 341 - Theory of Electricity & Magnetism
8. PHYS 361 - Modern Physics
9. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 220 - Scientific Programming
5. PHYS 305 - Thermal Physics
6. PHYS 313 - Analytic Mechanics
7. PHYS 331 - Mathematical Methods I
8. PHYS 341 - Theory of Electricity & Magnetism
9. PHYS 362 - Quantum Mechanics
10. PHYS 413 - Intro to Lasers
11. PHYS 418 - Theoretical & Experimental Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I
2. PHYS 200 - Analysis of Physical Systems
3. PHYS 201 - General Physics I
4. PHYS 202 - General Physics II
5. PHYS 305 - Thermal Physics
6. PHYS 313 - Analytic
Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism 10. PHYS 451 -
Introduction to Research.

The class average of this student learning outcome was found to be 4 in
a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the
subject matters from the courses offered in Spring 2017 semester (one
which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have
been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I,
3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming,
5. PHYS 314 Analytic Mechanics II, 6. PHYS 318 Foundations of
BioEngineering, 7. PHYS 332 - Mathematical Methods II, 8 . PHYS 351
Applied Physics lab, 9. PHYS 362 - Quantum Mechanics, 10.PHYS 412 -
Theory of Electricity & Magnetism II 11. . PHYS 418 - Theoretical &
Experimental Research.

The class average of this student learning outcome was found to be 4 in
a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the
subject matters from the courses offered in Fall 2015 semester (one
which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have
been used for this purpose.

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3.
PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS
305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316
Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361
Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451
Intro to Research. The class average of this student learning outcome
was found to be 4 in a scale of 5. Please look at the attached documents
for details.

The average of the student response relating to the understanding of the
subject matters from the courses offered in Spring 2016 semester (one
which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have
been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.


Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.

Spring 2013:
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking.
Will be reported in next cycle (2011-12).

O/O 5: Students will learn how to use instruments, computers and associated technologies
Students will learn how to use instruments, computers and associated technologies to collect and analyze data, and interpret the results.

Relevant Associations:

DSU Learning Goal Associations:
  2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
  4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
  • Outcomes based Assessment BS PHYS FALL 17
  • Outcomes based Assessment of classes BS PHYS SPRING 2018
  • List of Outcome based Assessment- BS Physics Spring 2018
  • List of Outcome based Assessment-BS Physics FALL 2017
**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 - Thermal Physics
5. PHYS 313 - Analytic Mechanics
6. PHYS 331 - Mathematical Methods I
7. PHYS 341 - Theory of Electricity & Magnetism
8. PHYS 361 - Modern Physics
9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 220 - Scientific Programming
5. PHYS 314 - Analytic Mechanics-Dynamics
6. PHYS 332 - Mathematical Methods II
7. PHYS 342 - Theory of Electricity & Magnetism II
8. PHYS 362 - Quantum Mechanics
9. PHYS 413 - Intro to Lasers
10. PHYS 418 - Theoretical & Experimental Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I
2. PHYS 200 - Analysis of Physical Systems
3. PHYS 201 - General Physics I
4. PHYS 202 - General Physics II
5. PHYS 305 - Thermal Physics
6. PHYS 313 - Analytic Mechanics
7. PHYS 316 - Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.
The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic
Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.

Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017
**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 - Thermal Physics
5. PHYS 313 - Analytic Mechanics
6. PHYS 331 - Mathematical Methods I
7. PHYS 341 - Theory of Electricity & Magnetism
8. PHYS 361 - Modern Physics
9. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 220 - Scientific Programming
5. PHYS 305 - Thermal Physics
6. PHYS 313 - Analytic Mechanics
7. PHYS 332 - Mathematical Methods II
8. PHYS 342 - Theory of Electricity & Magnetism II
9. PHYS 362 - Quantum Mechanics
10. PHYS 413 - Intro to Lasers
11. PHYS 418 - Theoretical & Experimental Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I
2. PHYS 200 - Analysis of Physical Systems
3. PHYS 201 - General Physics I
4. PHYS 202 - General Physics II
5. PHYS 305 - Thermal Physics
6. PHYS 313 - Analytic

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.
Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**
Has not been reported for this cycle because of the lack of data tracking.
Will be reported in next cycle (2011-12).

**G 3: Ensure that every physics graduate has strong critical thinking skills.**
Ensure that every physics graduate has strong critical thinking skills.

**O/O 6: Student will learn to integrate content knowledge and analytical thinking skills**
Students will learn to integrate content knowledge and analytic thinking skills to analyze a variety of problems and issues involving physical systems.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
• List of Outcome based Assessment- BS Physics Spring 2018
• List of Outcome based Assessment-BS Physics FALL 2017

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013:**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.

Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathemetical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking.
Will be reported in next cycle (2011-12).

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the
subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I,
3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming,

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student
learning outcome was found to be 4 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**FALL 2012:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).
O/O 7: Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions.

Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment- BS Physics Spring 2018
- List of Outcome based Assessment-BS Physics FALL 2017

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS
341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 
9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in 
a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester 
(one which has this outcome fulfilled) has been taken into account. 
Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I 3. 
PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming, 
5. PHYS 314 Analytic Mechanics-Dynamics, 6. PHYS 332 - 
Mathematical Methods II, 7. PHYS 342 - Theory of Electricity & 
Magnetism II, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 413-Intro to 
Lasers, 10. PHYS 418 - Theoretical & Experimental Research

The class average of this student learning outcome was found to be 4 in 
a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one 
which has this outcome fulfilled)

has been taken into account. Below are the courses which have been 
used for this purpose:

1. PHYS 191 - University Seminar I, 2. PHYS 200- Analysis of Physical 
Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General 
Physics II 5. PHYS 305 - Thermal Physics, 6. PHYS 313 - Analytic 
Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics 
9. PHYS 411 - Theory of Electricity & Magnetism 10. PHYS 451 - 
Introduction to Research.

The class average of this student learning outcome was found to be 4 in 
a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester 
(one which has this outcome fulfilled) has been taken into account. 
Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I, 
3. PHYS 202 - General Physics II, 4. PHYS 220- Scientific Programming, 
5. PHYS 314 Analytic Mechanics II, 6. PHYS 318 Foundations of 
BioEngineering, 7. PHYS 332 - Mathematical Methods II, 8. PHYS 351 
Applied Physics lab, 9. PHYS 362 - Quantum Mechanics, 10.PHYS 412 - 
Theory of Electricity & Magnetism II 11. . PHYS 418 - Theoretical & 
Experimental Research.
The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013:**

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.
Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis
The class average of this student learning outcome was found to be 3 in a scale of 5.
Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking.
Will be reported in next cycle (2011-12).

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one
which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II 4. PHYS 305 - Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2 . PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications , 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical &
Experimental Research, 17. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
Findings (2011-2012) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.

Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

G 4: Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

O/O 8: Students will be capable of effectively communicating the results of their studies in a variety of formats

Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports, poster presentations, and PowerPoint®-like presentations.
Relevant Associations:

DSU Learning Goal Associations:
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, and final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment - BS Physics Spring 2018
- List of Outcome based Assessment - BS Physics FALL 2017

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one
which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester
(one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012: The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2013:

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

**Target:**

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I,

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are
the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2010-2011) - Target: Not Reported This Cycle
Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

O/O 9: Students will be capable of communicating orally with peers as colleagues in the scientific community
Students will be capable of communicating orally with peers as colleagues in the scientific community, using appropriate language skills and professional vocabulary.

Relevant Associations:
DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment - BS Physics Spring 2018
- List of Outcome based Assessment - BS Physics FALL 2017

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.
The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)
has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account.
Below are the courses which have been used for this purpose.


**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


**Findings (2012-2013) - Target: Met**

**Fall 2012:** The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I  
2. PHYS 201 - General Physics I  
3. PHYS 202 - General Physics II  
4. PHYS 305 Thermal Physics  
5. PHYS 310 Optical Electronics  
6. PHYS 313 - Analytic Mechanics I  
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics  
9. PHYS 411 - Theory of Electricity & Magnetism  
10. PHYS 451 - Introduction to Research  
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.  

**Spring 2013:**  
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  

1. PHYS 192 - University Seminar II  
2. PHYS 201 - General Physics I  
3. PHYS 202 - General Physics II  
4. PHYS 314 Analytic Mechanics II  
5. PHYS 332 - Mathematical Methods II  
6. PHYS 362 - Quantum Mechanics  
7. PHYS 412 - Theory of Electricity & Magnetism II  
8. PHYS 418 - Theoretical & Experimental Research  
9. ENGR 309 Electronic Circuit Analysis  
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**  
The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  

1. PHYS 191 - University Seminar I  
2. PHYS 201 - General Physics I  
3. PHYS 202 - General Physics II  
4. PHYS 313 - Analytic Mechanics  
5. PHYS 331 - Mathematical Methods I  
6. PHYS 361 - Modern Physics  
7. PHYS 411 - Theory of Electricity & Magnetism  
8. PHYS 451 - Introduction to Research  
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.  
The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  

1. PHYS 192 - University Seminar II  
2. PHYS 201 - General Physics I  
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**
Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 -

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming,

The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I,2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have
been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 5 in a scale of 5.

**Spring 2014:** The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken
into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported in this cycle, will be reported in next cycle (2011-12)

**O/O 10: Students will learn to use their knowledge of science and engineering to analyze and reflect on technical problems and issues**
Students will learn to use their knowledge of science and engineering to analyze and reflect on technical problems and issues that span more than a single discipline, including problems that have broad social and economic impact.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- Outcomes based Assessment BS PHYS FALL 17
- Outcomes based Assessment of classes BS PHYS SPRING 2018
- List of Outcome based Assessment- BS Physics Spring 2018
- List of Outcome based Assessment-BS Physics FALL 2017

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 305 Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics,
9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.
Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 191 University Seminar I, 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled)

has been taken into account. Below are the courses which have been used for this purpose:

The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I,
3. PHYS 202 - General Physics II, 4. PHYS 220 - Scientific Programming,

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

Findings (2012-2013) - Target: Met

Fall 2012: The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
Spring 2013:

The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research
9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account.
Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathemetical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5.

Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported for this cycle because of the lack of data tracking. Will be reported in next cycle (2011-12).

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**

- Student Survey of Outcomes BS PHYSICS Spring 2018
- Student Survey of Outcomes BS PHYSICS FALL 2017

**Target:**

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was
done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 - Thermal Physics, 5. PHYS 313 - Analytic Mechanics, 6. PHYS 331 - Mathematical Methods I, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have
been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 University Seminar I 2. PHYS 200 Analysis of Phys Syst, 3. PHYS 201 General Physics I, 4. PHYS 202 General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 Analytic Mechanics, 7. PHYS 316 Intro to Optics, 8. PHYS 352 Applied Physics Lab II, 9. PHYS 361 Modern Physics, 10. PHYS 411 Theory of Elec & Mag, 11. PHYS 451 Intro to Research. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2014 semester (one
which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 191 - University Seminar I, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II, 4. PHYS 305 Thermal Physics, 5. PHYS 310 Optical Electronics, 6. PHYS 313 - Analytic Mechanics I, 7. PHYS 316 Intro to Optics, 8. PHYS 361 - Modern Physics, 9. PHYS 411 - Theory of Electricity & Magnetism, 10. PHYS 441 - Selected Topics I, 11. PHYS 451 - Introduction to Research. The class average of this student learning outcome was found to be 4 in a scale of 5.

Spring 2014: The average of the student response relating to the
understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics, 3. PHYS 202 - General Physics II, 4. PHYS 220 Scientific Programming, 5. PHYS 311 Fiber Optics Communications, 6. PHYS 314 - Analytic Mechanics, 7. PHYS 319 Quant Optics Methods & Microscopy, 8. PHYS 362 - Quantum Mechanics, 9. PHYS 409 Biosensors & Bioinstrumentation, 10. PHYS 412 - Theory of Electricity & Magnetism II, 11. Theoretical & Experimental Research, 17. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 305 Thermal Physics
5. PHYS 310 Optical Electronics
6. PHYS 313 - Analytic Mechanics I
7. PHYS 316 Intro to Optics
8. PHYS 361 - Modern Physics
9. PHYS 411 - Theory of Electricity & Magnetism
10. PHYS 451 - Introduction to Research
The class average of this student learning outcome was found to be 4 in a scale of 5.

**Spring 2013:**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 314 Analytic Mechanics II
5. PHYS 332 - Mathematical Methods II
6. PHYS 362 - Quantum Mechanics
7. PHYS 412 - Theory of Electricity & Magnetism II
8. PHYS 418 - Theoretical & Experimental Research

9. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 191 - University Seminar I
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 313 - Analytic Mechanics
5. PHYS 331 - Mathematical Methods I
6. PHYS 361 - Modern Physics
7. PHYS 411 - Theory of Electricity & Magnetism
8. PHYS 451 - Introduction to Research

The class average of this student learning outcome was found to be 4 in a scale of 5.
Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 192 - University Seminar II
2. PHYS 201 - General Physics I
3. PHYS 202 - General Physics II
4. PHYS 311 - Fiber Optics Communications
5. PHYS 318 Foundations of BioEngineering
6. PHYS 332 - Mathematical Methods II
7. PHYS 362 - Quantum Mechanics
8. PHYS 412 - Theory of Electricity & Magnetism II
9. PHYS 418 - Theoretical & Experimental Research
10. ENGR 309 Electronic Circuit Analysis

The class average of this student learning outcome was found to be 5 in a scale of 5.
Please look at the attached documents for details.

**Findings (2010-2011) - Target: Not Reported This Cycle**

Has not been reported in this cycle, will be reported in next cycle (2011-12)

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**
Direct measurement of SLOs

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view. 3. For each of the courses which belongs to a particular program, the teaching faculty will turn the course report. 4. The cover page of a sample course report is attached here. It will contain the sample tests, syllabus, quizzes, labs etc among others. 5. The course report will provide the measure of the student learning outcomes which a course would belong to. The SLOs will be prepared from the average of the student student's performance in the entire test criterion (for instance tests, finals, quizzes and/or homework, labs if any instructor wants to add it as part of assessment). This average is linked to the course learning outcomes and hence to the SLOs. 6. Course report for each of the courses offered for a particular degree program will be turned in by the faculty within one week of semester ending. 7. The average all the SLOs are then determined from each individual courses. This average number will serve as the indicator of student performance in a degree program. Sample syllabus, course report cover page and assessment of SLOs for a course is attached here.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Responsible Person/Group: 1. Teaching Faculty 2. Assessment Committee

Indirect Measurement of SLOs by Student Survey

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee
prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view. 3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course. 4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest. 5. The average of the response was determined and linked with the SLO’s of the program and that number gives the final indirect measurement of student assessment. 6. Sample feedback form is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  

**Responsible Person/Group:** 1. Teaching Faculty 2. Assessment Committee

### Annual Report Section Responses

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Please see attached
Mission / Purpose

The objectives of the M.S. degree in Physics aim at training future workforce and researchers in the basic foundations of physics. Our educational activities are combined and integrated with our research focus, creating a stimulating and engaging environment for the students to achieve professional success and leadership status and opening opportunities to a highly demanding multidisciplinary market.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Prepare each graduate for success in professional careers

Prepare each graduate for success in professional careers in industry, research, government, or academia in the 21st century global society by providing them with necessary skills and knowledge in their area of study.

SLO 1: Students will learn the advance contents of their field of study

Students will learn the advance contents of their field of study needed to solve problems quantitatively using analytic and numerical methods to find their carriers in different organizations.

Relevant Associations:

DSU Learning Goal Associations:

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level
Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2015: The class average from the courses offered in spring 2015
semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 667 - Mathematical Methods IV, 2. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**

**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**

The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 Non Linear Optics 2. PHYS 667 Math Methods IV 3. PHYS 676 Quantum Mechanics II 4. PHYS 803 Modern Laser Spectroscopic Methods The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Connected Documents**
- OUTCOMES BASED ASSESSMENT OF CLASSES FOR DEPARTMENT GOALS
- Outcomes Assessment of Class by Faculty MS Physics Fall 2011
- Outcomes Based Assessment of classes MS Physics-Spring 2012
- List of Outcomes Based Assessment-MS Physics Spring 2012

**M 2: Student course evaluation**

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made
Connected Documents
- Student Survey of Outcomes MS Physics Spring 2018
- Student Survey of Outcomes MS PHYSICS FALL 2017

**Target:**

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics , 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 5 in
a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: 1. PHYS 601 Non Linear Optics, 2. PHYS 667 Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4.PHYS 671 Adv Electromagnetic Theory I.
The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details

Spring 2013
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Connected Documents
- AVERAGE OF STUDENT RESPONSE OF CLASSES FOR PROGRAM OUTCOMES MS PHYSICS- Fall 2011
- Student Survey of Outcomes based Assessment of classes MS Physics SPRING 2012
SLO 2: Students will engage in one or more research projects

Students will engage in one or more research projects to learn laboratory techniques, research protocol, and appropriate behavior expected in a research environment by using instruments, computers and associated technologies.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

Related Measures:

M 1: Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Documents
- List of Outcome based Assessment-MS Physics Spring 2018
- Outcomes based Assessment of classes MS PHYSICS SPRING 2018
- List of Outcome based Assessment-MS Physics FALL 2017
- Outcomes based Assessment MS Physics FALL 2017

Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Not Reported This Cycle

Not reported in this cycle

Findings (2015-2016) - Target: Met

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS
605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics, 2. PHYS 667 Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2011-2012) - Target: Met

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents

- Student Survey of Outcomes MS Physics Spring 2018
- Student Survey of Outcomes MS PHYSICS FALL 2017

Target:

The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring
2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**G 2:** Prepare each graduate to think critically to analyze and solve problems through research and/or course work.

Prepare each graduate to think critically to analyze and solve problems through research and/or course work.

**SLO 3:** Students will be able to integrate content knowledge and analytic thinking skills

Students will be able to integrate content knowledge and analytic thinking skills to collect, analyze and interpret a variety of problems and issues involving physical systems.

**Relevant Associations:**

**DSU Learning Goal Associations:**

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

**M 1:** Midterms, quizzes, and final exams

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- List of Outcome based Assessment-MS Physics Spring 2018
- Outcomes based Assessment of classes MS PHYSICS SPRING 2018
- List of Outcome based Assessment-MS Physics FALL 2017
- Outcomes based Assessment MS Physics FALL 2017
Target:
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 - Non Linear Optics, 2. PHYS 665 - Statistical Mechanics, 3. PHYS 667 - Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods.

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics , 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2015: The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 667 - Mathematical Methods IV, 2. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2013-2014) - Target: Met**
**Fall 2013:** The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  
1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2014:** The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:  
1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**  
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  
1. PHYS 565 Math Methods III  
2. PHYS 600 Modern Optics  
3. PHYS 605 Principles of Lasers & Optical Devices  
4. PHYS 671 Adv Electromagnetic Theory. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**  
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  
1. PHYS 601 Non Linear Optics  
2. PHYS 667 Math Methods IV  
3. PHYS 672 Advanced Electromagnetic Theory II  
4. PHYS 803 Modern Laser Spectroscopic Methods  
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.  

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

M 2: Student course evaluation

Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes MS Physics Spring 2018
- Student Survey of Outcomes MS PHYSICS FALL 2017

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 563 - Math Methods III
2. Modern Optics
3. PHYS 605 - Principles of lasers & Optical Devices
4. PHYS 675-Quantum
Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

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been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spectroscopy Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spectroscopy Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2015: The class average from the courses offered in Spring 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 667 - Mathematical Methods IV, 2. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The
class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2014**: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory I.

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have
been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

SLO 4: Students will be able to organize and conduct original investigations

Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

M 1: Midterms, quizzes, and final exams
Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**
- List of Outcome based Assessment-MS Physics Spring 2018
- Outcomes based Assessment of classes MS PHYSICS SPRING 2018
- List of Outcome based Assessment-MS Physics FALL 2017
- Outcomes based Assessment MS Physics FALL 2017

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**
The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Findings (2014-2015) - Target: Met**

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.
**Findings (2013-2014) - Target: Met**

**Fall 2013**: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods I
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Fall 2012**
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory

The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

**Spring 2013**
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
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M 2:Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

Connected Documents
- Student Survey of Outcomes MS Physics Spring 2018
- Student Survey of Outcomes MS PHYSICS FALL 2017

Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the
subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Isr &Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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Findings (2013-2014) - Target: Met

Fall 2013: The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose. 1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
**Findings (2012-2013) - Target: Met**

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**G 3:** Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

**SLO 5:** Students will be capable of effectively communicating the results of their studies in a variety of formats

Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports, poster presentations, and PowerPoint-like presentations to communicate orally with peers as colleagues in the scientific community using appropriate language skills and professional vocabulary

**Relevant Associations:**

**DSU Learning Goal Associations:**

- 1 UG Student Learning Goal: Competent Communicators
- 6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- List of Outcome based Assessment-MS Physics Spring 2018
- Outcomes based Assessment of classes MS PHYSICS SPRING 2018
- List of Outcome based Assessment-MS Physics FALL 2017
- Outcomes based Assessment MS Physics FALL 2017

**Target:**

The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.
Findings (2017-2018) - Target: Met

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 3 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 565 - Math Methods III, 2. PHYS 600 - Modern Optics, 3. PHYS 671 - Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 3 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 563 - Math Methods III, 2. PHYS 600 - Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 665 - Statistical Mechanics, 5. PHYS 675 - Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled)
has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 671 Advanced Electromagnetic Theory I, 5. PHYS 803 Modern Laser Spec Method. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Lasers & Optical Devices, 4. PHYS 675 Quantum Mechanics I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Spring 2014: The class average from the courses offered in spring 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

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Findings (2012-2013) - Target: Met

Fall 2012

The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
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1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**

The class average from the courses offered in Fall 2011 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III
2. PHYS 600 Modern Optics
3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 665 Statistical Mechanics
5. PHYS 675 Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**M 2: Student course evaluation**
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made
Target:
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

Findings (2017-2018) - Target: Met

The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The average of the student response relating to the understanding of the subject matters from the course offered in Spring 2018 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 5 in a scale of 5. Please see attached documents for details.

Findings (2016-2017) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
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1. PHYS 601 Non Linear Optics, 2. PHYS 665 Statistical Mechanics, 3. PHYS 667 - Mathematical Methods IV, 4. PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2015-2016) - Target: Met

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 563 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 605 Principles of Isr &Opt devices, 4. PHYS 665 Statistical Mechanics, 5. PHYS 675 Quantum Mechanics I The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2014-2015) - Target: Not Reported This Cycle

Not reported in this cycle

Findings (2013-2014) - Target: Met

Spring 2014: The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2014 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose: Below are the courses which have been used for this purpose: 1. PHYS 601 - Non
Linear Optics, 2. PHYS 667 - Mathematical Methods IV, 3. PHYS 676 Quantum Mechanics II. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2012-2013) - Target: Met**

**Spring 2013**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**Findings (2011-2012) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2012 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

**SLO 6: Students will be able to use their knowledge to analyze and reflect on technical problems**

Students will be able to use their knowledge to analyze and reflect on technical problems and issues that span more than a single discipline, including problems that have broad social and economic impact.

**Relevant Associations:**

**DSU Learning Goal Associations:**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

**Related Measures:**

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, and final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Source of Evidence: Writing exam to assure certain proficiency level

**Connected Documents**

- List of Outcome based Assessment-MS Physics Spring 2018
- Outcomes based Assessment of classes MS PHYSICS SPRING 2018
- List of Outcome based Assessment-MS Physics FALL 2017
- Outcomes based Assessment MS Physics FALL 2017

**Target:**

The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**

The class average from the courses offered in Fall 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 - Math Methods III, 2. Modern Optics, 3. PHYS 605 - Principles of lasers & Optical Devices, 4. PHYS 675-Quantum Mechanics I

The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

The class average from the courses offered in Spring 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

**Findings (2016-2017) - Target: Met**

The class average from the courses offered in Fall 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 565 Math Methods III, 2. PHYS 600 Modern Optics, 3. PHYS 671 Advanced Electromagnetic Theory I. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

The class average from the courses offered in spring 2017 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

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**Findings (2015-2016) - Target: Met**

The class average from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

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The class average from the courses offered in Spring 2016 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

1. PHYS 601 Non Linear Optics, 2. PHYS 667 Math Methods IV, 3. PHYS 676 Quantum Mechanics II, 4. PHYS 803 Modern Laser Spec Methods. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.
Findings (2014-2015) - Target: Met

Fall 2014: The class average from the courses offered in Fall 2014 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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Findings (2013-2014) - Target: Met

Fall 2013: The class average from the courses offered in Fall 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.

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Findings (2012-2013) - Target: Met

Fall 2012
The class average from the courses offered in Fall 2012 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 565 Math Methods III
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3. PHYS 605 Principles of Lasers & Optical Devices
4. PHYS 671 Adv Electromagnetic Theory. The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

Spring 2013
The class average from the courses offered in Spring 2013 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 601 Non Linear Optics
2. PHYS 667 Math Methods IV
3. PHYS 672 Advanced Electromagnetic Theory II
4. PHYS 803 Modern Laser Spectroscopic Methods

The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

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The class average of this student learning outcome was found to be 5 in a scale of 5. Please look at the attached documents for details.

M 2: Student course evaluation
Indirect measurement consists of survey conducted by the students on the course learning goals at the end of the semester. The students circle their understanding on the course learning goals in a scale ranges from 1 to 10 with 1 being the lowest. The feedback from the students was entered in the spreadsheet and the average of the feedback was accepted as the indirect
measurement of assessment. The response was normalized (converted) to a scale of 5.

Source of Evidence: Student course evaluations on learning gains made

**Connected Documents**
- Student Survey of Outcomes MS Physics Spring 2018
- Student Survey of Outcomes MS PHYSICS FALL 2017

**Target:**
The student response of survey relating to the student learning outcomes should be > 3.00 in a scale of 5.00.

**Findings (2017-2018) - Target: Met**
The average of the student response relating to the understanding of the subject matters from the course offered in Fall 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose:


The class average of this student learning outcome was found to be 4 in a scale of 5. Please see attached documents for details.

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The average of the student response relating to the understanding of the subject matters from the courses offered in Spring 2017 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2015-2016) - Target: Met**

The average of the student response relating to the understanding of the subject matters from the courses offered in Fall 2015 semester (one which has this outcome fulfilled) have been taken into account. This was done as part of indirect measurement. Below are the courses which have been used for this purpose.

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**Findings (2014-2015) - Target: Met**

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1. PHYS 667 - Mathematical Methods IV, . PHYS 672 Advanced Electromagnetic Theory II. The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

Findings (2013-2014) - Target: Met

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Findings (2012-2013) - Target: Met

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**Findings (2011-2012) - Target: Met**
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2. PHYS 667 Math Methods IV
3. PHYS 676 Quantum Mechanics II
4. PHYS 803 Modern Laser Spectroscopic Methods
The class average of this student learning outcome was found to be 4 in a scale of 5. Please look at the attached documents for details.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Plans for Data Collection Relating to Direct Measurement**

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view. 3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course. 4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest. 5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment. 6. Sample feedback form is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  
**Responsible Person/Group:** 1. Teaching faculty members 2. Assessment committee

**Student feedback form will be used as indirect measurement**

1. An Assessment committee has been formed (a total of six faculty members and Department Assistant Ms. Amal Juracka) to coordinate the assessment process of the Department. The committee is chaired by Dr. Mukti M Rana, an Assistant Professor in the Department of Physics and Pre-Engineering. 2. In the Fall of 2011, the committee prepared the syllabi of all the courses for various
degree programs of the department. The syllabi were based on a uniform format which has the catalog description of the course, learning outcomes of the course and relationship of the learning outcomes of the course with the student learning outcomes (SLO) of the program which it belongs to, among others. The instructor of the course makes sure that the prepared course syllabus complies with his view.

3. A survey questionnaire has been prepared for each of the courses. These questions are same as learning outcomes of the course.

4. At the end of the semester, the students are asked to fill out their response relating to the understanding of the subject matter covered. They response should be in the scale of 1-10 with 1 being the lowest and 10 being the lowest.

5. The average of the response was determined and linked with the SLO's of the program and that number gives the final indirect measurement of student assessment.

6. Sample feedback form is attached here.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Finished  
**Priority:** High  

**Responsible Person/Group:** 1. Teaching faculty members 2. Assessment committee
Detailed Assessment Report
As of: 9/27/2018 12:26 PM EST
2017-2018 Political Science (B.A.)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)
Mission / Purpose

The Department of Psychology recognizes and supports the overall mission of Delaware State University by providing students with the necessary education for entry level positions in human service related fields. More specifically, the psychology program is designed to empower and affirm undergraduate students through broad based training in the foundations of psychology, which emphasizes the need to understand human behavior through critical thinking and scientific endeavors. The department recognizes and supports the mission of the American Psychological Association (APA) which is “to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives” (APA, [2017]. APA Mission Statement. Retrieved July06, 2017 from http://www.apa.org/about/).

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Learning

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Connected Document

• Psychology Department Subcommittees

SLO 2: Content Areas of Psychology

Students will demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

1. learning and cognition
2. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
3. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
4. developmental changes in behavior and mental processes across the life span
Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 3: Practicum Evaluation Measurement Tool
The students' ability to synthesize and integrate information and ideas can be measured subsequent to the completion of Practicum in Applied Psychology Course.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- Senior Capstone Rubric

M 4: Personal and Professional Development Indicated by Course Success
Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management/self-improvement. This objective is measured indirectly throughout student success in various courses.

Source of Evidence: Academic indirect indicator of learning - other

M 5: Service Learning
Students' self-management/self-improvement, ethical standards and application of course content will be measured through their successful completion of Practicum in Applied Psychology Course.

Source of Evidence: Field work, internship, or teaching evaluation

SLO 3: Major perspectives of psychology
Students will explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 3: Practicum Evaluation Measurement Tool
The students' ability to synthesize and integrate information and ideas can be
measure subsequent to the completion of Practicum in Applied Psychology Course.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- Senior Capstone Rubric

M 5: Service Learning
Students' self-management/self-improvement, ethical standards and application of course content will be measured through their successful completion of Practicum in Applied Psychology Course.

Source of Evidence: Field work, internship, or teaching evaluation

SLO 4: Relevant Ethical Issues in Psychology
Students will identify relevant ethical issues in psychology, including a general understanding of the American Psychological Association (APA) Code of Ethics.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 3: Practicum Evaluation Measurement Tool
The students' ability to synthesize and integrate information and ideas can be measure subsequent to the completion of Practicum in Applied Psychology Course.

Source of Evidence: Academic direct measure of learning - other

Connected Document
- Senior Capstone Rubric

M 5: Service Learning
Students' self-management/self-improvement, ethical standards and application of course content will be measured through their successful completion of Practicum in Applied Psychology Course.

Source of Evidence: Field work, internship, or teaching evaluation

SLO 5: Effective Strategies for Self-Management/Self-Improvement
Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management/self-improvement

Relevant Associations:

DSU Learning Goal Associations:
Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 3: Practicum Evaluation Measurement Tool**

The students’ ability to synthesize and integrate information and ideas can be measured subsequent to the completion of Practicum in Applied Psychology Course.

Source of Evidence: Academic direct measure of learning - other

**Connected Document**
- *Senior Capstone Rubric*

**M 4: Personal and Professional Development Indicated by Course Success**

Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management/self-improvement. This objective is measured indirectly throughout student success in various courses.

Source of Evidence: Academic indirect indicator of learning - other

**M 5: Service Learning**

Students' self-management/self-improvement, ethical standards and application of course content will be measured through their successful completion of Practicum in Applied Psychology Course.

Source of Evidence: Field work, internship, or teaching evaluation

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Graduate Placement**

The Psychology Program will have to devise a process that will adequately track the graduate to get an update. Also, the Program will need to think of an incentive to offer the graduate that will motive him or her to give an update of their post graduate status.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** In-Progress
- **Priority:** High

**Knowledge Base of Psychology**

Another pre and post test is under construction to be administered to the Fall 2012 Freshmen Cohort. This pre and post test will be based on the Fall 2011 Curriculum’s core psychology courses. There will be two questions from 12 core courses (e.g., Introduction to General Psychology; Applied Psychology; Elementary Statistics; Scientific Method; Personality; Developmental; Experimental; Abnormal; Social Psychology; Psychology of Learning; History & Systems and Senior Research
Seminar); the pre-test will consist of a 24-item questionnaire to assess the students' knowledge base of psychology. The post test will be the same test that was administered to each member of the Fall 2012 Freshmen Cohort. The post test will be given when the student takes Senior Research Seminar. The students will be identified by their D100 number and the pre-test will be scored and kept on file for comparison. Test comparison will demonstrate student learning and mastery of psychology content. The target will be for 65% or higher of the students to show improvement on the post test.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: Pre and Post Test of Core Psychology Content
Projected Completion Date: 12/15/2012

Annual Report Section Responses

Executive Summary (1-2 pages)

Connected Documents
- 2009-2010 Majors/Minors Annual Report Data
- Competency Writing Form
- Psychology Department Subcommittees

Unit(s) Profile

Department Staff/Faculty Composition FY 2017

Department Chair: Dr. Gwendolyn Scott-Jones

Associate Professors: Dr. Padmini Banerjee, Dr. Brian Friel, Dr. Rachel Pulverman, Dr. John Rich, Dr. Amy Rogers and Dr. Gwendolyn Scott-Jones

Assistant Professors: 2-Vacant Positions

Visiting Lecturer I/Practicum Coordinator: Ms. Marcille (Dee) Sewell

Adjunct Faculty: Ms. Heidi Hoffman, Dr. Roy LaFontaine, Dr. Tawanda Morgan, Dr. Lawita Cheatham-Hemphill, Mr. Wade Jones and Ms. Karin Gladney.

Administrative Secretary/ CADC Coordinator: Mrs. Terri Harrington-Nichols

Connected Documents
- 2009-2010 Majors/Minors Annual Report Data
- Dr. Rachel Pulverman's Curricula Vitae
- Psychology Department Subcommittees
- Psychology Department Sub-Committees FY 2011-12

Unit(s) Initiatives accomplished in this cycle

The Online Psychology Courses will be completed by July 31, 2018.
Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Provide quality instruction
   Provide high quality instruction that meets the needs of the psychology majors and the University community.

O/O 1: Regularly review curriculum
   Regularly review curriculum and update as needed.

Relevant Associations:

Strategic Plan Associations:
   Delaware State University
   1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
   2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:

M 1: Psychology Curriculum Review Committee
   Psychology Curriculum Review Committee meets twice annually to review and recommend curriculum changes as needed. The Psychology Program curriculum is assessed by comparing the APA Undergraduate guidelines. More specifically, the Psychology Curriculum Review Committee will review the evidence-based practices in the field of psychology and human services to determine what psychology electives should be offered to the students.

Source of Evidence: Administrative measure - other

Target:
   The Psychology Curriculum Review Committee will meet twice annually to review and/or revise the curriculum's course offerings.

Findings (2010-2011) - Target: Met
   The Psychology Curriculum was revised and the new Fall 2011 Curriculum is in place as of Fall 2011 Semester.

G 2: Develop culture of scientific inquiry
   Develop a culture of original scientific inquiry within the Department of Psychology.

O/O 6: Support faculty research with University grants
   Support faculty research with University grants.
Relevant Associations:

Strategic Plan Associations:
  College of Arts, Humanities, & Social Sciences
  3 Create a model of scholarly research for all full time faculty.

O/O 9: Support faculty laboratory space
Support faculty with suitable laboratory space.

Relevant Associations:

Strategic Plan Associations:
  College of Arts, Humanities, & Social Sciences
  3 Create a model of scholarly research for all full time faculty.

O/O 10: Encourage undergraduate research involvement
Encourage the involvement of undergraduates in research projects.

Relevant Associations:

Strategic Plan Associations:
  College of Arts, Humanities, & Social Sciences
  3 Create a model of scholarly research for all full time faculty.

Related Measures:

M 8: Enrollment in Independent Study in Lab-Based Research
Enrollment in Independent Study in Lab-Based Research (36-432) was added to course offerings during the 2005-2006 academic year. This course provides students the opportunity to gain supervised experience in lab-based research which often is a key factor in obtaining graduate school admission.

Source of Evidence: Academic direct measure of learning - other

Target:
Not applicable target for 2010-11

Findings (2010-2011) - Target: Not Met
N/A

O/O 11: Facilitate collaborative research initiatives
Facilitate collaborative research initiatives with other departments, regional educational institutions, businesses, and State and Federal agencies.

Relevant Associations:

Strategic Plan Associations:
  College of Arts, Humanities, & Social Sciences
  3 Create a model of scholarly research for all full time faculty.

O/O 12: Encourage attainment of extra-mural funding
Encourage and support the attainment of extra-mural funding.

Relevant Associations:
Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
3 Create a model of scholarly research for all full time faculty.

G 3: Broaden community interface
Broaden the interface between the Department of Psychology and the community.

O/O 13: Expand practicum and internship opportunities
Expand practicum and internship opportunities.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

O/O 14: Invite local professionals and graduates to talk
Invite local professionals and graduates to talk to undergraduates.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

O/O 15: Invite heads of local agencies to department
Invite heads of local service agencies to departmental meetings.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

O/O 16: Increase participation of faculty and students in meetings
Increase participation of faculty and students in professional meetings with State and local service organizations.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

O/O 17: Develop collaborations with other University departments
Develop collaborative relationships with other departments within the University.

Relevant Associations:
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

**O/O 18: Develop regional collaborative relationships**
Develop collaborative relationships with other regional educational institutions, businesses, and State and Federal agencies.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

**O/O 19: Serve community with psychological expertise**
Serve the community in areas of psychological expertise.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
7 To promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status

Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
1.2 Facilitate student learning as evidenced by increasing 21st Century skills and habits of mind that enable students to become productive citizens and life-long learners as measured by well-defined rubrics
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community
4.1 Strengthen and expand DSU’s outreach, Extension, engagement, entrepreneurship and economic development programs to benefit the people of Delaware, the nation and the world.
5.4 Engage the external community through partnerships to promote environmental sustainability practices.
Mission / Purpose

Consistent with the University’s Mission and Goals, the Mission of the Department of Public and Allied Health Sciences, is to prepare undergraduates for careers and graduate education in movement/exercise science, kinesiology, human performance, allied health disciplines, public health and community health.

Graduates of these majors are provided with theoretical, laboratory, research, service learning and community services opportunities to advance knowledge, ethical practice and service in future endeavors. The department provides the potential for current and meaningful interaction among constituents, the campus community, and the community at-large through the use of educational and research methodologies and community service activities.

Moreover, the Department promotes and provides programs which seek to remedy current under-representation of minorities in fitness and wellness, exercise/movement science, kinesiological, allied health, community health and public health professions. The Department is dedicated to meeting the educational and professional preparation needs of individuals who plan to interface with the diverse and ever-changing society of the 21st Century.

Created July 1, 2009
Reviewed, Adopted, and Endorsed - August 27, 2009

DEPARTMENTAL VISION:

Building on the mission of the University and the College of Education, Health and Public Policy, the mission of the Department of Public and Allied Health Sciences is to promote excellence in education, research and services for: our students, faculty and
staff, the community at-large, citizens of Delaware, the nation and the world. These pursuits will focus on increasing knowledge, translating research into practice, shaping policy, and providing solutions for health related issues. The educational programs are guided by the standards and ethics of our respective professional organizations and accrediting agencies. The Department is dedicated to preparing students for careers and graduate education in allied health, community health, and public health.

MOTTO:

Informed, dynamic professionals are empowered to lead and manage change while shaping society's future.

DEPARTMENTAL PHILOSOPHY:

The philosophy of the Department of Public and Allied Health Services is to develop effective practitioners, clinicians and researchers who possess comprehensive content knowledge and practice; utilize appropriate assessment procedures and techniques; demonstrate effective interpersonal communication skills; display ability to problem solve and develop strategies for successful outcomes, employ technology in a variety of settings; and use and apply successful strategies through proven models of research, best practices and service.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: The PAHS will be able to use health and fitness knowledge and abilities to positively impact the university and community.

   The PAHS will be able to use health and fitness knowledge and abilities to positively impact the university and community.

O/O 1: Serving the community

   Serve the community by offering programs and events to positively impact the health of the university and the local community.

   Related Measures:

   M 1: Amount of Community Service

   A log will be kept to document all participation in on-campus or local health-related community service, outreach projects, committees, and activities offered, attended, sponsored, and participated in by the faculty, department or student.
organizations. (O:1)

Source of Evidence: Activity volume

**Target:**
Four community service projects completed by the department per year

**Findings (2016-2017) - Target: Met**
18 community service projects were completed.

**Findings (2015-2016) - Target: Met**
Fifteen community service outreach projects were implemented and attended by PAHS faculty and students.

**Findings (2014-2015) - Target: Met**
Eleven community service projects were completed by the department this year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Student Service Learning**
*Established in Cycle: 2010-2011*
Student service learning will be implemented in selected major courses, beginning in the Fall 2011 semester

**Service Projects**
*Established in Cycle: 2014-2015*
Maintain current service-learning activities, and seek new opportunities for new service learning activities.

**Student Satisfaction**
*Established in Cycle: 2014-2015*
These data were not collected for the 2014-2015 year. Moving forward, student satisfaction data will be collected via the gradu...

**Community Service**
*Established in Cycle: 2015-2016*
Continue exceeding our community service/project goals. However, we need to have greater faculty participation in community ser...

G 2:The PAHS faculty will demonstrate continual development, contribute to their profession, and university involvement.
The PAHS faculty will demonstrate continual development, contribute to their profession, and university involvement.

O/O 2:Faculty engaged in professional development
The PAHS faculty will actively engage in professional development and the development of knowledge within their respected field. (G:2)

**Related Measures:**
M 2: Amount of professional development

A log will be kept to document the faculty’s participate in their professional development and the development of knowledge within the field. This log will record the certifications and licensures the faculty possess, the number of professional development conferences attended by the faculty, the number of presentations at professional conferences, and number of published articles. (O:2)

Source of Evidence: Activity volume

Target:
1) At least one faculty or staff member will maintain or obtain the following certifications: CSCS and HFS

2) Each faculty member attend one conference per year

3) Within the department, two presentations will be made per year

4) Within the department, two publications will be submitted per year

Findings (2016-2017) - Target: Met
1) Three faculty members maintain the CSCS certification, and one maintains the HFS certification during the current reporting year

2) All faculty members attended at least one professional conference, clinic, or workshop during the current reporting year

3) Seven presentations were made during the current reporting year

4) Twelve publications were submitted.

Findings (2015-2016) - Target: Met
1) Three faculty members maintain the CSCS certification, and one maintains the HFS certification during the current reporting year

2) All faculty members attended at least one professional conference, clinic, or workshop during the current reporting year

3) Five presentations were made during the current reporting year

4) Four publication were made during the current reporting year

Findings (2014-2015) - Target: Met

Target 1 Met:
Two faculty members maintain the CSCS certification, and one maintains the HFS certification.

Target 2 Met:
Each faculty member attended at least one professional conference or meeting.

Target 3 Met:

Two presentations were given, both at professional conferences and University meetings.

Target 4 Met:

Seven publications were submitted by faculty this year.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Faculty Engagement**  
*Established in Cycle: 2014-2015*  
Faculty will continue to see and apply for internal and external grants. Faculty will maintain service on interdepartmental, co...

**Faculty Professional Development**  
*Established in Cycle: 2014-2015*  
PAHS faculty and staff will continue to maintain current certification credentials, and be encouraged seek relevent new certific...

**Continuing Education & Publication**  
*Established in Cycle: 2015-2016*  
Increase undergraduate research publications and/or presentations next year to at least two.

**O/O 3: Faculty engagement in activities**  
The PAHS faculty will participate in activities to benefit the department, college, and university. (G:2)

**Related Measures:**

**M 3: Record of faculty participation to benefit the University**

A log will be kept to document the faculty's participation to benefit the department, college, and university. (O:2)

Source of Evidence: Activity volume

**Target:**

1) The department will submit two internal or external grants per year
2) The department faculty members will serve on two interdepartmental community or university committees or projects

**Findings (2016-2017) - Target: Met**

1) 6 granted in total, 2 grants rewarded, others pending

2) Faculty currently serve on 10 community committees, meetings, and projects

**Findings (2015-2016) - Target: Met**

1) 3 external and 6 internal grants submitted, and 3 grants rewarded

2) Faculty currently serve on 10 community committees, meetings, and projects

**Findings (2014-2015) - Target: Met**

Target 1 Met:

Five grants were submitted this year.

Target 2 Met:

Faculty served on eight community committees, meetings, and projects.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Faculty Conference Attendance**  
*Established in Cycle: 2014-2015*  
Faculty will continue to attend pedagogical conferences or presentations to identify best practices and new pedagogical ideas.

**Faculty Engagement**  
*Established in Cycle: 2014-2015*  
Faculty will continue to see and apply for internal and external grants. Faculty will maintain service on interdepartmental, co...

**Faculty Professional Development**  
*Established in Cycle: 2014-2015*  
PAHS faculty and staff will continue to maintain current certification credentials, and be encouraged seek relevent new certific...

**Grant Submissions**  
*Established in Cycle: 2015-2016*  
Continue to exceed annual grant submissions and community service projects.
G 3: The PAHS faculty will demonstrate outstanding teaching methods and continue to adapt teaching methods to meet student needs.

The PAHS faculty will demonstrate outstanding teaching methods and continue to adapt teaching methods to meet student needs.

O/O 4: Faculty attend conferences or presentations

The PAHS faculty will attend pedagogical conferences or presentations at regional or national professional conferences to identify best practice and new pedagogical ideas. (G:3)

**Related Measures:**

M 4: Attendance log of pedagogical conferences or presentations

A log will be kept of the faculty's attendance at pedagogical conferences or presentations at regional or national professional conferences to identify best practice and new pedagogical ideas. (O:4)

Source of Evidence: Activity volume

**Target:**
The PAHS department members will attend two conferences or presentations per year from the department. (O:4)

**Findings (2016-2017) - Target: Met**
29 conferences/presentations were attended by PAHS faculty

**Findings (2015-2016) - Target: Met**
Fourteen pedagogical conferences, meetings and presentations were attended by faculty.

**Findings (2014-2015) - Target: Met**
Target Met:

Twelve pedagogical conferences, meetings and presentations were attended by faculty.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Faculty Conference Attendance**
*Established in Cycle: 2014-2015*
Faculty will continue to attend pedagogical conferences or presentations to identify best practices and new pedagogical ideas.

**Faculty Engagement**
*Established in Cycle: 2014-2015*
Faculty will continue to see and apply for internal and external grants. Faculty will maintain service on interdepartmental, co...

**Faculty Professional Development**
*Established in Cycle: 2014-2015*
PAHS faculty and staff will continue to maintain current certification credentials, and be encouraged seek relevant new certific...

**Pedagogical Presentations/Conferences/Meetings**
*Established in Cycle: 2015-2016*
Continue to exceed target for pedagogical conference attendance.

**O/O 5: Develop and implement innovative and technologically advanced courses.**
The PAHS faculty will **develop and implement** a variety of styles of courses and course implementation, including innovative and technologically advanced courses. (G:3)

**Related Measures:**

**M 5: List of the types of courses offered by the department**

List of the types of courses offered by the department. (O:5)

Source of Evidence: Administrative measure - other

**Target:**

1) The department will offer three online or hybrid courses per year

2) The department will develop one new online or hybrid course per year

3) The department will teach two active or flipped courses per year

**Findings (2016-2017) - Target: Met**
1) The department held several online or hybrid courses this year. Including multiple sections of MVSC110, MVSC201, MVSC202, and MVSC212. Plus, many additional courses are implemented as hybrids with online and in-class learning and assessment methods.

2) The PAHS department is in the process of developing an online B.S. in Public Health program.

3) Several courses are taught that use flipped formats, including MVSC201 and MVSC 355.

**Findings (2015-2016) - Target: Met**

1) The department held several online or hybrid courses this year. Including multiple sections of MVSC110, MVSC201, MVSC202, and MVSC212. Plus, many additional courses are implemented as hybrids with online and in-class learning and assessment methods.

2) The PAHS department is in the process of developing an online B.S. in Public Health program.

3) Several courses are taught that use flipped formats, including MVSC201 and MVSC 355.
Findings (2014-2015) - Target: Partially Met

Target 1 Met:

The department held several online or hybrid courses this year. Including multiple sections of MVSC110 and MVSC202.

Target 2 Partially Met:

The department is in the process of developing MSVC201 into an online course.

Target 3 Met:

Many MVSC courses are active courses due to the active KSA’s that must be acquired by the students. Including: MVSC101, MSVC124, MVSC255, MVSC257, MVSC463, and MVSC461

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Development of Innovative and Technological Courses
Department will continue to offer the current online and hybrid courses. The department will continue to develop and implement...

Student Satisfaction
These data were not collected for the 2014-2015 year. Moving forward, student satisfaction data will be collected via the gradu...

Online and Flipped Course Content
Established in Cycle: 2015-2016
Continue to develop the online B.S. in Public Health program. Also, continue to evaluate the need for providing courses in onli...

O/O 6: The PAHS faculty will achieve high student satisfaction rating on course evaluations.

The PAHS faculty will achieve high student satisfaction rating on course evaluations.

Related Measures:

M 6: Average student satisfaction rating
Average student satisfaction rating. (O:6)

Source of Evidence: Student satisfaction survey at end of the program

Target:

1) A 70% or higher rating from student evaluations in each course
2) A 70% of higher rating of a department-distributed annual survey

This survey will consist of Likert-type opinion based questions designed to evaluate the student's opinions of their experiences in the department. It will be distributed via blackboard each spring.

**Findings (2016-2017) - Target: Met**
1) The first target of 70% student satisfaction rating in each course in unknown.

2) 2016-2017 PAHS Graduate Exit Surveys results revealed a 82% of students either strongly agreed or agreed that they were satisfied with their program of study.

**Findings (2015-2016) - Target: Not Met**
1) The first target of 70% student satisfaction rating in each course in unknown
2) 2015-2016 PAHS Graduate Exit Surveys results revealed a 67% of students either strongly agreed or agreed that they were satisfied with their program of study

**Findings (2014-2015) - Target: Not Reported This Cycle**
Student satisfaction data was not collected.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Student Service Learning**
*Established in Cycle: 2010-2011*
Student service learning will be implemented in selected major courses, beginning in the Fall 2011 semester

**Course-Embedded Service Learning Activities**
*Established in Cycle: 2013-2014*
The department has begun the process of implementing course-embedded service learning activities. Upon hire of the new chairpers...

**Service Projects**
*Established in Cycle: 2014-2015*
Maintain current service-learning activities, and seek new opportunities for new service learning activities.

**Student Satisfaction**
*Established in Cycle: 2014-2015*
These data were not collected for the 2014-2015 year. Moving forward, student satisfaction data will be collected via the gradu...
Student Satisfaction of Program  
*Established in Cycle: 2015-2016*  
Exceed the target of 70% for student satisfaction with their program of study. Currently, the health promotion program underwen...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Continued Research**  
Based on successful results, the department plans to continue providing students with research and field experience throughout the 2011-2011 year

- **Established in Cycle:** 2010-2011  
- **Implementation Status:** In-Progress  
- **Priority:** High

**Department Information**  
The department plans to update any necessary program material and maintain current information with brochures, websites, catalogs, etc.

- **Established in Cycle:** 2010-2011  
- **Implementation Status:** In-Progress  
- **Priority:** High

**Develop database**  
The department intends to develop an on-going data base in order to maintain contact with previous students. This will be completed through mail correspondence, electronic mail, and other avenues.

- **Established in Cycle:** 2010-2011  
- **Implementation Status:** In-Progress  
- **Priority:** High

**Increase Enrollment**  
The department intends to continue promotion of both its programs and increase major enrollment.

- **Established in Cycle:** 2010-2011  
- **Implementation Status:** In-Progress  
- **Priority:** High
Increase Student Research Experience
With new changes made to the curricula, new courses allow more laboratory experience for students. A newly developed "Research Experience" course for upper-level students will provide them with the opportunity to explore their interests in research and be mentored by faculty members.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Student Service Learning
Student service learning will be implemented in selected major courses, beginning in the Fall 2011 semester

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Amount of Community Service | Outcome/Objective: Serving the community
Measure: Average student satisfaction rating | Outcome/Objective: The PAHS faculty will achieve high student satisfaction rating on course evaluations.

Course-Embedded Service Learning Activities
The department has begun the process of implementing course-embedded service learning activities. Upon hire of the new chairperson this summer, the department can plan/implement activities into the courses. Health Promotion can continue to expand to other programs within the community. The activities for the Movement Science majors will be based on the alignment of ACSM's KSA's within the curriculum.

Established in Cycle: 2013-2014
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Average student satisfaction rating | Outcome/Objective: The PAHS faculty will achieve high student satisfaction rating on course evaluations.

Responsible Person/Group: All Department Members
Development of Innovative and Technological Courses
Department will continue to offer the current online and hybrid courses. The department will continue to develop and implement online courses, including MVSC201, MVSC 212, MVSC203, and MVSC 210. The department will continue to teach active courses as they are required for MSVC and HEPR KSAs that must be acquired by student, and continue to develop flipped course.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: List of the types of courses offered by the department |
Outcome/Objective: Develop and implement innovative and technologically advanced courses.

Faculty Conference Attendance
Faculty will continue to attend pedagogical conferences or presentations to identify best practices and new pedagogical ideas.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Attendance log of pedagogical conferences or presentations |
Outcome/Objective: Faculty attend conferences or presentations
Measure: Record of faculty participation to benefit the University |
Outcome/Objective: Faculty engagement in activities

Faculty Engagement
Faculty will continue to see and apply for internal and external grants. Faculty will maintain service on interdepartmental, community, or university committees or projects.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Amount of professional development |
Outcome/Objective: Faculty engaged in professional development
Faculty Professional Development
PAHS faculty and staff will continue to maintain current certification credentials, and be encouraged to seek relevant new certifications. Faculty must continue to attend at least one per year. PAHS will continue to present at least twice per year. Faculty will continue to submit manuscripts for publications.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Amount of professional development | Outcome/Objective: Faculty engaged in professional development
- Measure: Attendance log of pedagogical conferences or presentations | Outcome/Objective: Faculty attend conferences or presentations
- Measure: Record of faculty participation to benefit the University | Outcome/Objective: Faculty engagement in activities

Service Projects
Maintain current service-learning activities, and seek new opportunities for new service learning activities.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Amount of Community Service | Outcome/Objective: Serving the community
- Measure: Average student satisfaction rating | Outcome/Objective: The PAHS faculty will achieve high student satisfaction rating on course evaluations.

Student Satisfaction
These data were not collected for the 2014-2015 year. Moving forward, student satisfaction data will be collected via the graduate exit surveys implemented every
semester.

Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Amount of Community Service | Outcome/Objective: Serving the community
  Measure: Average student satisfaction rating | Outcome/Objective: The PAHS faculty will achieve high student satisfaction rating on course evaluations.
  Measure: List of the types of courses offered by the department | Outcome/Objective: Develop and implement innovative and technologically advanced courses.

Community Service
Continue exceeding our community service/project goals. However, we need to have greater faculty participation in community service events. Our goal is to have 100% of our faculty participate in at least one community service/project each year.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
  Measure: Amount of Community Service | Outcome/Objective: Serving the community

Projected Completion Date: 05/01/2017
Additional Resources Requested: Attain additional grants to support projects.

Continuing Education & Publication
Increase undergraduate research publications and/or presentations next year to at least two.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Amount of professional development | Outcome/Objective: Faculty engaged in professional development

Implementation Description: Accomplished through MVSC 370 and Senior Seminar Research option.
Projected Completion Date: 05/01/2017
Additional Resources Requested: Continue to apply for additional research grants and make continuous updates to equipment.

Grant Submissions
Continue to exceed annual grant submissions and community service projects.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Record of faculty participation to benefit the University |
  Outcome/Objective: Faculty engagement in activities

Projected Completion Date: 05/01/2017

Online and Flipped Course Content
Continue to develop the online B.S. in Public Health program. Also, continue to evaluate the need for providing courses in online format for the on-ground programs.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: List of the types of courses offered by the department |
  Outcome/Objective: Develop and implement innovative and technologically advanced courses.

Projected Completion Date: 05/01/2017
Additional Resources Requested: Recruit online instructors.

Pedagogical Presentations/Conferences/Meetings
Continue to exceed target for pedagogical conference attendance.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Attendance log of pedagogical conferences or presentations |
  Outcome/Objective: Faculty attend conferences or presentations
Student Satisfaction of Program
Exceed the target of 70% for student satisfaction with their program of study. Currently, the health promotion program underwent a curriculum change and the name was changed to public health. In addition, the movement science curriculum implemented approved curriculum changes. Therefore, the program changes will be under review and we are hoping to exceed our target student satisfaction goal.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Average student satisfaction rating | Outcome/Objective: The PAHS faculty will achieve high student satisfaction rating on course evaluations.

Projected Completion Date: 05/01/2017

Annual Report Section Responses

Executive Summary (1-2 pages)

Executive Summary
Since the formation of the Department of Public and Allied Health Sciences on July 1, 2009, two programs, Kinesiology (formerly Movement Science) and Public Health continue to gain interest. In the Fall of 2017, Two hundred ninety-seven (297) students were reported as declared PAHS majors, which consists of one (1) Community Health major, forty-five (45) Health Promotion or Public Health majors, fifty-six (56) Kinesiology majors and one hundred ninety-six (196) Movement Science majors. At the end of the 2016-2017 academic year one professional staff and one visiting instructor resigned. One full-time faculty member was hired (Kinesiology) spring 2018; therefore, the total department faculty/staff decreased to twelve (12) members.

1. Curriculum changes and a name change were approved by the Faculty Senate and Board of Trustees in 2017 for the Movement Science major. The name change to Kinesiology and the updated curriculum went into effect fall semester 2017. A transition plan was put into place for students who chose to change to the new curriculum and a 'teach-out' program was put into place for those who planned to complete Movement Science degree requirements.
2. The American Council on Exercise (ACE) personal training certification program, conducted as a collaboration with the Wellness and Recreation Center, had a successful year two with five students completing the program this year. It will be renewed for the 2018-2019 academic year. The program is offered to Movement Science/Kinesiology students as part of a co-curricular certification program to improve student skills and work experience while still matriculating through the Movement Science/Kinesiology program. Angela Shorter works with the Wellness Center staff to oversee the ACE certification program. High performing students are recommended and participants are selected by a committee. Students in the program can sit for the certification exam and provide at least one year of personal training services to the clients of the Wellness and Recreation Center upon successful completion of the program.

3. The Exercise Science Skills Checklist program was initiated in 2015. The department has worked to make improvements each year. Completion of selected skills from the checklist was added to relevant courses in 2016 and the program was reviewed in 2017-2018 to determine how it can complement the YMCA certification. Modifications to the Exercise Science Skills Checklist to make it consistent with the YMCA offering, will better equip Movement Science/Kinesiology majors for internship and employment opportunities within the field. As such, this co-curricular activity for Movement Science/Kinesiology students provides additional opportunities for students to improve KSA’s, and will continue to grow. Successful completion of the Exercise Science Skills Checklist provides a signed "Certificate of Completion" and is supervised by PAHS faculty. Four lab assistants were hired with Title III funds to staff "open labs" that enable additional time for students to practice skills. An additional two students have successfully completed the skills checklist this year. Since implementation of the program a total of nine students have earned a Certificate of Completion. Furthermore, the open lab provides the opportunity for students to work with the DSU Athletics Department to conduct body composition assessments for athletes using laboratory instrumentation.

4. This year the Movement Science/Kinesiology and Public Health student organizations combined to unify the department. The organizations have been increasingly involved with the local community through various activities. Please see Section C under “Unit Initiatives” for the full list.

5. The 4th Annual Public Health & Fitness Leaders Day (PHFLD) was held at the MLK Student Center on Wednesday February 21, 2018. Over 170 PAHS students registered in the Wellness Center. The event was well attended and an increased number of local businesses and graduate/professional programs participated to represent professional sectors. PHFLD provided networking opportunities with 35 local fitness and health business and government organizations, as well as practical workshops. PAHS students, professionals and 10 alumni presenters attended. There were breakout sessions, training sessions, and 14 students entered an awards competition. There was a last minute change in venue. The event was held at the Wellness Center and in the MLK Student Center, so the registered student attendees might not reflect the total attendance for the day.
6. The department is in the process of reviewing/reviving the connected degree program (Exercise Science) with Delaware Technical Community College.

14 Memorandums of Understanding (MOUs) remain intact with the following organizations:

- Children’s Hospital of Philadelphia (CHOP) - Philadelphia, PA
- Veterans Administration, Dept. of Kinesiotherapy - Perryville, MD
- Christiana Care
- Delaware Technical & Community College (DTCC) (with the Movement Science major - this agreement will need revision to be compatible with the KINE 2017 curriculum)
- Winston-Salem State University, DPT school

An assessment committee was formed spring 2018 semester with Dr. Rawlins as the Chair. He was selected as Chair based on his experience with assessment and research with student learning outcomes and assessment. Dr. Taylor and Dr. Rawlins had phone conferences with Dr. Gil Reeve, the consultant for the 2017 Kinesiology curriculum development, to begin the process of developing assessment plans for the PAHS programs. Action items, goals, and objectives will be revised for the Kinesiology and Health Promotion Programs. As the University finalizes its plan for restructuring, further development of academic strategies on the college and departmental levels will follow, with the intent of revising what we do: teach, conduct research, and provide outreach.

7. The Phi Epsilon Kappa professional fraternity for Movement Science and Health Promotion inducted 20 new members in spring 2018, an increase of 8 from the previous year.
They are the ones who are providing services to clients?

Yes; edited as such

The modifications are providing internship opportunities? What does that mean?

revised

Unclear.

revised

Finalizes its plan for what?

revised

Unit(s) Profile

Unit(s) Initiatives accomplished in this cycle

Unit(s) Honors/Awards and Achievements

A.

Report any special honors and/or awards for the year. Academic departments are to include key statistics, such as number of degrees awarded, average time-to-degree, graduation rate, retention rate (year-to-year and to graduation) as compared to university totals.

Number of Degrees Awarded (2016-2017) - 61

Graduation Rate (4 year) - MVSC 26.7 for 4 and 6 year; with the change from HEPR to PUBH, the data were not available

Retention Rate - MVSC 76.7%; PUBH 50%

Average time to degree - I do not have this information
Average GPA - 3.18

A. 

Major Achievements of Students (not included above) as compared to university totals. Additional information from Institutional Research Office might be available.

Honors Received by Majors

20 Students Inducted into P.E.K. Honors Society within PAHS department

Arthur Ashe, R. Sports-Scholar Award

• Imani Hill - lacrosse

• Elizabeth Burkholder - bowling (senior)

• Nakia Jones - volleyball (senior)

• Wisdom Nzidee - football (senior)

• Jessica Shalongo - softball - semi-finalist (senior)

• Sydney Armbrister - volleyball
• Kori Johnson - soccer (senior)

• Olivia Summerville - lacrosse

American Kinesiology Undergraduate Regional Scholar

• Chantice Jones (senior)

MOVEMENT SCIENCE GRADUATES: FALL 2017

<table>
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<tr>
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<tr>
<td>Aldridge</td>
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<td>Briana</td>
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Salaam
Smith
Thomas
Washington
Wiggins
Wright

MOVEMENT SCIENCE GRADUATES: SPRING 2018

Last Name          First Name
Adjocy             Roderley
Balogun             Oluwaseun
Bartlett           Jacob
Becton              Chelsea
Benson              Shanya
Bertrand            Niesha
Broadhurst          Quamel
Brooks              Brianna
Bull Jeremiah
Burkholder Elizabeth
Chavis Tajah
Greene Decosta
Hand-Solomon Amane
Hardy Rodney
Hill Briyah
Hurst Imani
Johnson Kori
Jones Chantice
Jones Nakia
Lewis Kiara
Lewis Monet
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<td>Aliah</td>
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### PUBLIC HEALTH GRADUATES: FALL 2017

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<td>Kploanyi</td>
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<td>Weeks</td>
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### PUBLIC HEALTH GRADUATES: SPRING 2018

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<td>Cason</td>
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<td>Grobes</td>
<td>Maia</td>
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<td>Gross</td>
<td>Nicolette</td>
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<tr>
<td>Watson</td>
<td>Yazmin</td>
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<tr>
<td>Williamson</td>
<td>Dominique</td>
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<tr>
<td>Wilson</td>
<td>Niree</td>
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Activities of Student Groups (including civic and social activities)

Reported under B

Job Placement and/or Accomplishments of Seniors - We do not have our Exit survey Data this year - selected information that was made available to me

Leisha Cason - MS program Columbia
Michaela Rose - DPT program Temple University
Wisdom Nzidee - Athletic training program - Lenoir- Ryne
Kahdiija Reed - Athletic Training program - Bridgewater University
Jessica Sholongo - Occupational Therapy - Wesley University
Kori Johnson - Occupational Therapy - Wesley University
Aaron Griffith - Temple University - neuroscience graduate program
Rajae Sephes - Ann Arundel Medical Center - Orthotics specialist

Job Placement and/or Accomplishments of Graduate Degree Recipients

n/a

Follow-up of Graduates (All Degree Levels; Fall 2015 - Spring 2016) These are data from last year. I do not have new data - can we get updates from the university? [MH1]

1. Number and Percentage of Graduates Enrolled in full-time higher-level education within one year of graduation (2015-2016 graduates)

* 16 Moment Science graduates of the 2015-2016 academic year are enrolled in full-time graduate school, which is 30% of the 54 surveyed graduates--- as of 5/16/17

*Data based on phone calls/emails/word of mouth and surveys
7 Health Promotion/Public Health graduates of the 2015-2016 academic year are enrolled in full-time graduate school, which is 25% of the 28 surveyed graduates --- as of 5/16/17

*Data based on phone calls/emails/word of mouth and surveys

23 PAHS graduates of the 2015-2016 academic year are enrolled in full-time graduate school, which is 28% of the 82 surveyed graduates --- as of 5/16/17

*Data based on phone calls/emails/word of mouth and surveys

2. Number and Percentage of Graduates employed in the major field within one year of graduation (positive placement percentages) - Fall 2015/Spring 2016 graduates

46% Movement Science (25/54) --- as of 5/16/17

46% Health Promotion/Public Health (13/28) --- as of 5/16/17
• **46% PAHS graduates** (38/82) --- as of 5/16/17

*Data based on phone calls/emails/word of mouth and surveys

3. Overall Positive Placement of the Fall 2015/Spring 2016 graduates:

• **Movement Science: 69%** (37/54) --- as of 5/16/17

• **Health Promotion/Public Health: 61%** (17/28) --- as of 5/16/17

• **Overall PAHS Graduates: 66%** (54/82) --- as of 5/16/17

*Data based on phone calls/emails/word of mouth and surveys

4. Number and Percentage of Graduates in Delaware 5 years after graduation

• **Unknown**
5. Employer Satisfaction
Unknown

This was Erica’s note. Dr. Mason, please contact Dr. Kim Sudler for any updates.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

1.
1. Marketing/Recruiting - strategies will be discussed and developed for the 18-19 academic year

2. Retention/Graduation - strategies will be developed and implemented, including additional co-curricular and service-learning opportunities, open movement science lab hours are being added to provide more opportunities for professional KSA development outside of the classroom, and additional mentoring and academic support is being planned.

3. See below for additional information about the steps for the assessment planning and developing an advisory board for Kinesiology and Public Health.

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 

a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
b) Have these changes been implemented? If not, when will they be implemented?  
c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Objectives for assessment plan over the next year

1. Review current curriculum documentation and subsequent syllabi
a. Verify all student learning objectives are measurable actions

b. Student learning outcomes must be listed on the syllabus
   i. contain a verb
   ii. method of measurement

c. Ensure the objectives, assignments and rubrics for each course syllabus coincide with the curriculum document

d. Provide a concrete start and finish point for sequential courses.

2. Identify and Develop Curriculum Outcomes

a. Internal
   i. Pull work samples and assess using an A-T-C rubric to identify if we are meeting the objectives on a program level.
   ii. Work with the student success coach to identify high DFW course.

b. External
   i. Recruit professionals to sit on the DSU Kinesiology Advisory Board
ii.
Evaluate student performance on internships

3.
Document Policies and Procedures

   a.
   Lab Manual

   b.
   Hiring Protocol

   c.
   Available Funding

Time line

Will send to committee electronically over the summer to begin work in the fall

•
Review the objective of the Committee

  o
  Discuss course vs. program assessment

  o
  Identify long and short term methods of measuring student progress

•
Divide the courses among the four members

  o
  evaluate the language in the curriculum documentation
• assess the current syllabus for each course
  • Confirm student learning objectives are listed, relevant and measurable.
  • Confirm University and Departmental Standards are highlighted.
  • Articulate a scope and sequence
• Provide a concrete start and finish point for sequential courses.

Within the first month of the fall 2018 semester
• Discuss findings (areas of concern or areas that need improvement)
• Create a syllabus and rubric bank
• Identify unwritten policies and procedures
  • Hiring Lab Assistants
  • Identify funding sources for research assistants and/or student workers
• Discuss timeline and objectives moving forward
By the end of the fall 2018 semester

- Formalize the Committee Findings
- Provide specific recommendations for scope and sequence of courses.
- Create an implementation plan for A-T-C assessment.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Bibliography of Scholarly Products for this reporting period. For departments and other units, Bibliography of Scholarly Products published in 2016-2017 by unit members should be provided. Colleges should just list the number of publications listed by the departments.


Podium Presentation:


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Harris, M. B., Blitzer, D., Wong, M., & Taylor, E. M., (in review), Affective response and pain measurement correlations during a 758 km, 30-day walking pilgrimage, *International Journal of Sport and Exercise Psychology*. [MH1] [RM2]

[MH1] Please add Roman numerals so formatting is consistent.

[RM2] Revised and removed all roman numerals

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

Program data template

**Connected Documents**
- PAHS Department Information Dashboard
- PAHS Program Data Template
Mission / Purpose

Consistent with the University’s Mission and Goals, the Community Health program's mission is to prepare community health professionals, educators, researchers, and community leaders who are dedicated to advancing knowledge, creating quality systems and programs in health promotion and health education, and providing leadership necessary for community development and service. The program addresses the educational and health concerns of a changing society and an individual who can adapt to new problems and issues.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Career Paths

Prepare students to pursue selected public and community health career paths

SLO 1: Health-Related Issues (1a, 2a)

The student will demonstrate and apply knowledge and comprehension of health-related issues

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Health Practicum

In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.
Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C" grade

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Maintain Positive Results**
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**
*Established in Cycle: 2015-2016*
Maintain the high performance rate of the students during their health practicum.
M 2: Internship
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

Findings (2016-2017) - Target: Met
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2015-2016) - Target: Met
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2013-2014) - Target: Met
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2012-2013) - Target: Met
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops OWN Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)
The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 2: Data Collection (1b)

The student will learn to access and collect existing health-related data from a variety of information resources.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.
Target:

Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**

All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**

96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**

14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**

6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**

11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a “C” grade.

**Findings (2010-2011) - Target: Met**

Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Maintain Positive Results**

*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**

*Established in Cycle: 2015-2016*

Maintain the high performance rate of the students during their health practicum.
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2010-2011) - Target: Met**
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies.
agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Not Reported**
*Established in Cycle: 2015-2016*
Not reported for this cycle, 2016-2017 data will be collected.

**M 3:A-t-C Rubrics**

Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

**Findings (2013-2014) - Target: Not Met**
The Critical Thinking/Problem Solving A-t-C rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Not assessed during 2012-2013 cycle.

**Findings (2011-2012) - Target: Partially Met**
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met),
Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 3:Distinguish Behaviors (1c)
The student will distinguish between behaviors that foster or hinder well-being.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1:Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work
**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%).
11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C" grade

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Maintain Positive Results**
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**
*Established in Cycle: 2015-2016*
Maintain the high performance rate of the students during their health practicum.

**Maintain Performance**
*Established in Cycle: 2015-2016*
Maintain the high performance rate of the students during their health practicum.
M 2: Internship
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

Findings (2016-2017) - Target: Met
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2015-2016) - Target: Met
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2013-2014) - Target: Met
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2012-2013) - Target: Met
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving A-t-C rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem,
Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

**Findings (2010-2011) - Target: Met**

ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either “Proficient” or “Advanced” in the majority of components assessed by the A-t-C rubrics.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Data Collection**

*Established in Cycle: 2015-2016*

Will report next year if ADCS data is provided.

**SLO 4: Infer Needs for Health Education (1d)**

The student will infer needs for health education/prevention from obtained data.

**Relevant Associations:**

**DSU Learning Goal Associations:**

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Health Practicum**

In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.
Source of Evidence: Portfolio, showing skill development or best work

Target:
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

Findings (2016-2017) - Target: Met
All students completed the health practicum with an A.

Findings (2015-2016) - Target: Partially Met
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

Findings (2013-2014) - Target: Met
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

Findings (2012-2013) - Target: Met
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

Findings (2011-2012) - Target: Partially Met
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C" grade

Findings (2010-2011) - Target: Met
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Maintain Positive Results
Established in Cycle: 2011-2012

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

Maintain Performance
Established in Cycle: 2015-2016
Maintain the high performance rate of the students during their health practicum.
M 2: Internship

Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

Target:

Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

Findings (2016-2017) - Target: Met
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2015-2016) - Target: Met
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2013-2014) - Target: Met
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2012-2013) - Target: Met
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received
positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Not Reported**

*Established in Cycle: 2015-2016*

Not reported for this cycle, 2016-2017 data will be collected.

**M 3:A-t-C Rubrics**

Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**

A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**

ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**

72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications & Consequences, and 89.6% for Communicates effectively.

**Findings (2013-2014) - Target: Not Met**

The Critical Thinking/Problem Solving A-t-C rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

**Findings (2012-2013) - Target: Not Reported This Cycle**

Not assessed during 2012-2013 cycle.

**Findings (2011-2012) - Target: Partially Met**

The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting
Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 5:Measurable Program Objectives (1e)

The student will formulate measurable program objectives and select appropriate strategies to meet them.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1:Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community
or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Maintain Positive Results**
*Established in Cycle:* 2011-2012

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**
*Established in Cycle:* 2015-2016
Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

Findings (2011-2012) - Target: Partially Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not
Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 6: Health Education Practice (1f)

The student will develop a logical scope and sequence plan for health education practice and program implementation.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 1: Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community
or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Maintain Positive Results**
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**
*Established in Cycle: 2015-2016*
Maintain the high performance rate of the students during their health
Maintain Performance
Established in Cycle: 2015-2016
Maintain the high performance rate of the students during their health practicum.

M 2: Internship
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

Findings (2016-2017) - Target: Met
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2015-2016) - Target: Met
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2013-2014) - Target: Met
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2012-2013) - Target: Met
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.
Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met

The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 7: Strategies and Interventions (1g)

The student will demonstrate ability to deliver strategies/interventions and carry out plans for evaluation and research.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
**Related Measures:**

**M 1: Health Practicum**
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

**Source of Evidence:** Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C".

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Maintain Positive Results  
_Established in Cycle: 2011-2012_

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p...

**Maintain Performance**  
_Established in Cycle: 2015-2016_

Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**

Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

_Source of Evidence: Field work, internship, or teaching evaluation_

**Target:**

Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**

All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**

All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**

All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**

All 6 students enrolled in the Health Practicum Internship in the Spring
2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2010-2011) - Target: Met**
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Not Reported**
- **Established in Cycle:** 2015-2016
  - Not reported for this cycle, 2016-2017 data will be collected.

**M 3: A-t-C Rubrics**

Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**
- A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**
- 72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

**Findings (2013-2014) - Target: Not Met**
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions:
31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Not assessed during 2012-2013 cycle.

**Findings (2011-2012) - Target: Partially Met**

The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

**Findings (2010-2011) - Target: Met**
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Data Collection**

*Established in Cycle: 2015-2016*

Will report next year if ADCS data is provided.

**SLO 8:Communication Methods (1h)**
The student will apply a variety of communication methods and techniques to promote health and respond to requests for health information.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators

**Related Measures:**
M 1: Health Practicum

In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:

Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

Findings (2016-2017) - Target: Met

All students completed the health practicum with an A.

Findings (2015-2016) - Target: Partially Met

96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

Findings (2013-2014) - Target: Met

14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

Findings (2012-2013) - Target: Met

6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

Findings (2011-2012) - Target: Partially Met

11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

Findings (2010-2011) - Target: Met

Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Maintain Positive Results

Established in Cycle: 2011-2012
Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**

*Established in Cycle: 2015-2016*

Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**

Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student’s ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**

All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**

All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**

All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**

All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2010-2011) - Target: Met**
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Not Reported**
*Established in Cycle: 2015-2016*
Not reported for this cycle, 2016-2017 data will be collected.

**M 3:A-t-C Rubrics**
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

**Findings (2013-2014) - Target: Not Met**
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%. 
Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met

The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 9: Health Promotion (1i)
The student will influence health policy to promote health.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Maintain Positive Results**
*Established in Cycle: 2011-2012*
Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p...

**Maintain Performance**  
*Established in Cycle: 2015-2016*  
Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**  
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**  
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**  
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**  
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**  
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**  
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications & Consequences, and 89.6% for Communicates Effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.
Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

G 2: Graduate School

Prepare students for post-graduate education in public and community health as well as various science and health-related programs.

SLO 1: Health-Related Issues (1a, 2a)

The student will demonstrate and apply knowledge and comprehension of health-related issues

Relevant Associations:
DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

Findings (2016-2017) - Target: Met
All students completed the health practicum with an A.

Findings (2015-2016) - Target: Partially Met
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

Findings (2013-2014) - Target: Met
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

Findings (2012-2013) - Target: Met
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

Findings (2011-2012) - Target: Partially Met
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C" grade

Findings (2010-2011) - Target: Met
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

**Maintain Positive Results**
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**
*Established in Cycle: 2015-2016*
Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.
Findings (2012-2013) - Target: Met
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013
semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

**Findings (2012-2013) - Target: Not Reported This Cycle**

Not assessed during 2012-2013 cycle.

**Findings (2011-2012) - Target: Partially Met**

The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

**Findings (2010-2011) - Target: Met**

ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Data Collection**

Established in Cycle: 2015-2016

Will report next year if ADCS data is provided.

**SLO 10:Delivery in Strategies (2b)**

The student will demonstrate a variety of skills in delivering strategies and interventions

**Relevant Associations:**
DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 1: Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

Findings (2016-2017) - Target: Met
All students completed the health practicum with an A.

Findings (2015-2016) - Target: Partially Met
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

Findings (2013-2014) - Target: Met
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

Findings (2012-2013) - Target: Met
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

Findings (2011-2012) - Target: Partially Met
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

Findings (2010-2011) - Target: Met
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

**Maintain Positive Results**  
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was “p...”

**Maintain Performance**  
*Established in Cycle: 2015-2016*

Maintain the high performance rate of the students during their health practicum.

M 2: Internship

Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**

All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the student if a job opportunity became available.

**Findings (2015-2016) - Target: Met**

All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the student if a job opportunity became available.

**Findings (2013-2014) - Target: Met**

All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation
from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2010-2011) - Target: Met**
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Not Reported**
*Established in Cycle: 2015-2016*
Not reported for this cycle, 2016-2017 data will be collected.

**M 3:A-t-C Rubrics**
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.
Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 11: Ethical Research and Professional Principles (2c)
The student will demonstrate knowledge and practice of ethical research and professional principles.
Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Health Practicum
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

Target:
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

Findings (2016-2017) - Target: Met
All students completed the health practicum with an A.

Findings (2015-2016) - Target: Partially Met
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

Findings (2013-2014) - Target: Met
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

Findings (2012-2013) - Target: Met
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

Findings (2011-2012) - Target: Partially Met
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"
Findings (2010-2011) - Target: Met
Of 10 total students who completed the Health Practicum Experience during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Maintain Positive Results
Established in Cycle: 2011-2012

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was “p...”

Maintain Performance
Established in Cycle: 2015-2016
Maintain the high performance rate of the students during their health practicum.

M 2:Internship
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

Findings (2016-2017) - Target: Met
All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2015-2016) - Target: Met
All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
Findings (2013-2014) - Target: Met
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2012-2013) - Target: Met
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2011-2012) - Target: Met
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Findings (2010-2011) - Target: Met
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Not Reported
Established in Cycle: 2015-2016
Not reported for this cycle, 2016-2017 data will be collected.

M 3:A-t-C Rubrics
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

Target:
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

Findings (2016-2017) - Target: Not Reported This Cycle
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

Findings (2015-2016) - Target: Partially Met
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for
Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

Findings (2013-2014) - Target: Not Met
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

Findings (2012-2013) - Target: Not Reported This Cycle
Not assessed during 2012-2013 cycle.

Findings (2011-2012) - Target: Partially Met
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

Findings (2010-2011) - Target: Met
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Data Collection
Established in Cycle: 2015-2016
Will report next year if ADCS data is provided.

SLO 12: Group Collaboration (2d)
The student will work collaboratively in groups.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 1: Health Practicum**
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience
during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Maintain Positive Results**  
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p..."

**Maintain Performance**  
*Established in Cycle: 2015-2016*  
Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**  
Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**

All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**

All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.
**Findings (2013-2014) - Target: Met**
All 14 students enrolled in the Health Practicum Internship in the Spring 2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2010-2011) - Target: Met**
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Not Reported**
*Established in Cycle: 2015-2016*
Not reported for this cycle, 2016-2017 data will be collected.

**M 3:A-t-C Rubrics**
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4%
for Other Perspectives, 72.4% for Conclusions, Implications, and Consequences, and 89.6% for Communicates effectively.

**Findings (2013-2014) - Target: Not Met**
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Not assessed during 2012-2013 cycle.

**Findings (2011-2012) - Target: Partially Met**
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

**Findings (2010-2011) - Target: Met**
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Data Collection**
*Established in Cycle: 2015-2016*
Will report next year if ADCS data is provided.

SLO 13: Professional Research and Writing Skills (2e)
The student will demonstrate professional research and writing skills.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: Health Practicum**
In the Health Practicum Internship experience, students undergo 400 hours of work in a public/community health agency over the course of 12 weeks. During this time, they construct a portfolio containing all activities conducted at the agency, a description of a meeting of the governmental body at the community or municipal level, and a final evaluation of their experiences.

Source of Evidence: Portfolio, showing skill development or best work

**Target:**
Students must obtain a minimum grade of B in the internship experience. The target grade for all students is an A.

**Findings (2016-2017) - Target: Met**
All students completed the health practicum with an A.

**Findings (2015-2016) - Target: Partially Met**
96.2% (25 of 26 students) earned positive letters of evaluation from internship sites (based on 80% or higher rating). One student received an "I" (incomplete grade), and 5 earned a B.

**Findings (2013-2014) - Target: Met**
14 out of 14 students who completed the Health Practicum Experience in the Spring 2014 semester achieved a B or better in the course (100%). 11 earned an A and 3 earned a B for the course.

**Findings (2012-2013) - Target: Met**
6 out of 6 students who completed the Health Practicum Experience in the Spring 2013 semester achieved a B or better in the course (100%).

**Findings (2011-2012) - Target: Partially Met**
11 out of 12 students who completed the Health Practicum Experience during the 2011-2012 academic year, achieved a B or better in the course (92%). One student received a "C"

**Findings (2010-2011) - Target: Met**
Of 10 total students who completed the Health Practicum Experience
during the 2010-2011 academic year, 9 achieved an A in the course and 1 student earned a B

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Maintain Positive Results**  
*Established in Cycle: 2011-2012*

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "p...

**Maintain Performance**  
*Established in Cycle: 2015-2016*  
Maintain the high performance rate of the students during their health practicum.

**M 2: Internship**

Students complete a 12-week (400 hour) internship experience with a public/community health agency after all coursework has been completed. The internship supervisor monitors student attendance, participation, work ethic, and overall job performance; this culminates in a final letter of evaluation by the supervisor of the student's ability to work competently in the field.

*Source of Evidence: Field work, internship, or teaching evaluation*

**Target:**

Students must receive a positive letter of evaluation from their internship agency supervisors. This letter includes whether or not the agency would hire the student based on his/her overall performance during the internship. The goal is for all students to receive a letter of recommendation that states the cooperating agency would hire the student if a job opportunity arose.

**Findings (2016-2017) - Target: Met**

All 10 students enrolled in the Health Practicum Internship in the Fall 2016 and Spring 2017 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2015-2016) - Target: Met**

All 34 students enrolled in the Health Practicum Internship in the Fall 2015 and Spring 2016 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2013-2014) - Target: Met**

All 14 students enrolled in the Health Practicum Internship in the Spring
2014 semester received positive letters of evaluation/recommendation from their cooperating agencies. For the 11 students who earned an A, all agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2012-2013) - Target: Met**
All 6 students enrolled in the Health Practicum Internship in the Spring 2013 semester received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2011-2012) - Target: Met**
All 12 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Findings (2010-2011) - Target: Met**
All 10 students enrolled in the Health Practicum Internship received positive letters of evaluation/recommendation from their cooperating agencies. All agency supervisors stated that they would hire the students if a job opportunity became available.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Not Reported**
*Established in Cycle: 2015-2016*
Not reported for this cycle, 2016-2017 data will be collected.

**M 3:A-t-C Rubrics**
Across the Curriculum Rubrics are used to rate student proficiency in program coursework designed to assess: 1. Writing in the Major 2. Critical Thinking and Problem Solving 3. Information Literacy 4. Quantitative Reasoning 5. Oral Communication. The Senior Capstone Rubric specifically assesses reading, writing, listening, information literacy, computer competency, and critical thinking.

Source of Evidence: Academic direct measure of learning - other

**Target:**
A minimum 80% of students will achieve a rating of "Proficient" or better in coursework assigned to the Assessment Data Collection System (ADCS).

**Findings (2016-2017) - Target: Not Reported This Cycle**
ADCS did not collect data for A-t-C rubrics for health promotion during this reporting cycle.

**Findings (2015-2016) - Target: Partially Met**
72.4% Problems solving, 72.4% for Context & Assumptions, 72.4% for Develops Own Perspective, 72.4% for Supporting Data/Evidence, 72.4% for Other Perspectives, 72.4% for Conclusions, Implications, and
Consequences, and 89.6% for Communicates effectively.

**Findings (2013-2014) - Target: Not Met**
The Critical Thinking/Problem Solving rubric indicated that out of 13 students assessed, less than 80% of students achieved a rating "Proficient" in coursework assigned to the ADCS for the Fall 2013 semester. Problem, Question, Issue: 38%, Context and Assumptions: 31%, Develops OWN perspective: 31%, Supporting Data/Evidence: 38%, Other Perspectives: 15%, Conclusions, Implications & Consequences: 23%, Communicates Effectively: 31%.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Not assessed during 2012-2013 cycle.

**Findings (2011-2012) - Target: Partially Met**
The Critical Thinking & Problem Solving A-t-C rubric resulted in percentages of proficient or better in the following areas: Problem, Question, and Issue = 100% (Met), Context & Assumptions = 74% (Not Met), Develops Own Perspective = 100% (Met), Supporting Data/Evidence = 42% (Not Met), Other Perspectives = 84% (Met), Conclusions, Implications & Consequences = 47% (Not Met), Communicates Effectively = 58% (Not Met)

The Information Literacy A-t-C rubric resulted in percentages of proficient or better in the following areas: Formulate & Define Information = 68% (Not Met), Access Information = 74% (Not Met), Evaluation Information Critically = 58% (Not Met), Integrate Information = 42% (Not Met), Documents Sources = 32% (Not Met)

The Senior Capstone A-t-C rubric resulted in percentages of proficient or better in the following areas: Reading in the Major = 100% (Met), Writing in the Major = 100% (Met), Speaking in the Major = 100% (Met), Listening in the Major = 100% (Met), Information Literacy = 100% (Met), Computer Literacy = 100% (Met), Critical Thinking = 100% (Met), Problem Solving = 100% (Met), Quantitative Reasoning = 100% (Met)

**Findings (2010-2011) - Target: Met**
ADCS statistical reports indicated that a minimum of 80% of students assessed received a rating of either "Proficient" or "Advanced" in the majority of components assessed by the A-t-C rubrics.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Data Collection**
*Established in Cycle: 2015-2016*
Will report next year if ADCS data is provided.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**
Maintain Positive Results

Only 1 out of 12 students who completed the Health Practicum did not meet the minimum target, which is why this measure was "partially met". 92% of the class achieved this target, which is considered a positive result. The program intends to improve if not maintain positive results for all methods of assessments.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Health Practicum | Outcome/Objective: Communication Methods (1h) | Data Collection (1b) | Delivery in Strategies (2b) | Distinguish Behaviors (1c) | Ethical Research and Professional Principles (2c) | Group Collaboration (2d) | Health Education Practice (1f) | Health Promotion (1i) | Health-Related Issues (1a, 2a) | Infer Needs for Health Education (1d) | Measurable Program Objectives (1e) | Professional Research and Writing Skills (2e) | Strategies and Interventions (1g)

Data Collection
Will report next year if ADCS data is provided.

Projected Completion Date: 05/01/2017
**Measure:** A-t-C Rubrics | **Outcome/Objective:** Infer Needs for Health Education (1d)

**Projected Completion Date:** 05/01/2017

**Data Collection**
Will report next year if ADCS data is provided.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A-t-C Rubrics | **Outcome/Objective:** Data Collection (1b)

**Projected Completion Date:** 05/01/2017

**Data Collection**
Will report next year if ADCS data is provided.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A-t-C Rubrics | **Outcome/Objective:** Measurable Program Objectives (1e)

**Projected Completion Date:** 05/01/2017

**Data Collection**
Will report next year if ADCS data is provided.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** A-t-C Rubrics | **Outcome/Objective:** Health Education Practice (1f)

**Projected Completion Date:** 05/01/2017
Data Collection
Will report next year if ADCS data is provided.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubrics | Outcome/Objective: Distinguish Behaviors (1c)

Projected Completion Date: 05/01/2017

Data Collection
Will report next year if ADCS data is provided.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubrics | Outcome/Objective: Professional Research and Writing Skills (2e)

Projected Completion Date: 05/01/2017

Data Collection
Will report next year if ADCS data is provided.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubrics | Outcome/Objective: Group Collaboration (2d)

Projected Completion Date: 05/01/2017

Data Collection
Will report next year if ADCS data is provided.
Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubrics | Outcome/Objective: Ethical Research and Professional Principles (2c)

Projected Completion Date: 05/01/2017

Data Collection
Will report next year if ADCS data is provided.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubrics | Outcome/Objective: Delivery in Strategies (2b)

Projected Completion Date: 05/01/2017

Data Collection
Will report next year if ADCS data is provided.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: A-t-C Rubrics | Outcome/Objective: Health Promotion (1i)

Projected Completion Date: 05/01/2017

Data Collection
Will report next year if ADCS data is provided.
**Measure:** A-t-C Rubrics  |  **Outcome/Objective:** Communication Methods (1h)

**Projected Completion Date:**  05/01/2017

**Data Collection**
Will report next year if ADCS data is provided.

**Established in Cycle:**  2015-2016  
**Implementation Status:**  Planned  
**Priority:**  High  

**Projected Completion Date:**  05/01/2017

**Data Collection**
Will report next year if ADCS data is provided.

**Established in Cycle:**  2015-2016  
**Implementation Status:**  Planned  
**Priority:**  High  

**Relationships (Measure | Outcome/Objective):**
**Measure:** A-t-C Rubrics  |  **Outcome/Objective:** Strategies and Interventions (1g)

**Projected Completion Date:**  05/01/2017

**Maintain Performance**
Maintain the high performance rate of the students during their health practicum.

**Established in Cycle:**  2015-2016  
**Implementation Status:**  Planned  
**Priority:**  High  

**Relationships (Measure | Outcome/Objective):**
**Measure:** Health Practicum  |  **Outcome/Objective:** Health-Related Issues (1a, 2a)

**Projected Completion Date:**  05/01/2017

**Maintain Performance**
Maintain the high performance rate of the students during their health practicum.
**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Health Practicum | **Outcome/Objective:** Measurable Program Objectives (1e)

**Projected Completion Date:** 05/01/2017

**Maintain Performance**  
Maintain the high performance rate of the students during their health practicum.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Health Practicum | **Outcome/Objective:** Ethical Research and Professional Principles (2c)

**Projected Completion Date:** 05/01/2017

**Maintain Performance**  
Maintain the high performance rate of the students during their health practicum.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Health Practicum | **Outcome/Objective:** Group Collaboration (2d)

**Projected Completion Date:** 05/01/2017

**Maintain Performance**  
Maintain the high performance rate of the students during their health practicum.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: Health Practicum | Outcome/Objective: Infer Needs for Health Education (1d)

Projected Completion Date: 05/01/2017

**Maintain Performance**
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Health Practicum | Outcome/Objective: Strategies and Interventions (1g)

Projected Completion Date: 05/01/2017

**Maintain Performance**
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Health Practicum | Outcome/Objective: Health Education Practice (1f)

Projected Completion Date: 05/01/2017

**Maintain Performance**
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Health Practicum | Outcome/Objective: Health Education Practice (1f)
Projected Completion Date: 05/01/2017

Maintain Performance
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Health Practicum | Outcome/Objective: Professional Research and Writing Skills (2e)

Projected Completion Date: 05/01/2017

Maintain Performance
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Health Practicum | Outcome/Objective: Data Collection (1b)

Projected Completion Date: 05/01/2017

Maintain Performance
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Health Practicum | Outcome/Objective: Distinguish Behaviors (1c)

Projected Completion Date: 05/01/2017

Maintain Performance
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Health Practicum | Outcome/Objective: Distinguish Behaviors (1c)

Maintain Performance  
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Health Practicum | Outcome/Objective: Delivery in Strategies (2b)

Projected Completion Date: 05/01/2017

Maintain Performance  
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
Measure: Health Practicum | Outcome/Objective: Communication Methods (1h)

Projected Completion Date: 05/01/2017

Maintain Performance  
Maintain the high performance rate of the students during their health practicum.

Established in Cycle: 2015-2016  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Health Practicum | Outcome/Objective: Health Promotion (1i)

Projected Completion Date: 05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Health Promotion (1i)

Projected Completion Date: 05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Health Education Practice (1f)

Projected Completion Date: 05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Distinguish Behaviors (1c)

Projected Completion Date: 05/01/2017
Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship | Outcome/Objective: Professional Research and Writing Skills (2e)

Projected Completion Date: 05/01/2017

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship | Outcome/Objective: Strategies and Interventions (1g)

Projected Completion Date: 05/01/2017

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Internship | Outcome/Objective: Communication Methods (1h)

Projected Completion Date: 05/01/2017

Established in Cycle: 2015-2016
Implementation Status: Planned

Projected Completion Date: 05/01/2017
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Infer Needs for Health Education (1d)

Projected Completion Date: 05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Ethical Research and Professional Principles (2c)

Projected Completion Date: 05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Health-Related Issues (1a, 2a)

Projected Completion Date: 05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Delivery in Strategies (2b)
Projected Completion Date:  05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle:  2015-2016
Implementation Status:  Planned
Priority:  High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Measurable Program Objectives (1e)

Projected Completion Date:  05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle:  2015-2016
Implementation Status:  Planned
Priority:  High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Group Collaboration (2d)

Projected Completion Date:  05/01/2017

Not Reported
Not reported for this cycle, 2016-2017 data will be collected.

Established in Cycle:  2015-2016
Implementation Status:  Planned
Priority:  High

Relationships (Measure | Outcome/Objective):
  Measure: Internship | Outcome/Objective: Data Collection (1b)

Projected Completion Date:  05/01/2017
Mission / Purpose

Mission

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Police Department

Public Safety also keeps comprehensive records on all law enforcement/security activities and actions, in accordance with the Clery Act federal law.

2010 Dover Campus Clery Report

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Mission / Purpose

The Recreation Management Minor has been developed to meet the industry demand and needs of students at Delaware State University, community, and surrounding states. The new minor will strengthen knowledge and skills in recreation management and empower student's capability in workforce. The program is management oriented and inline with NRPA accreditation guidelines.

This minor has been taught by using existing courses from the sport management curriculum. In addition, a previous recreation concentration which has not been offered for years due to the lack of facilities, faculty, and resources will provide additional courses. A survey was conducted by the department and more than 200 students indicated interested in the program. There are limited or unavailable programs in the surrounding states and the minor make our program unique. The minor offers specified knowledge and training for students who want to work in the recreation industry, such as; intramural sports, YMCA/YWCA, recreation department of city, town, county, and private clubs centers (tennis, golf, country clubs).
Mission / Purpose

The School of Graduate Studies and Research supports the mission of the University by providing infra-structural support for the development and implementation of transformative, high quality, graduate and professional degree programs that prepare leaders for the complexities of the 21st century.

VISION:
The School of Graduate Studies and Research will promote the vision of the University by offering graduate and professional degree programs that conform to the highest standards required by respective accrediting and funding agencies in DSU's pursuit of excellence.

Goals without Outcome/Objective Relationships Specified

G 3: Research and Scholarship

RESEARCH AND SCHOLARSHIP - Increase and sustain excellence in scholarly and creative research that addresses significant state, regional, national and global challenges.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Academic Climate and Culture

INTELLECTUAL CLIMATE AND CULTURE

Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship

Connected Document
- Graduate Student Engagement Data 2013-2014
O/O 1: Establish Graduate Student Learning Outcomes and Competencies

The mission of the School of Graduate Studies and Research is aligned with the University's mission, core values, and student learning goals. To this end, all graduate programs will develop assessment tools to report on graduate student achievement in the following areas:

- All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
- All graduate students will demonstrate clear and concise written and oral communication.
- All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
- All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to insure their professional and personal success.
- All graduate students will participate in outreach and/or engagement activities as defined by their discipline and/or program.

Related Measures:

M 1: Graduate SLOs
90% or greater of graduate program directors have established SLOs for their graduate programs and will report outcomes and measures annually. The Graduate Council will discuss assessment strategies during the 2014-2015 academic year. The Director, Graduate Student Services will assist with development of Standard Rubrics for Capstone Activities so that summative assessment will be performed in the School of Graduate Studies.

Source of Evidence: Activity volume

O/O 2: Graduate Student Engagement
- Report on Graduate Student Engagement Annually

- Evidence of Research and Scholarly Activities
- Outreach and Service
- Practicum Internships and/or Field Experiences
- Leadership Program
- International Experiences

Connected Documents
- Graduate Student Engagement Data 2013-2014
- Graduate Student Contact Information 2013-2014
Relevant Associations:

Strategic Plan Associations:
Delaware State University
1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally

Related Measures:

M 2: Capstone Activities by Program
Based upon available data, 146 or 32% of enrolled graduate students (fall 2013 census = 450 students enrolled) were engaged in some type of high impact activity (research, thesis, dissertation, capstone, etc). These activities are strong indicators of student learning, retention, and graduation.

This measure will be merged with in the Measure 9 (Capstone Experiences will be discontinued) 2014-2015 academic reporting cycle.

Source of Evidence: Existing data
Target:
Program Directors will report bi-annually or graduate student capstone experiences (100%). A template has been developed to capture data. For Spring 2014 only 20% are in compliance; however, the KPIs were developed late in the semester. Graduate Program Directors are now aware that this data should be maintained and reported annually.

Findings (2013-2014) - Target: Partially Met

Based upon available data roughly 30% (146/450) of graduate student engagement data was reported for the 2013-2014 academic year. Better reporting processes/strategies will be utilized for the 2014-2015 academic year in order to report a more fully report on graduate student engagement.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Capstone Experiences Report
Established in Cycle: 2013-2014
Graduate Program Directors (and Department Chairs) will report bi-annually or graduate student capstone experiences. A template ...

M 3: Graduate Student Participation in 4th Annual Research Symposium

The School of Graduate Studies and Research hosted its Fourth Annual Graduate Research Symposium. Slightly more than 10% of enrolled graduate students (56) representing all Colleges gave oral and poster presentations. Based upon survey results, responders enjoyed this activity but would like to see more student involvement between undergraduate and graduate students. In addition, responders would also like to see more faculty involvement and participation with outside institutions. SGSR sees many opportunities for growth in the areas of student recruitment and professional development for undergraduate and graduate students with this activity. A regional research symposium could provide an opportunity to showcase our new Optics Center.

Source of Evidence: Existing data

Target:
The target for the 2013-2014 academic year was to provide a venue for all graduate students to present their ongoing research/scholarship activities. SGSR met this expectation. All Colleges were also represented.

M 4: Graduate Student Gala - Recognition of Graduate Student Excellence
The School of Graduate Studies and Research hosted its first (Annual) Graduate Awards Gala on April 26, 2014; following our 4th Annual Graduate Research Symposium. The activity was well attended (more than 150 participants). SGSR anticipates hosted this activity semi-annually for the 2014-2015 academic year as a culminating event in celebration of our fall and spring graduates.

Source of Evidence: Existing data
O/O 8: Structure for Graduate Studies and Research

The School of Graduate Studies and Research will establish an infrastructure to ensure successful matriculation of graduate and professional students at Delaware State University.
This structure will address four key areas:

- **Admissions** - Review processes to ensure an efficient, effective, and decentralized graduate admissions process.
- **Academic Quality** - Review and implement policies and procedures to ensure the quality of our academic programs.
- **Student Services, Records and Data Management** - Implement and maintain a records management system for all currently enrolled graduate students consisting of admissions data, student progress to degree, admission to candidacy, defense of thesis or dissertation, time to degree, and graduation.
- **Co-curricular and Professional Development Activities** - In collaboration with the Graduate Student Association and academic programs, The School of Graduate Studies and Research will provide services and implement activities for graduate students that provide professional development and networking opportunities

**Relevant Associations:**

**Strategic Plan Associations:**

- Delaware State University
  
  2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
  
  6.6 Create a culture of accountability, high performance and service excellence.

**Related Measures:**

**M 10: Organizational Structure**

Two organizational structures have been presented to the Provost Council and a progress report submitted to the Board of Trustees in February. Roles and responsibilities for Graduate Program Directors have also been developed (and summarized under Student Success SLO). This is a standard structure and expectation for a School of Graduate Studies and Research and one that is needed if DSU wishes to raise its research profile as graduate students as researchers are needed to move this enterprise forward.

Position descriptions in several key areas have been developed. One position, Director for Graduate Student Services has been advertised and a finalist selected. 2-3 Positions anticipated for Academic Year 2014-2015 in key areas

**Anticipated Positions**

**2014-2015**

Assistant Dean for Graduate Studies or Director Graduate Enrollment
Coordinator for Admissions, Web-Services, and Marketing
Administrative Support/Office Manager

**2015-2016**

Coordinator - Office of Student Research and Scholarly Activities
Admission Recruiters/Coordinators as needed
Graduate Service Advisors/Counselors as needed

Source of Evidence: Professional standards

**Target:**
Organizational structure has been presented in the Dean's Council and Provost Council and submitted in the BOT Progress report. By 2015 Graduate Studies wants to have filled 3 key positions needed to ensure student enrollment, matriculation, and success.

**Findings (2013-2014) - Target: Partially Met**
One position has been advertised and a finalist selected and 3 positions have been requested for 2014-2015 academic year.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Strategic Hires for Graduate Studies**
*Established in Cycle: 2013-2014*

Develop a plan for building the infrastructure in Graduate Studies and Research

Request 3 positions for the 2014-2015 Acad...

**G 2: Student Success**

**STUDENT SUCCESS - Recruit, develop, retain graduate and place outstanding students**
Establish expectations and responsibilities of all Program Directors and report productivity annually to Department Chair or Program Director's supervisor as a part of annual evaluation process.

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 5: Program Director Responsibilities**

**Target:**
It is proposed that by fall 2015, all (100%) of Graduate Program Directors will receive formal appointments and be evaluated against expectations as a part of their formal workload annually. A position description has been developed.

**Findings (2013-2014) - Target: Partially Met**
While the reporting structure along with roles and responsibilities for program directors have been defined; questions remain regarding workloads, appointment length (9, 10, 11, or 12 months), administrative support, and the relationship between program director and chair in this process.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Graduate Program Director Position Description**
Established in Cycle: 2013-2014
Position Description for Graduate Program Directors

**O/O 5: Records Management and Graduate Student Milestones**
Establish records management processes and check points that monitor graduate student progress.
Enrolled graduate student files are audited every semester (currently manual) to determine if students have satisfied their provisional status (primarily standardize exam requirement).

The following is a general sequence for students enrolled in a thesis/dissertation program:
Program of Study
Committee Members (Thesis/Dissertation Programs)
Comprehensive Exam/Qualifier Exam Results (Doctoral Programs)
Candidacy
Request to Schedule Thesis/Dissertation Defense
Defense Outcomes
Graduation Application and Audit

Milestones along with deadlines are posted on the graduate studies website to keep students informed.

Students are contacted via email if they are missing documentation to move to their next milestone.

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 6:Student Milestones**

Enrolled graduate student files are audited every semester (currently manual) to determine if students have satisfied their provisional status (primarily standardize exam requirement).

The following is a general sequence for students enrolled in a thesis/dissertation program:

Program of Study
Committee Members (Thesis/Dissertation Programs)
Comprehensive Exam/Qualifier Exam Results (Doctoral Programs)
Candidacy
Request to Schedule Thesis/Dissertation Defense
Defense Outcomes
Graduation Application and Audit

Milestones along with deadlines are posted on the graduate studies website to keep students informed.

Students are contacted via email if they are missing documentation to move to their next milestone.

Source of Evidence: Benchmarking of learning outcomes against peers
Target:
By Fall 2015, records management will be managed via automated workflows and housed in a student information format (BANNER). All students will receive automated responses informing them of upcoming deadlines. These process will ensure 100% compliance for enrolled graduate students and assist with advising, enrollment, retention, and graduation strategies.

Findings (2013-2014) - Target: Partially Met
An audit process has been established for Graduate Student however it is not possible to reach 100% compliance via the current (paper process). By 2015 SGSR proposes to manage its records via automated workflows housed via the University's student information format (BANNER). All students will receive automated responses informing them of upcoming deadlines. These process will ensure 100% compliance for enrolled graduate students and assist with advising, enrollment, retention, and graduation strategies.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Records Management
Established in Cycle: 2013-2014
Implement records management processes via automated workflows housed via the University's student information format (BANNER).

O/O 7: Time to Degree
Establish time to degree baseline data for masters and doctoral programs

Relevant Associations:
Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 8: Grad Program Productivity
Graduate Productivity is reported based upon Graduate Program FTEs/Student Credit Hours generated, enrolled graduate students and graduation data.

Source of Evidence: Existing data
Target:
SGSR met its target for the 2013-2014 academic year and reported time to degree data for 100% of enrolled graduate students.

Findings (2013-2014) - Target: Partially Met
KPIs have been developed for School of Graduate Studies and Research. The following data was requested through Institutional Research to address the following areas:

- Graduate Student Profile
- Graduate Program Productivity
- Time to Degree

Data will be used to develop a graduate student profile, establish baseline admission data (GPA, standardized exam, TOEFL/IELTS for International Students) for first-time graduate admits and link to performance and degree completion.

O/O 8: Structure for Graduate Studies and Research

The School of Graduate Studies and Research will establish an infrastructure to ensure successful matriculation of graduate and professional students at Delaware State University.

This structure will address four key areas:

- **Admissions** - Review processes to ensure an efficient, effective, and decentralized graduate admissions process.
- **Academic Quality** - Review and implement policies and procedures to ensure the quality of our academic programs.
- **Student Services, Records and Data Management** - Implement and maintain a records management system for all currently enrolled graduate students consisting of admissions data, student progress to degree, admission to candidacy, defense of thesis or dissertation, time to degree, and graduation.
- **Co-curricular and Professional Development Activities** - In collaboration with the Graduate Student Association and academic programs, The School of Graduate
Studies and Research will provide services and implement activities for graduate students that provide professional development and networking opportunities

**Relevant Associations:**

**Strategic Plan Associations:**

Delaware State University

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

6.6 Create a culture of accountability, high performance and service excellence.

**Related Measures:**

**M 10: Organizational Structure**

Two organizational structures have been presented to the Provost Council and a progress report submitted to the Board of Trustees in February. Roles and responsibilities for Graduate Program Directors have also been developed (and summarized under Student Success SLO). This is a standard structure and expectation for a School of Graduate Studies and Research and one that is needed if DSU wishes to raise its research profile as graduate students as researchers are needed to move this enterprise forward.

Position descriptions in several key areas have been developed. One position, Director for Graduate Student Services has been advertised and a finalist selected. 2-3 Positions anticipated for Academic Year 2014-2015 in key areas with 2-3 additional positions in 2016-2017.

**Anticipated Positions**

**2014-2015**

Assistant Dean for Graduate Studies or Director Graduate Enrollment

Coordinator for Admissions, Web-Services, and Marketing

Administrative Support/Office Manager

**2015-2016**

Coordinator - Office of Student Research and Scholarly Activities

Admission Recruiters/Coordinators as needed

Graduate Service Advisors/Counselors as needed

Source of Evidence: Professional standards
**Target:**
Organizational structure has been presented in the Dean’s Council and Provost Council and submitted in the BOT Progress report. By 2015 Graduate Studies wants to have filled 3 key positions needed to ensure student enrollment, matriculation, and success.

**Findings (2013-2014) - Target: Partially Met**
One position has been advertised and a finalist selected and 3 positions have been requested for 2014-2015 academic year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Strategic Hires for Graduate Studies**
*Established in Cycle: 2013-2014*

Develop a plan for building the infrastructure in Graduate Studies and Research

Request 3 positions for the 2014-2015 Academic Year.

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 9: Capacity for Enrollment Growth**
Determine each program’s capacity for enrollment growth.

**Relevant Associations:**

**Strategic Plan Associations:**
*Delaware State University*
- 1.1 Ensure all students are provided high-quality programs that are recognized nationally and internationally
- 2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
- 6.3 Continue to support, use, and enhance comprehensive assessment processes throughout all divisions in order to inform decision making

**Related Measures:**

**M 11: Capacity for Enrollment Growth**
A template has been developed requesting from each program director to assist in review of their program, current capacity, and needed resources for potential growth.

Source of Evidence: Existing data
Target:
Responses were received from the College of Business (MBA, SA), College of Arts, Humanities, and Social Sciences (Art Education, TESL, Historic Preservation), Departments of Mathematical Sciences (MS/Ph.D.) and Computer Science. No response from the College of Agriculture, College of Education, Health, and Public Policy. The response represents 50% of the Departments offering Graduate Programming.

Findings (2013-2014) - Target: Partially Met

While half of the programs did not respond; common areas of need are noted that are needed in order to grow graduate programming.

- Increase Graduate student funding which currently low or non-existent.
- Timely budget allocation (or projected budget allocation) so that faculty can make timely offers to competitive students (thus effecting retention and graduation)
- A marketing strategy and budget which is currently non-existent
- A strategic plan to overhaul web-site (strategic hire or funding to outsource) to increase our web-presence (also associated with marketing)
- Strategic faculty hires to enhance competitiveness of existing programs.
- Technology training/support to increase on-line presence.
- An established and transparent process for appointment of all graduate program directors, standardized workloads; commensurate with program enrollment, size and scope.
- Standardized support services for graduate programs

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Capacity for Growth
Established in Cycle: 2013-2014

Develop overall funding strategy to support areas noted by Graduate Program Directors (as noted below) to target strategic are...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Capacity for Growth
Develop overall funding strategy to support areas noted by Graduate Program Directors (as noted below) to target strategic areas:

- Resources for marketing/recruitment
- Tuition waivers/graduate student assistantships
- Support for travel to professional/conference presentations
- Additional faculty FTEs in specialty areas to grow enrollment and curricula
- Administrative Support for graduate programming
- Standardized appointment process for graduate program directors, roles and responsibilities, workload, or remuneration.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Capacity for Enrollment Growth  
- **Outcome/Objective:** Capacity for Enrollment Growth

**Responsible Person/Group:** Dean, SGSR/Provost

**Capstone Experiences Report**

Graduate Program Directors (and Department Chairs) will report bi-annually or graduate student capstone experiences. A template has been developed to capture data.

**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Capstone Activities by Program  
- **Outcome/Objective:** Graduate Student Engagement

**Implementation Description:** Graduate Capstone Experiences  
**Projected Completion Date:** 05/01/2015  
**Responsible Person/Group:** Graduate Program Directors/Graduate Dean

**Graduate Program Director Position Description**

Position Description for Graduate Program Directors
Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Program Director Responsibilities | Outcome/Objective: Establish Program Directors Expectations

Implementation Description: Position description for Graduate Program Directors
Responsible Person/Group: Dean, SGSR/College Deans/Provost
Additional Resources Requested: Depending upon appointment (ranging from 10-12 months) stipend funds and administrative support will be needed. Suggest an additional 1 month salary based upon 9-month base and 50% release for programs enrolling 50+ students, 25% release for programs enrolling 10-49 students.

Graduate Programming Needs/Capacity for Growth

- Increase Graduate student funding which currently low or non-existent.
- Timely budget allocation (or projected budget allocation) so that faculty can make timely offers to competitive students (thus effecting retention and graduation)
- A marketing strategy and budget which is currently non-existent
- A strategic plan to overhaul web-site (strategic hire or funding to outsource) to increase our web-presence (also associated with marketing)
- Strategic faculty hires to enhance competitiveness of existing programs.
- Technology training/support to increase on-line presence.
- An established and transparent process for appointment of all graduate program directors, standardized workloads; commensurate with program enrollment, size and scope.
- Standardized support services for graduate programs

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Graduate Student Assessment

90% or greater of graduate program directors have established SLOs for their graduate programs and will report outcomes and measures annually. The Graduate Council will discuss assessment strategies during the 2014-2015 academic year. The Director, Graduate Student Services will assist with development of Standard Rubrics for Capstone Activities so that summative assessment can be captured as a part of outcomes reporting to the School of Graduate Studies.
Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High

Relationships (Measure | Outcome/Objective):  
**Measure:** Graduate SLOs | **Outcome/Objective:** Establish Graduate Student Learning Outcomes and Competencies

**Implementation Description:** Assessment of Graduate Capstone Experiences/Activities

**Responsible Person/Group:** Dean, SGSR, Director, Graduate Student Services and Graduate Program Directors

**Additional Resources Requested:** Enterprise Content Management/Audit Procedures (not requesting individual budget; University data transformation).

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**Graduate Student Profile**

Establish Graduate Student Profile (overall and by program) based upon admission data/program productivity/time to degree.

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**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High

**Responsible Person/Group:** Dean, SGSR/Assistant Dean (To be hired)/Director, Graduate Student Services/Program Directors  
**Additional Resources Requested:** Institutional Research

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**Graduate Student Profile**

Establish Graduate Student Profile (overall and by program) based upon admission data/program productivity/time to degree.

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**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High
Establish Graduate Student Profile

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Implementation Description: Establish Graduate Student Profile based upon admission data. Utilize baseline data along with enrollment trends to determine best services for graduate student population to assist with retention and graduation.
Responsible Person/Group: Dean, SGSR/Assistant Dean, SGSR (to be hired)/Director, Graduate Student Services/Program Directors
Additional Resources Requested: Data-Institutional Research

Graduate Student Profile

Establish Graduate Student Profile

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Implementation Description: Establish Graduate Student Profile based upon admission data. Utilize baseline data along with enrollment trends to determine best services for graduate student population to assist with retention and graduation.
Responsible Person/Group: Dean, SGSR/Assistant Dean, SGSR (to be hired)/Director, Graduate Student Services/Program Directors
Additional Resources Requested: Data-Institutional Research

Records Management
Implement records management processes via automated workflows housed via the University's student information format (BANNER).

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Student Milestones | Outcome/Objective: Records Management and Graduate Student Milestones

Responsible Person/Group: Dean, SGSR/GraduatePrograms/Student Services
Additional Resources Requested: Yes but a part of University wide initiative
Strategic Hires for Graduate Studies

Develop a plan for building the infrastructure in Graduate Studies and Research

Request 3 positions for the 2014-2015 Academic Year

2-3 Positions for 2015-2016 Academic Year

Hire in 3 key positions by fall 2015

- Graduate Enrollment Services
- Marketing
- Dean's Assistant and Budget Manager

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Organizational Structure | Outcome/Objective: Structure for Graduate Studies and Research

Implementation Description: Strategic Hires for Graduate Studies
Responsible Person/Group: Dean, Graduate Studies and Research
Additional Resources Requested: Salaries and Benefits for positions described.
Budget Amount Requested: $170,000.00 (recurring)

Increase Graduate student funding which currently low or non-existent.
Timely budget allocation (or projected budget allocation) so that faculty can make timely offers to competitive students (thus effecting retention and graduation)
A marketing strategy and budget which is currently non-existent
A strategic plan to overhaul web-site (strategic hire or funding to outsource) to increase our web-presence (also associated with marketing)
Strategic faculty hires to enhance competitiveness of existing programs.
Technology training/support to increase on-line presence.
An established and transparent process for appointment of all graduate program directors, standardized workloads; commensurate with program enrollment, size and scope.
Standardized support services for graduate programs
Establish Graduate Student Profile (overall and by program) based upon admission data/program productivity/time to degree.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High
Mission / Purpose

Mission/Purpose

The mission of the BSW program is to prepare generalist (entry level) practitioners who are capable of utilizing professional knowledge, values and skills in order to intervene with, and on behalf of, individuals, families, groups, organizations and communities.

The Program's Purpose

The BSW program teaches students about the person in the environment as a central construct for practice, the professional relationship as the medium through which social workers assist clients, and that human rights and social and economic justice constitute the moral imperative and philosophical foundation for social work practice. The program also ensures that the Department's underpinnings are fully integrated into the explicit and implicit curricula and that a learning environment is fostered that encourages the development of students' intellectual and practice skills, including an orientation to achieving social change in diverse communities throughout the world.

The program's mission ensures that students are taught to consider each person within the context of his or her environment while utilizing a dynamic problem solving process that moves from engagement to termination. The program teaches about the professional relationship as the medium through which generalist level social workers assist clients at multiple levels. In addition to these core elements, the BSW program integrates the program's five underpinnings throughout the explicit curriculum. Therefore, the program's mission promotes a learning environment within and outside of the classroom that develops students' knowledge, values and skills and hones their competencies to practice with a diverse client population in a variety of practice settings.

Furthermore, throughout the explicit curriculum the program imparts the profession's central purpose; that is, to address the basic human needs of all people and communities and to foster dignity and social justice for all peoples. Accordingly, the program develops students' understanding of the manifestations of social injustice around the world and the need to
internalize the profession's goals to redress problems including, but not limited to, violence, hunger, genocide, and racism around the world.

BSW Program Mission Consistent with the Professional Purpose of Social Work

The BSW program’s mission is consistent with the purpose of social work, which is to promote human and community well-being. The profession's purpose serves as a compass for the program's curriculum, whose content ensures that students graduate with knowledge, values and skills that will allow them to practice according to social work's ethics as skilled generalist practitioners. The mission also ensures that upon graduation, students are able to plan and render culturally competent services to individuals, families, groups, organizations, and communities in a manner that reflects the program's conceptual underpinnings for practice and a recognition of the human need and suffering that social workers are mandated to address.

The program's mission is consistent with the profession's purpose, which is to reduce and eliminate clients' oppression, discrimination and victimization. President Clinton's 1998 Initiative on Race highlighted the historical and contemporary impact of discrimination and marginalization of racial minorities in America. Delaware State University's BSW program helps students understand that racism is not only black and white but that “...every minority group has a distinct and unique historical experience with racism and oppression” (The President's Initiative on Race, 1998, p. 41).

In fact, the Department's first underpinning-a Black perspective for social work practice-provides a framework and a unique set of lens with which students learn how to deconstruct systems of oppression and effectively respond to the seemingly intractable negative outcomes of social injustice, discrimination, and oppression that are experienced by all vulnerable and marginalized populations. The program's Black perspective for social work practice underpinning comprises elements of a framework with which to understand the unique oppressive experiences and world view(s) associated with being of African genetic origin in the United States. As such, there is no one monolithic set of activities or experiences that define "the Black experience." While some variability of life encounters, decisions, and choices negatively affect all populations in the U.S., African Americans are more likely to encounter expressions of dehumanization, discrimination, prejudice, and racism (all forms of oppression) more frequently than other racial and ethnic groups (Marger, 2013).
These idiosyncratic experiences shape Blacks' views of society and society's view of them. Since social work is distinguished by its focus on social problems in the context of one's environment, the BSW program teaches students that a Black perspective for social work practice requires taking environmental/external factors that create and contribute to structural problems into account when assessing and developing plans to help clients. Inherent in this empowerment perspective is the need to simultaneously resist the natural inclination to view clients as powerless victims of discrimination. Rather, students are taught that the primary emphasis must be placed on helping clients, whether African American or other oppressed group members, to develop, restore, and/or enhance their individual and collective resiliency. In this context, resiliency refers to one's ability to recover from negative conditions that adversely impact an individual's or group's life chances.

Goals without Outcome/Objective Relationships Specified

G 3: Employ empowerment oriented approach to practice

Goal 3. To graduate students who demonstrate the ability to employ an empowerment oriented approach to practice; that is, engagement, assessment, and implementation of evidence-based interventions that are intended to help clients achieve service goals.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Prepare students for entry level practice
    Demonstrate Ethical and Professional Behavior

SLO 1: Identify as a Professional Social Worker
    Students will identify as a professional social worker and conduct oneself accordingly.

    Relevant Associations:

    DSU Learning Goal Associations:
        4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

    Related Measures:

    M 4: Field Evaluation
    Field instructors' evaluation of student performance on outcomes/objectives (competencies).

    Source of Evidence: Field work, internship, or teaching evaluation
Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Met
87% of BSW students achieved a rating of Proficient or higher, as assessed by field instructors, on the Council on Social Work Education stipulated outcome/objective (competency)----Identify as a professional social worker and conduct oneself accordingly.

M 5: Senior Capstone ADCS rubric data
Senior capstone rubric is used to assess students in Senior Seminar course SCWK-460 during spring semester. Students are rated as advanced, proficient, satisfactory, unsatisfactory. During the Senior Seminar, students are given an opportunity to: 1) assess prior learning, and 2) assess their learning needs, practice skills, and theoretical understandings. Primary focus is on integrating theory and practice building on their field experience. Focus is on the development of an individual social work practice frame of reference.

Source of Evidence: Capstone course assignments measuring mastery

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by course instructors on senior capstone rubric.

Findings (2016-2017) - Target: Partially Met
Students were rated as 80% or higher for reading, listening, information literacy, computer competency, critical thinking, problem solving and quantitative reasoning. The target was met for these elements of the senior capstone rubric. However, students were rated slightly below the target of 70% for writing and speaking (69.45% and 66.67% respectively). See below for details. No students received ratings of unsatisfactory for any elements of the rubric.

<table>
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<tr>
<th>Rating</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Information Literacy</th>
<th>Computer Competency</th>
<th>Critical Thinking</th>
<th>Problem Solving</th>
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</tbody>
</table>
SLO 2: Apply Social Work Ethical Principles
Students will apply social work ethical principles to guide professional practice.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 4: Field Evaluation
Field instructors’ evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Met
89% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency ---- Apply social work ethical principles to guide professional practice.

SLO 7: Apply Knowledge of Human Behavior
Students will apply knowledge of human behavior and the social environment.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 4: Field Evaluation
Field instructors’ evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Met
75% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education
stipulated outcome/objective (competency----Apply knowledge of human behavior and the social environment.

**SLO 8: Engage in Policy Practice**

Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Relevant Associations:**

**DSU Learning Goal Associations:**

3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 4: Field Evaluation**

Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

**Findings (2010-2011) - Target: Met**

74% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**SLO 10: Use problem solving/planned change process with individuals, families, communities, groups & organizations**

Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Relevant Associations:**

**DSU Learning Goal Associations:**

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 4: Field Evaluation**

Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

70% of BSW students will achieve a rating of Proficient or higher as
assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education

**Findings (2010-2011) - Target: Not Met**
66% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

**G 2: Employ empowerment oriented and strengths perspective frameworks**

Goal 2. To graduate students who employ empowerment oriented and strengths perspective frameworks for social work practice within the context of a Black perspective for social work practice.

**SLO 4: Engage Diversity**
Students will engage diversity and difference in practice.

**Relevant Associations:**

**DSU Learning Goal Associations:**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 4: Field Evaluation**
Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

**Findings (2010-2011) - Target: Met**
83% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Engage diversity and difference in practice.

**G 4: Employ evidence-based practice**

Goal 4. To provide the profession with social workers who employ evidence-based practices and engage in research to generate data that are useful in measuring the effectiveness of interventions with clients.
SLO 3: Apply Critical Thinking

Students will apply critical thinking to inform and communicate professional judgments.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 4: Field Evaluation
Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Met
80% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Apply critical thinking to inform and communicate professional judgments.

M 5: Senior Capstone ADCS rubric data
Senior capstone rubric is used to assess students in Senior Seminar course SCWK-460 during spring semester. Students are rated as advanced, proficient, satisfactory, unsatisfactory. During the Senior Seminar, students are given an opportunity to: 1) assess prior learning, and 2) assess their learning needs, practice skills, and theoretical understandings. Primary focus is on integrating theory and practice building on their field experience. Focus is on the development of an individual social work practice frame of reference.

Source of Evidence: Capstone course assignments measuring mastery

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by course instructors on senior capstone rubric.

Findings (2016-2017) - Target: Met
Students were rated as at least 80% for the critical thinking element of the senior capstone rubric. Therefore, target was met. See below for details. No students received ratings of unsatisfactory for critical thinking element.
SLO 6: Engage in Research-Informed Practice
Students will engage in research-informed practice and practice-informed research.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 4: Field Evaluation
Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Not Met
62% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Engage in research-informed practice and practice-informed research.

G 5: Understand Unique needs of Delaware residents

Goal 5. To prepare students who understand the unique needs of Delaware's rural populations and who possess the level of awareness and sensitivity that will enable them to practice with culturally diverse populations.

SLO 9: Respond to Contexts
Students will respond to contexts that shape practice.

Relevant Associations:
DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 4: Field Evaluation
Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Met
76% of BSW students achieved a rating of Proficient or higher, as assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Respond to contexts that shape practice.

G 6: Commitment to justice social justice

Goal 6. To graduate students with a commitment to social justice and engaging in activities whose aim is to ensure that the basic needs of all people, nationally and globally, are satisfied.

SLO 5: Advance Human Rights
Students will advance human rights and social economic justice.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 4: Field Evaluation
Field instructors' evaluation of student performance on outcomes/objectives (competencies).

Source of Evidence: Field work, internship, or teaching evaluation

Target:
70% of BSW students will achieve a rating of Proficient or higher as assessed by field instructors on outcomes/objectives (competencies) stipulated by the Council on Social Work Education.

Findings (2010-2011) - Target: Met
73% of BSW students achieved a rating of Proficient or higher, as
assessed field instructors, on the Council on Social Work Education stipulated outcome/objective (competency----Advanced human rights and social and economic justice.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Engage Clients on the Micro, Mezzo and Macro Level**
Determine reasons for student not meeting target.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Director of Field Instruction will talk with field instructors about divergent assessments. Likert assessment indicates that field instructors Strongly Agree that students demonstrate the competency, but evaluations say something different. This discussion will be followed by specifying assignments student will receive. Particular attention will be given to insuring the field instructors give students assignments that allow them to demonstrate their mastery of the competence.

**Engage in research-informed practice and practice-informed research**

Determine under-performance of BSW students with outcome Practice-informed research and research informed practice.

- **Established in Cycle:** 2010-2011
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** To meet the target several steps were taken, such as examples of how field instructors can help students engage in research-informed practice and practice-informed research were provided. Additional steps that will be taken include: ensuring that classroom instruction in research informs the field experience of students.
- **Projected Completion Date:** 05/30/2011
- **Responsible Person/Group:** Director of Field Instruction, research sequence, research faculty, Chair.

**Annual Report Section Responses**

**Executive Summary (1-2 pages)**

**Unit(s) Profile**

**Unit(s) Initiatives accomplished in this cycle**
1. Interview and hire a new Chair
2. Begin the accreditation cycle for CSWE

Unit(s) Honors/Awards and Achievements
Dr. Kiesel and Dr. Hill were awarded a research grant to complete a time study for Division of Child service for the State of Delaware.

Dr. Kingsberry was named as Social Worker of the Year by the National Association of Social Workers, Delaware Chapter. She was to be honored as a joint DESU event with NASW, but it was snowed out. A small quiet dinner to celebrate the occasion occurred later.

Dr. Franklin may have run the most attended program this year on campus. She and a colleague have a small grant for programming that involves wellness and health. Puppies from the SPCA arrived onto campus during finals to de-stress students there were over 400 people in attendance, as well that grant hosted a painting night. Dr. Franklin also started a graduation breakfast event that could turn into an annual tradition.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

1. Update student handbook for the BSW Program
2. Identify assignments and readings that match the CSWE dimensions and competencies.
3. Request additional faculty to meet the student-faculty ratio for CSWE accreditation standards

"KPI #1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Social Work KPI #1 and #10

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Connected Document
• BSW KPI 1 and 10

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

The BSW program had two articles accepted (1 published and 1 accepted) and a book review published. There was one national presentation as well. A BSW and MSW faculty member had a grant accepted.

Dottin, C. D. (2018) Admission of master’s degree students with criminal backgrounds: implications for field directors Field Scholars 8(1) fieldeducator.simmons.edu


Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

Pending

For graduate program annual reports  TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

N/A

For graduate program annual reports  TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

N/A

For graduate program annual reports:  TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

Pending

For graduate program annual reports  TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

Pending
Mission / Purpose

Mission/Purpose

The mission of the MSW program is to prepare advanced generalist social workers with the knowledge, values, and skills needed for effective practice, policy and research that are guided by professional ethics and values and for leadership roles in the development and implementation of social welfare programs and services in a diverse and global society.

The Program's Purpose

The MSW Program prepares advanced generalist practitioners who are capable of practicing in a manner that reflects the precepts of human rights and social and economic justice for individuals, families, groups, organizations, and communities. The program endeavors to graduate social workers whose core personal and professional impetus and framework for practice reflect the department's mission, purpose, core underpinnings, and principles. To this end, the program provides learning experiences that prepare students to engage, assess, and intervene with diverse clients who experience serious complex problems. The program's graduates have the capacity and skills to independently utilize multiple theoretical frameworks and effectively intervene at multiple practice levels simultaneously. The program also prepares students to advocate for changes at the micro, mezzo, and macro levels that will enhance the dignity, self-worth, and quality of life for diverse client systems.

The MSW program's classroom and field practicum experiences reflect the profession's concern with human need and social injustice from a global perspective. Accordingly, the program's activities are directed toward developing students' understanding of how social injustice is manifested around the world and to foster a commitment to redress significant problems including violence, hunger, genocide, and racism around the world.

MSW Program Mission Consistent with the Professional Purpose of Social Work

The MSW program's mission is consistent with the inherent purpose of the social work profession. As articulated in the Code of Ethics of the National Association of Social Workers, the profession's purpose is to promote the dignity and well-being, and help meet
the basic human needs of all people and communities, in particular those persons who are poor and/or who suffer the indignities of poverty, discrimination, and oppression. As such, the curriculum provides grounding for advanced generalist practitioners who are prepared for ethically guided professional practice - a key purpose of the profession.

The mission reflects the program's explicit intent that its graduates possess the competence to assume leadership roles to implement social welfare policies, programs, and services with, and on behalf of, individuals, families, groups, organizations, and communities that reflect a strengths-based and empowerment orientation and a Black perspective for social work practice in a global society. The program provides students with concrete learning opportunities within and outside of the classroom that prepare them to advocate for sustainable changes at the micro, mezzo, and macro levels to ultimately enhance the quality of services to clients. The program ensures that students thoroughly understand the profession's purpose and master the requisite knowledge, values, and skills that they must translate into the competencies and practice behaviors that form the core of the social work profession.

The program's mission is consistent with the profession's purpose to reduce and eliminate oppression, discrimination, and victimization. The department's fifth underpinning, a Black perspective for social work practice, provides a framework and a unique lens with which students know how to deconstruct systems of oppression and effectively respond to the seemingly intractable negative outcomes of social injustice, discrimination, and oppression that are experienced by all vulnerable and marginalized populations. The program's Black perspective for social work practice underpinning comprises elements of a framework with which to understand the unique oppressive experiences and world view(s) associated with being of African genetic origin in the United States. As such, there is not one monolithic set of activities or experiences that define "the Black experience." While some variability of life encounters, decisions, and choices negatively affect all populations in the U.S., African Americans are more likely to encounter expressions of dehumanization, discrimination, prejudice, and racism (all forms of oppression) more frequently than populations either from the dominant or majority groups. These idiosyncratic experiences shape Blacks' views of society and society's view of them. Since social work is distinguished by its focus on social problems in the context of one's environment, the MSW program teaches students that a Black perspective for social work practice requires taking environmental/external factors that create and contribute to structural problems into account when assessing and developing plans to help clients. Inherent in this empowerment perspective is the need to simultaneously resist the natural inclination to view clients as powerless victims of discrimination. Rather, students are taught that the primary emphasis must be placed on helping clients, whether African American or another oppressed group members, to develop,
restore, and/or enhance their individual and collective resiliency. In this context, resiliency refers to one's ability to recover from negative conditions that adversely impact an individual's or group's chances in life.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Advanced Generalist Perspective

To graduate advanced level practitioners who can independently employ empowerment oriented and strengths perspective frameworks to work with marginalized and oppressed populations within the context of a Black perspective for social work practice.

SLO 1: Identify as a Professional Social Worker

Students will identify as a professional social worker and conduct oneself accordingly.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Field Evaluation

80% of students will satisfactorily demonstrate all practice behaviors in the field

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.
Improved field evaluation data collection and reporting
*Established in Cycle: 2016-2017*
Evaluate online options for field evaluation data as a rubric format. The Director of Field will explore survey monkey and qual...

**M 2: Advanced Generalist Practice Paper**
Graduate students are required to write a paper for Advanced Generalist Practice Course I or II during fall of their final year. The subject matter of the paper would be micro or macro social work practice. Rubric is attached.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
70% of MSW students will achieve a rating of Proficient or higher as assessed by instructors on rubric for the paper.

**Findings (2016-2017) - Target: Met**
100% of students (15 total) received a score of "Proficient" or higher on the rubric by way of a final assessment from a culminating assignment. A score of 90 or above is considered "Distinguished" whereas a score of 85-89 was "Proficient." Scores below this fall into the following classifications: 79-84 is "Satisfactory," 70-78 "Emerging," and 69 or below is "Unsatisfactory."

4 students received a rating of "Proficient" and 11 students received a rating of "Distinguished" for the Fall of 2016.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Aggregation of data for advanced practice 1 paper**
*Established in Cycle: 2016-2017*
The students have been given a breakdown of the how well they have demonstrated the competency/objective, utilized critical thin...

**SLO 7: Apply Knowledge of Human Behavior**
Students will apply knowledge of human behavior and the social environment.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: Field Evaluation**
80% of students will satisfactorily demonstrate all practice behaviors in the field

Source of Evidence: Field work, internship, or teaching evaluation
Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

Findings (2010-2011) - Target: Met
93.8% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Apply knowledge of human behavior and the social environment.

SLO 10: Engage With Multifarious Groups

Students will engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Field Evaluation
80% of students will satisfactorily demonstrate all practice behaviors in the field
Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

Findings (2010-2011) - Target: Met
89% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education...
stipulated outcome/objective(competency)---Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

**G 2: Knowledge Base, Skills, and Methods**
Upgrade the social work practice knowledge base, skills, and methods of persons currently employed in social welfare, through advanced social work education.

**SLO 3: Apply Critical Thinking**
Students will apply critical thinking to inform and communicate professional judgments.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: Field Evaluation**
80% of students will satisfactorily demonstrate all practice behaviors in the field

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will be rated Proficient in all practice behaviors.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

**Findings (2010-2011) - Target: Met**
94.3% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Apply critical thinking to inform and communicate professional judgments.

**M 2: Advanced Generalist Practice Paper**
Graduate students are required to write a paper for Advanced Generalist Practice Course I or II during fall of their final year. The subject matter of the paper would be micro or macro social work practice. Rubric is attached.

Source of Evidence: Written assignment(s), usually scored by a rubric
Target:
70% of MSW students will achieve a rating of Proficient or higher as assessed by instructors on rubric for the paper.

**Findings (2016-2017) - Target: Met**
100% of students (15 total) received a score of "Proficient" or higher on the rubric by way of a final assessment from a culminating assignment. A score of 90 or above is considered "Distinguished" where as a score of 85-89 was "Proficient." Scores below this fall into the following classifications: 79-84 is "Satisfactory," 70-78 "Emerging," and 69 or below is "Unsatisfactory."

4 students received a rating of "Proficient" and 11 students received a rating of "Distinguished" for the Fall of 2016.

**SLO 6: Engage in Research-Informed Practice**
Students will engage in research-informed practice and practice-informed research.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: Field Evaluation**
80% of students will satisfactorily demonstrate all practice behaviors in the field
Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% of students will be rated Proficient in all practice behaviors.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

**Findings (2010-2011) - Target: Partially Met**
73.07% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Engage in research informed and practice informed research.

**G 3: Intervention Strategies**
Graduate advanced level social workers with orientation for service that begins with prevention; can identify and incorporate protective factors and utilize the professional
relationship when assessing and intervening with diverse clients, particularly those experiencing difficult and complex challenges

**SLO 2: Apply Social Work Ethical Principals**

Students will apply social work ethical principles to guide professional practice.

**Relevant Associations:**

**DSU Learning Goal Associations:**

3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 1: Field Evaluation**

80% of students will satisfactorily demonstrate all practice behaviors in the field

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

80% of students will be rated Proficient in all practice behaviors.

**Findings (2016-2017) - Target: Not Reported This Cycle**

Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

**Findings (2010-2011) - Target: Met**

90.15% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Apply social work ethical principles to guide professional practice.

**M 2: Advanced Generalist Practice Paper**

Graduate students are required to write a paper for Advanced Generalist Practice Course I or II during fall of their final year. The subject matter of the paper would be micro or macro social work practice. Rubric is attached.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

70% of MSW students will achieve a rating of Proficient or higher as assessed by instructors on rubric for the paper.

**Findings (2016-2017) - Target: Met**

100% of students (15 total) received a score of "Proficient" or higher on the rubric by way of a final assessment from a culminating assignment. A score of 90 or above is considered "Distinguished" where as a score of...
85-89 was "Proficient." Scores below this fall into the following classifications: 79-84 is "Satisfactory," 70-78 "Emerging," and 69 or below is "Unsatisfactory."

4 students received a rating of "Proficient" and 11 students received a rating of "Distinguished" for the Fall of 2016.

SLO 4: Engage Diversity

Students will engage diversity and difference in practice.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 1: Field Evaluation

80% of students will satisfactorily demonstrate all practice behaviors in the field

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

Findings (2010-2011) - Target: Met
97.36% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Engage diversity and difference in practice.

SLO 5: Advance Human Rights

Students will advance human rights and social economic justice.

Relevant Associations:

DSU Learning Goal Associations:
Related Measures:

M 1: Field Evaluation

80% of students will satisfactorily demonstrate all practice behaviors in the field

Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

Findings (2010-2011) - Target: Met
90% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Advance human rights and social and economic justice.

SLO 8: Engage in Policy Practice
Students will engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 1: Field Evaluation

80% of students will satisfactorily demonstrate all practice behaviors in the field

Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.
Findings (2010-2011) - Target: Met

89% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

SLO 9: Respond to Contexts
Students will respond to contexts that shape practice.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 1: Field Evaluation

80% of students will satisfactorily demonstrate all practice behaviors in the field
Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% of students will be rated Proficient in all practice behaviors.

Findings (2016-2017) - Target: Not Reported This Cycle
Data were only collected as grades for the field evaluation, therefore, ratings of proficiency could not be accurately determined.

Findings (2010-2011) - Target: Partially Met

84.2% of MSW students achieved a rating of Proficient or higher as assessed by field instructors on the Council on Social Work Education stipulated outcome/objective(competency)---Respond to contexts that shape practice.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Engage in Research-Informed Practice

Identify reason(s) for under-performance with outcome and implement teaching methods that will lead to achievement of target.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High

Projected Completion Date: 05/30/2011

Respond to Contexts
Faculty will take action to determine reasons for students not meeting target.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: High
Implementation Description: 1. Faculty will meet with students for purpose of determining reasons for students not meeting target. 2. Faculty will meet to discuss reasons for program not meeting target and consider ways of improving student performance.
Projected Completion Date: 05/30/2011
Responsible Person/Group: Chair, MSW Program Director, MSW faculty

Aggregation of data for advanced practice 1 paper
The students have been given a breakdown of the how well they have demonstrated the competency/objective, utilized critical thinking, applied an appropriate writing style/format critique, and demonstrated a critical analysis of the assignment, using the assignment #4 rubric. However, the breakdown data has not been recorded and analyzed consistently, therefore, there is a need to collect/analyze the breakdown for all courses across the department, and report in Weave next year.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Advanced Generalist Practice Paper | Outcome/Objective: Identify as a Professional Social Worker

Implementation Description: A designated person needs to oversee the collection/analysis and entry of the data.
Projected Completion Date: 05/11/2018
Responsible Person/Group: All faculty members who teach the advanced practice courses, program evaluation, and administration, supervision and management courses are responsible to comply with data collection.
Additional Resources Requested: Permanent Chair, and administrative person to assist with coordinating data collection.

Improved field evaluation data collection and reporting
Evaluate online options for field evaluation data as a rubric format. The Director of Field will explore survey monkey and qualtrics survey platforms to secure a suitable data collection method. Also, the Director will train the field liaisons on how to evaluate the
students using the rubric and how to input data. After data collection, results will be analyzed and reported in Weave.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Field Evaluation  
- **Outcome/Objective:** Identify as a Professional Social Worker

**Projected Completion Date:** 05/11/2018  
**Responsible Person/Group:** Director of Field Practicum  
**Additional Resources Requested:** Purchase online survey system  
**Budget Amount Requested:** $400.00 (recurring)

**Annual Report Section Responses**

For graduate program annual reports:  
**TABLE 3: Graduate Student Engagement/Productivity:** Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

MSW Internships 2017-18

**Connected Document**  
- *MSW Internships*
Mission / Purpose

The mission of the Department of Social Work is to prepare culturally competent professionals guided by values, ethics, and evidence-based practice for professional and leadership roles; thus enhancing the quality of life of individuals, families, groups, communities, and organizations in a global society.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Black perspective

Prepare social work practitioners to develop an understanding of the importance of a Black perspective based on a strengths-based empowerment approach for social work practice.

O/O 1: Competencies

Appropriate Competencies will be added here

Relevant Associations:

DSU Learning Goal Associations:

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Competencies

Under development by the ASSESSMENT committee - will be instituted during this academic year

Source of Evidence: Academic direct measure of learning - other

Undergraduate goals will have 42 competencies and the Graduate program will have 42 for the foundation year and 10 for the advanced year.

G 2: Values and ethics
Prepare culturally competent professionals guided by values and ethics who are capable of promoting social and economic justice when working with diverse and at risk populations in a global society.

**O/O 1: Competencies**
Appropriate Competencies will be added here

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Competencies**
Under development by the ASSESSMENT committee - will be instituted during this academic year

Source of Evidence: Academic direct measure of learning - other

Undergraduate goals will have 42 competencies and the Graduate program will have 42 for the foundation year and 10 for the advanced year.

**G 3: Professional practice**
Prepare practitioners for evidence-based professional practice and leadership roles

**O/O 1: Competencies**
Appropriate Competencies will be added here

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Competencies**
Under development by the ASSESSMENT committee - will be instituted during this academic year

Source of Evidence: Academic direct measure of learning - other

Undergraduate goals will have 42 competencies and the Graduate program will have 42 for the foundation year and 10 for the advanced year.
G 4: Critical thinking
Educate students to think critically and to evaluate their own practice

O/O 1: Competencies
Appropriate Competencies will be added here

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Competencies
Under development by the ASSESSMENT committee - will be instituted during this academic year

Source of Evidence: Academic direct measure of learning - other

Undergraduate goals will have 42 competencies and the Graduate program will have 42 for the foundation year and 10 for the advanced year.

Annual Report Section Responses

Executive Summary (1-2 pages)

The Social Work Department is comprised of two programs—the undergraduate program (BSW) and the graduate program (MSW). There are 9 (7 tenured and 2 non-tenured) faculty lines and 3 staff member, all vital to the operation. Two of the office staff spent a great deal of time this year on medical leave. Dr. Austin was on sabbatical in the Spring of 2018, Dr. Thomas was approved for sabbatical in Fall 2018. IN total the faculty published 5 articles, 1 book, and had 2 presentations, names of those artifacts are at the end of the report. A new chair was added half-way through the Spring semester. Through a grant and in cooperation with Health studies Dr. Franklin planned student anti-stress events. On June 11, 2018 HB 311 was signed into law providing multi-tiered licensure for social workers in the state of Delaware. This is thanks to the hard work and commitment of Dr. Marlene Saunders, Emeritus faculty, Dr. Franklin, Dr. Kingsberry and other NASW members. Field internships continue to be added as our program grows. Dr. Kingsberry was named Social Worker of the Year by the National Association of Social Workers, Delaware Chapter.

Documents for the upcoming 2020 reaccreditation began to be generated in Spring 2018.

The Department usually has approximately 150 undergraduate majors and 50 graduate students in process.

In the area of student affairs, several different areas are covered. Ten social work students (as well as two students from other majors) took an accelerated eight-week course that prepared them for an eight-day trip to Costa Rica. While there, the students visited agencies, completed service within the agencies and toured the area. The
students enjoyed the trip. As it was last year, social work practitioners from the area also went on the trip. This was planned by Dr. Kingsberry and Dr. Dottin. New internships were added. Three graduate students and four undergraduate students presented at the university research day in May.

The Director of Field Education reports that 5 of our BSW students in field placements were employed by their field placement agencies and 7 of our MSW students in field placements have been employed by their field placement agencies.

There will be a minimum of three primary objectives to be addressed by the Department's BSW and MSW Programs this coming year. These three objectives consist of the following:

1. Reviewing and revising syllabi for both programs to reflect and be in alignment with changes indicated by EPAS.
2. Reviewing and revising both programs’ assessment process and procedures to ensure compliance and alignment with the new EPAS requirements-and
3. Assuring that we meet the CSE required ratios

Two other major initiative will occur beyond the accreditation preparation, which includes making the website more manageable to navigate and make the online program more engaging.

<table>
<thead>
<tr>
<th>Undergraduate Areas</th>
<th>Number of Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>4</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>10</td>
</tr>
<tr>
<td>Internships</td>
<td>44</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Graduate Areas</th>
<th>Number of Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>3</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>2</td>
</tr>
<tr>
<td>Internships</td>
<td>44</td>
</tr>
</tbody>
</table>
As the Council on Social Work Education’s Commission on Accreditation has modified process and standards around assessment, the Department will be restructuring its assessment measures and configurations to comply with the new Educational Policy and Standards (EPAS).

**Unit(s) Profile**

The Social Work Department is comprised of two programs—the undergraduate program (BSW) and the graduate program (MSW). The faculty members are presented in the chart below by their primary program responsibility and by their rank. The Staff, essential to the operation of the department, are also listed below.

**Chart 1. Faculty/Staff**

<table>
<thead>
<tr>
<th>BSW Program Faculty</th>
<th>Rank</th>
<th>Tenure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Frann Franklin</td>
<td>Assistant Professor &amp;</td>
<td>Eligible</td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>Dr. Anthony Hill</td>
<td>Associate Professor</td>
<td>Received Tenure</td>
</tr>
<tr>
<td>Dr. Dolores Finger Wright</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MSW Program Faculty</th>
<th>Rank</th>
<th>Tenure Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. John N. Austin</td>
<td>Professor &amp; Chair until 12/31/17</td>
<td>Tenured/Sabbatical Spring 18</td>
</tr>
<tr>
<td>Dr. Ezekiel Ette</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
<tr>
<td>Dr. Eleanor Kiesel</td>
<td>Assistant Professor &amp; Director</td>
<td>Eligible</td>
</tr>
<tr>
<td></td>
<td>Interim Chair from 1/17-3/19/18</td>
<td></td>
</tr>
<tr>
<td>Dr. Sheridan Kingsberry</td>
<td>Associate Professor</td>
<td>Tenured</td>
</tr>
</tbody>
</table>
Dr. Leela Thomas          Associate Professor                Tenured
Dr. Kelly Ward            Professor, Chair Starting 3/19/18    Tenured

Staff                     Position Title
Dr. Chavon Dottin         Director/Field Education
Mrs. Cherita Brown        Quality Assurance Manager & Medical Leave starting in Fall 2017, not returning to University
Ms. Shacre Bennett        Secretary                     Medical leave started Spring 2018, status pending.

Both the BSW and the MSW Programs are accredited by the Council on Social Work Education’s (CSWE) Commission on Accreditation (COA) through the year 2020. Documents for reaccreditation began to be generated in Spring 2018. The Department usually has approximately 130 undergraduate majors and 30 to 50 graduate students in process.

Unit(s) Initiatives accomplished in this cycle

There were initiatives taken during this period and several achievements realized by the Department. The initiatives and accomplishments will be presented in terms of student affairs and faculty affairs.

Students--

In the area of student affairs, several different areas are covered. Ten social work students (as well as two students from other majors) took an accelerated eight-week course that prepared them for an eight-day trip to Costa Rica. While there, the students visited agencies, completed service with agencies and toured the area. The students enjoyed the trip. Three graduate students and four undergraduate students presented at the university research day in May[MH1]. As it was last year, social work practitioners from the area also went on the trip.

Faculty-

The faculty in the department were busy with a variety of projects. Dr. Austin was on sabbatical following a research agenda while away. Dr. Thomas was approved for a sabbatical in Fall of 2017 and established a research agenda. During the spring, she published an article on transportation access for diabetes clients. Dr. Dottin published a
study on field internships. Several of the faculty attended the Council of Social Work Education Annual Program Meeting in the Fall of 2017. Dr. Franklin attended and presented at the Black Social Workers Conference and Dr. Kiesel presented at the National Association of Social Workers National Conference. Both events were held during the Spring 2018 semester. Dr. Kingsberry and Finger-Wright co-presented at a conference.

Dr. Franklin may have run the most attended program this year on campus. She and a colleague have a small grant for programming that involves wellness and health. Puppies from the SPCA arrived onto campus during finals to de-stress students, faculty and staff. It was obviously needed as there were over 400 people in attendance. Funds from this grant were also used to host a painting night. Dr. Franklin also started a graduation breakfast event that could turn into an annual tradition.

A major initiative that has taken years to build to fruition was spearheaded by multiple members of the department both current and former. On June 11, 2018 a law was signed that provides multi-tiered licensure for social workers in the state of Delaware. Delaware will be the 40th state to have multi-tiered licensure. This is thanks to the hard work and commitment of Dr. Marlene Saunders, Emeritus faculty, Dr. Franklin, Dr. Kingsberry and other NASW members.

Finally, a new Chair was hired. Dr. Kelly Ward was hired with tenure at the rank of full professor. She comes to the University after teaching and being MSW Director and BSW Director at other schools. She began March 19, 2018.

Dr. Dottin continues to uphold relationships in the community throughout the state. She offered her annual thank-you celebration, provided CEUs for various training opportunities, and continues to add placement site agencies as our needs grow.

**Unit(s) Honors/Awards and Achievements**

Dr. Kingsberry was named Social Worker of the Year by the National Association of Social Workers, Delaware Chapter. She was to be honored as a joint DESU event with NASW, but it was snowed out. A small quiet dinner to celebrate the occasion occurred later.

Dr. Kingsberry became a member of the editorial board of *Smith College Studies in Social Work*. The journal, established in 1931, is one of the oldest in the field of social work. It features articles that advance theoretical understanding of psychological and social functioning, presents clinically relevant research findings, and promote excellence in clinical practice. The journal, often viewed as a house organ to disseminate the research of students, addresses some of the most vital issues facing clinical social work practitioners. It addresses issues of mental health, therapeutic process, trauma and recovery, psychopathology, racial and cultural diversity, culturally responsive clinical practice, intersubjectivity, the influence of postmodern theory on clinical practice, community-based practice, and clinical services for specific populations of psychologically and socially vulnerable clients.

Dr. Kingsberry was invited to participate in the 2017 Leadership Program in the Holy Land from October 16-29, 2017. She was invited to attend this important leadership program because of her interest in increasing her knowledge about the conflict that has
existed between Israel and Palestine, and in Middle East Peace efforts in general. In spring 2017, she led the initiative to hold a symposium at Delaware State University that enabled over 300 undergraduate and graduate students to increase their knowledge about the historical background and current conflict between Israel and Palestine.

In November 2017 Dr. Kingsberry participated in a symposium, Managing Chronic Diseases in the Black Community: The Emerging Role of Faith Communities, entat Delaware Technical Community College. The purpose of the symposium was to raise awareness of the challenges that Black Americans who are managing chronic diseases face and to address the role that faith communities can play in helping them to better manage these diseases.

Dr. Anthony Hill was granted tenure. He also accepted a position as Director of Social Work at Winthrop University in Rock, Hill, South Carolina.

Dr. Kiesel was selected by the Associate Provost to be on interviewing committee to select the next Dean of Graduate Studies.

Dr. Thomas, Dr. Franklin, and Dr. Kiesel worked on large grants for RCMI and ACCEL. RCMI was not funded, but it is anticipated that ACCEL will be funded.

Dr. Kiesel and Dr. Hill were awarded a grant for approximately $27,000 from the State Division of Family Services for a time study regarding treatment social workers' caseloads.

Dr. Kiesel is partnering with a UD professor and doctoral student on a research project involving healthy masculinity and prevention of campus sexual assault.

Dr. Kiesel attended The Teaching Professor conference in Atlanta, 5/31-6/3.

For the first time the social work program had an online presence. Next year the focus will be on updating the course content and the components of student engagement.

Study Abroad: Costa Rica, 12 students attended, two graduate students and ten undergrads.

Employment: Administratively, the Department appointed a new Chair.

The Director of Field Education reports that 5 of our BSW students in field placements were employed by their field placement agencies and 7 of our MSW students in field placements have been employed by their field placement agencies. Preliminary information indicates that a minimum of five of the 38 BSW graduates have been admitted into graduate social work programs. At least two are admitted to Howard University School of Social Work and, to date, three have been admitted to Delaware State University's MSW Program. We had 99 Applicants to the MSW program this year.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.
The Social Work Department is currently preparing for the re-affirmation of accreditation to be completed by June 2020. In this regard, a primary concern was securing the employment of a capable Department chairperson - this was accomplished. A small group of faculty and staff (MSW Program Director and BSW Director) recently attended the CSWE Learning Academy Training Program to better understand the new 2015 Educational Policy and Standards (EPAS) for accreditation. This training highlighted the changes in policies and standards and oriented participants to processes and procedures as well as how to write a successful self-study. Two additional faculty members will be attending this training in the fall.

There will be a minimum of three primary objectives to be addressed by the Department's BSW and MSW Programs this coming year. These three objectives consist of the following:

1. Reviewing and revising syllabi for both programs to reflect and be in alignment with changes indicated by EPAS.

2. Reviewing and revising both programs' assessment process and procedures to ensure compliance and alignment with the new EPAS requirements and

Two other major initiative will occur beyond the accreditation preparation, which includes making the website more manageable to navigate and make the online program more

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

As the Council on Social Work Education’s Commission on Accreditation has modified process and standards around assessment, the Department will be restructuring its assessment measures and configurations to comply with the new Educational Policy and Standards (EPAS).

We will provide the assessment report which CSWE requires the program to report on its website for the Spring of 18 and Fall of 18. That data report will be ready in March of 2019. We will be reporting on students' performance in internships as reported by their field supervisors, students' performance in the classroom as reported by the faculty and the performance of student affairs (advising, registrar, student accounts and financial aid lines, as reported by students.

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Dottin, C. D. (2018) Admission of master’s degree students with criminal backgrounds:
implications for field directors Field Scholars 8(1) fieldevaluator.simmons.edu


For graduate program annual reports TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.
NA

For graduate program annual reports TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)
NA

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)
NA

For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.
NA
Mission / Purpose

The mission of the Department of Sociology and Criminal Justice is three fold:

(i) to foster in its students the sociological knowledge, skills, and aptitudes that will enable them to think critically and logically in preparation for pursuit of higher academic and professional degrees and employment in both public and private sectors.

(ii) to raise the social consciousness of students, encourage them to commit to social justice and social change, locally and globally, based on an awareness of social inequalities.

(iii) to educate students for world citizenship; for a meaningful and effective participation and functioning in a world that has, and continues to, become increasingly interconnected, by providing a broader and deeper understanding of human cultural diversity.

*Reviewed Spring 2009

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Qualified, Productive and Diverse Faculty

To recruit and retain qualified, productive and diverse faculty.

O/O 1: Faculty Qualifications

Ensure all full-time tenure-track teaching faculty have terminal degrees in Sociology and Criminal Justice.

Relevant Associations:

Strategic Plan Associations:

College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

**Related Measures:**

**M 1: Percent of Faculty with Terminal Degrees**

Data source is Faculty Vita.

Source of Evidence: Administrative measure - other

**Target:**
100% of full-time tenure track faculty will have terminal degree in Sociology/Criminal Justice discipline.

**Findings (2016-2017) - Target: Met**
100% of tenure track faculty has terminal degrees.

**Findings (2015-2016) - Target: Met**
100% of tenure track faculty has terminal degrees.

**Findings (2014-2015) - Target: Met**
100% of tenure track faculty has terminal degrees.

**Findings (2013-2014) - Target: Not Met**
67% of tenure track faculty has terminal degrees. Two tenure track faculty starting in August 2012 did not complete doctorate (terminal degree).

**Findings (2012-2013) - Target: Not Met**
67% of tenure-track faculty have terminal degree in Sociology/Criminal Justice discipline. Three new faculty were hired in May 2012, to begin in August 2012 with terminal degree. Two of the three did not complete terminal degree by start date.

**Findings (2011-2012) - Target: Met**
100% of full-time tenure track faculty have terminal degrees in Sociology/Criminal Justice discipline.

**Findings (2010-2011) - Target: Met**
100% of full-time tenure track faculty have terminal degrees in Sociology/Criminal Justice discipline.
Findings (2009-2010) - Target: Not Met
80% of faculty members submitted all reports on 4/30/10. see attachment.

O/O 2: Faculty Matrix

Ensure that full-time tenure track faculty comprise a diverse matrix in regards to race, gender and discipline.
Ensure that full-time tenure track faculty positions are sufficient to meet the number of students in the program.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

Related Measures:

M 2: Sufficient Faculty

Ensure sufficient faculty positions are allocated to meet student demand and to reflect professional standards related to student faculty ratios.

Source of Evidence: Professional standards

Target:
Maintain student faculty ratio comparable to Middle States accrediting standards.

Findings (2016-2017) - Target: Not Met
MSCHE recommended student faculty ratio is 20:1. DSU student faculty ratio is 15:1. DSU SCCJ department is 50:1.

Findings (2015-2016) - Target: Not Met
MSCHE student faculty ratio is 20:1. DSU SCCJ department is 45:1.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Secure additional faculty positions
Established in Cycle: 2015-2016
Current student faculty ratio is two times accreditation standard. Faculty coverage report indicates need for three new position.

**M 3: Faculty Diversity**

Ensure that faculty composition is diverse in regards to race, gender and discipline.

Source of Evidence: Administrative measure - other

**Target:**
Faculty matrix indicates diversity in regards to race, gender and discipline.

**Findings (2016-2017) - Target: Partially Met**
Faculty matrix indicates diversity in regards to gender but is in need of greater diversity in terms of race/ethnicity. Five faculty members are male and three are female. However, only two (one male and one female) are African American. Given that DSU is an HBCU, greater race/ethnic minority representation on the faculty is a hiring priority.

**Findings (2015-2016) - Target: Partially Met**
Faculty matrix indicates diversity in regards to gender but is in need of greater diversity in terms of race/ethnicity. Five faculty members are male and three are female. However, only two (one male and one female) are African American. Given that DSU is an HBCU, greater race/ethnic minority representation on the faculty is a hiring priority.

**Findings (2014-2015) - Target: Partially Met**
Faculty matrix indicates diversity in regards to gender and discipline. Half the tenure track faculty is female and half male. Of the six tenure track faculty with terminal degrees, three have Sociology degrees and three have Criminology degrees. However, only one fifth is minority. Increased diversity in regards to race/ethnicity is necessary to better match student profile and to meet the mission and goals of an HBCU.

**Findings (2013-2014) - Target: Met**
Faculty matrix indicates diversity in regards to race, gender and discipline. Half the tenure track faculty is female and half male. One third is minority. Of the four tenure track faculty with terminal degrees, two (half) have Sociology doctorate degrees and two (half) have Criminology doctorate degrees.

**Findings (2012-2013) - Target: Met**
Faculty matrix indicates diversity in regards to race, gender and discipline. Half the tenure track faculty is female and half male. One third is minority. Of the four tenure track faculty with terminal degrees, two (half) have Sociology doctorate degrees and two (half) have Criminology doctorate degrees.

**Findings (2011-2012) - Target: Not Reported This Cycle**
Due to continued vacancies during academic year objective could not be accurately accessed.
**Findings (2010-2011) - Target: Not Met**  
Due to vacancies in three full-time tenure track positions, matrix data is incomplete and objective can not be assessed.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Faculty Composition**  
*Established in Cycle: 2014-2015*  
During faculty searches and hiring, ensure that faculty meet the needs of students. Continue to recruit strategically, including...

**O/O 3: Faculty Publications**  
Promote publication of scholarly work by faculty members.

**Relevant Associations:**

**Strategic Plan Associations:**

*College of Arts, Humanities, & Social Sciences*

1. Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

**Related Measures:**

**M 4: Submit and Publish Scholarly Articles**

Data source is Faculty Vita

Source of Evidence: Administrative measure - other

**Target:**
Each faculty member who has not reached full professor status to submit one scholarly work or publish a scholarly work each academic year.

**Findings (2016-2017) - Target: Partially Met**
All faculty, regardless of rank, have worked on scholarly publications. Two of faculty had work accepted for publication or published during the academic year for a total of five scholarly publications (three peer reviewed journal articles and two book reviews).

**Findings (2015-2016) - Target: Partially Met**
All faculty, regardless of rank, have worked on scholarly publications. Four (50%) of faculty had work accepted for publication or published during the academic year for a total of five scholarly publications.

**Findings (2014-2015) - Target: Partially Met**
Half of the faculty members who have not achieved full professor rank submitted scholarly publications.
Findings (2013-2014) - Target: Partially Met
Two of the four faculty members who have not achieved full professorship published scholarly work.

Findings (2012-2013) - Target: Partially Met
Two of the four faculty members who have not achieved full professorship published scholarly work.

Findings (2011-2012) - Target: Not Met
No faculty published scholarly articles this academic year due to teaching demands resulting from full-time faculty position vacancies. Two faculty, however, submitted articles for publication.

Findings (2010-2011) - Target: Met
100% of non tenured full-time faculty published scholarly work during the academic year.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase submission of scholarly work (Secondary KPI#13)
Established in Cycle: 2012-2013
Faculty who have not achieved full professor status to submit at least one scholarly work for publication each year.

O/O 4: Faculty Research
Promote faculty research by submitting proposals and conducting non-sponsored research.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
3 Create a model of scholarly research for all full time faculty.

Related Measures:

M 5: Faculty Research Activity
Faculty Vitea, grant proposals and award notices.
Source of Evidence: Administrative measure - other

Target:
All tenure track faculty and full professors will be involved in research activities.
Findings (2016-2017) - Target: Partially Met
All faculty are involved in research. Three proposals were submitted for external funding.

Findings (2015-2016) - Target: Partially Met
All faculty are involved in research. One proposal was submitted for federal funding. Two faculty conducted project evaluations for other agencies or units.

Findings (2014-2015) - Target: Met
100% of faculty report research activity. None of the current research is externally funded.

Findings (2013-2014) - Target: Partially Met
Four of the six faculty reported research activity.

Findings (2012-2013) - Target: Partially Met
Four of the six faculty reported research activity.

Findings (2011-2012) - Target: Not Met
Due to teaching demands and faculty vacancies, faculty unable to develop research grants.

Findings (2010-2011) - Target: Met
Dr. Dillard submitted a proposal to the National Institute of Justice in March 2010.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase funded research activities (KPI #6)
All faculty are involved in research activities; however, none of the research is supported with funding. Increasing funded res...

O/O 5: Faculty Service
To maintain faculty participation in University and community service work.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
1 Support and Strengthen all academic departments within the College of Arts, Humanities and Social Science Programs, as well as the activities and services provided by Delaware State University

Related Measures:

M 6: Faculty Participation in University and Community Service Work
Data Source Faculty Vitea

Source of Evidence: Academic direct measure of learning - other

**Target:**
Each full-time faculty member to participate in at least one Department committee and one University or College committee.

**Findings (2016-2017) - Target: Met**
All faculty participate in department and University committees. In total, faculty provides service to 23 organizations and committees.

**Findings (2015-2016) - Target: Met**
All faculty participate in department and University committees.

**Findings (2014-2015) - Target: Met**
100% of tenure track faculty participate in Department and University committees. Faculty members participate in three or more committees.

**Findings (2013-2014) - Target: Met**
100% of full-time faculty involved in at least one Department and at least one University committee.

**Findings (2012-2013) - Target: Met**
100% of full-time faculty involved in at least one Department and at least one University committee.

**Findings (2011-2012) - Target: Met**
100% of full-time faculty members participated in at least one Department committee and one University or College committee. Each full-time Department faculty served on at least three (3) Department committees AND three (3) University or College committees.

**Findings (2010-2011) - Target: Met**
100% of full-time faculty participated in at least one Department and one University or College committee. On average, faculty participated in three Department and 3 University/College committees.

**G 2: Relevant and Credible Curricula**

To develop and offer relevant and credible curricular comprised of courses and other activities designed to prepare students for the work place and/or graduate/professional school.

**O/O 6: Curricula Development**

Implement a process to continually review and revise curricula to ensure relevancy and credibility.
Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
  2 Provide high quality instruction which meets the needs of all majors within
  the College of Arts, Humanities and Social Sciences and the General
  Education Requirements for all non-majors

Related Measures:

M 7: Revise Curricula
External review and self study findings indicate need for curricula revisions.

Source of Evidence: Administrative measure - other

Target:
Improve curriculum based on findings from student learning assessment,
changes in University, and/or changes in discipline.

Findings (2016-2017) - Target: Met
The department curriculum committee continued their work to strengthen
the course offerings of the department. Three new courses were
developed and approved. In addition, sociology and criminal justice
curriculum were revised to reflect previous changes and allow students
to better tailor their courses.

Findings (2015-2016) - Target: Met
The department Curriculum Committee revised course descriptions and
pre-requisites as a strategy to increase student adherence to the
curriculum and to improve student learning.

Findings (2014-2015) - Target: Partially Met
The Department Curriculum committee met regularly this academic year.
The committee proposed three additional 300/400 level Sociology and
Criminal Justice courses. The proposed courses reflect new faculty
expertise and research as well as better prepare students for graduate
school. However, student learning assessment findings suggest the
need to improve courses and strengthen curriculum impact on writing,
information literacy, and critical thinking.

Findings (2013-2014) - Target: Not Met
Due to faculty coverage issues, the Department Curriculum Committee
was not active during 2013-2014. Curricula revisions identified in the
Action Plan have not been addressed.

Findings (2012-2013) - Target: Met
Curricula revised in 2010 based on recommendations made in external
and internal program reviews. Student learning outcomes, syllabi and
curricula maps revised accordingly in 2012-2013. Assessment of student
learning goals and objectives indicate additional curriculum
development. See Sociology and Criminal Justice program Action Plans for specifics.

**Findings (2011-2012) - Target: Partially Met**
New program curricula used for incoming freshman (2011-2012). Curricula revisions require program goal and student learning outcome revisions.

**Findings (2010-2011) - Target: Met**
Curricula changes made and approved May 2011.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Curriculum Development**
*Established in Cycle: 2012-2013*
Assessment of student learning goals and objectives indicated need for additional curriculum development. Department Curriculum...

**Curriculum changes related to University and discipline changes**
*Established in Cycle: 2015-2016*
Both the sociology and criminal justice curriculum need to be changed to reflect the elimination of several math courses. Curri...

**G 3: Instructional Technology and Resources**
To develop and maintain technology and other instructional resources designed to supplement and support teaching.

**O/O 7: Technology and Instructional Resources Improvement**
Ensure that technology and other instructional resources are adequate to effective quality teaching and learning.

**Relevant Associations:**

**Strategic Plan Associations:**
*College of Arts, Humanities, & Social Sciences*
  2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

**Related Measures:**

**M 8: Technology and Instructional Resource Capacity**
Inventory of instructional resources, including projectors, Smartboards, TV/DVD players.
Source of Evidence: Administrative measure - other

**Target:**

100% of classrooms meet minimum standards of technology and instructional resource capacity. Professors have access to technology to present powerpoint presentations and to show DVDs.

**Findings (2016-2017) - Target: Not Met**

Class rooms meet minimal technology standards. Functional Smart boards are needed in 3 class rooms in Delaware Hall.

**Findings (2015-2016) - Target: Not Met**

Class rooms meet minimal technology standards. Functional Smart boards are needed in 3 class rooms in Delaware Hall.

**Findings (2014-2015) - Target: Partially Met**

Class rooms meet minimum technology standards. One new class room was developed and is fully equipped with a Smart Board. Additional class rooms need to be equipped with Smart Boards.

**Findings (2013-2014) - Target: Partially Met**

Faculty have been trained on Smart class room technology. However, Department continues to lack sufficient laptops, projectors and Smart class rooms.

**Findings (2012-2013) - Target: Partially Met**

One class room was converted to a Smart class room. Faculty have not been trained on the class room. Department continues to lack sufficient laptops, projectors and Smart class rooms.

**Findings (2011-2012) - Target: Not Met**

No improvements to class room technology and instructional resource capacity made this year. Class rooms continue to be below resource expectation. Department continues to lack instructional technology including projectors, laptops, and Smartboards.

**Findings (2010-2011) - Target: Not Met**

Faculty share two TV/DVD players. There are zero projectors and no capacity to provide power point presentations. There are zero classrooms in Delaware Hall with Smartboards.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Instructional Technology**

*Established in Cycle:* 2014-2015

The remaining two class rooms in DH without instructional technology have not been equipped with functional smart boards.
G 4: Student Practical Experiences

To increase employability by providing opportunities to improve workplace skills through activities and experiences outside the classroom.

O/O 8: Develop and Increase Internship Opportunities
Continue to develop new internship opportunities. Maintain current internship relationships.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
   2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

Related Measures:

M 9: Increase Student Internship Opportunities
Increase the number of new student internship opportunities each year by at least one new opportunity.

Source of Evidence: Administrative measure - other

Target:
Increase the number of student internship options by at least one each academic year.

Findings (2016-2017) - Target: Met
The Internship instructor continues to seek and develop additional internships. During 2016-1017 an additional internship course was added to the curriculum.

Findings (2015-2016) - Target: Met
The Internship instructor continues to seek and develop additional internships. New Internships were developed with federal law enforcement agencies, including ICE and Border Patrol. The department chair created an Internship - Career connection document which highlights testimonials about their internship experience from graduates. The document is on the web page, provided to students in the Internship course and to students in University Seminar. It underscores the importance of the internship and provides ideas on where to intern and how to use it as a bridge to gainful employment in the field.

Findings (2014-2015) - Target: Met
No new internship opportunities were developed. Sufficient internships agreements have been developed. This objective needs to be revised.

Findings (2013-2014) - Target: Met
Two new internship opportunities were established, including an
internship agreement with Connections CSP, Inc. Four students participated in the WISH program in DC. One student was selected for the WISH Intern Spotlight.

Findings (2012-2013) - Target: Met
Three new internships were initiated. A court observation project for students evolved into ongoing internship opportunities with the Delaware court system. A graduating senior secured an internship with the Federal Court system through this project. A formal partnership with WISH, a Washington DC based internship coordinating agency, was initiated and four students have been identified to participate in that program in Spring 2014. Internship opportunities with Stevenson House were established.

Findings (2011-2012) - Target: Met
Four new internship opportunities were established this academic year. Two of the new internship opportunities provided students with undergraduate research experience. Six students participated in these new internship opportunities.

Findings (2010-2011) - Target: Met
Internship relationship with Delaware Department of Correction and Delaware Department of Probation and Parole was renewed. Twelve students completed internships with these two agencies. Three new internship opportunities were established with Middletown Police Department, Brandywine Counseling and Community Services and Delaware Domestic Violence Coordinating Counsel. Three students completed internships with these agencies.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Revisit Internship objective
Linking students to meaningful internships that lead to professional employment is a key aim of the department and KPI #1. Now ...

O/O 9: Support Sociology and Criminal Justice Club
Continue to support student facilitated Sociology and Criminal Justice Club by providing a faculty sponsor and assisting with activities.

Relevant Associations:

Strategic Plan Associations:
College of Arts, Humanities, & Social Sciences
6 Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

Related Measures:
M 10: Support Sociology and Criminal Justice Club
Data sources: Club Minutes and Resources provided to Club (e.g. List of Professional Contacts).

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Department to provide faculty sponsor for Club. Faculty sponsor to provide resources and assistance as requested.

**Findings (2016-2017) - Target: Met**
Department continues to support the Sociology and Criminal Justice Club. Club meetings and activities will be included on the department web page which is being redesigned.

**Findings (2015-2016) - Target: Met**
Department continues to support the Sociology and Criminal Justice Club. Club meetings and activities will be included on the department web page which is being redesigned.

**Findings (2015-2016) - Target: Met**
Department continues to support the Sociology and Criminal Justice Club.

**Findings (2014-2015) - Target: Met**
Department continues to support Sociology and Criminal Justice club.

**Findings (2013-2014) - Target: Met**
Department continues to provide support to the Sociology/Criminal Justice Club.

**Findings (2012-2013) - Target: Met**
Department continues to provide support to the Sociology and Criminal Justice Club.

**Findings (2011-2012) - Target: Met**
Department continues to provide a faculty sponsor to the Sociology and Criminal Justice Club. Faculty sponsor assisted with arranging guest speakers and a trip.

**Findings (2010-2011) - Target: Met**
Department provides faculty sponsor. Department provided club officers with a professional contact list of potential speakers. Faculty assisted club officers in hosting speakers and scheduling events.

**O/O 10: Increase Student Volunteer Opportunities**

Continue to seek and publicize volunteer opportunities for students.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Arts, Humanities, & Social Sciences
2 Provide high quality instruction which meets the needs of all majors within the College of Arts, Humanities and Social Sciences and the General Education Requirements for all non-majors

**Related Measures:**

**M 11: Student Volunteer Options**

Increase student volunteer options.

Source of Evidence: Administrative measure - other

**Target:**

Develop at least one new volunteer option each academic year.

**Findings (2016-2017) - Target: Met**

The department continues to advertise and encourage volunteer opportunities for students. The department web page, currently being redesigned, will include volunteer options.

**Findings (2015-2016) - Target: Met**

The department continues to advertise and encourage volunteer opportunities for students. The department web page, currently being redesigned, will include volunteer options.

**Findings (2014-2015) - Target: Met**

Volunteer opportunities are publicized and students are encouraged to participate.

**Findings (2013-2014) - Target: Met**

Volunteer options are distributed continuously and students are encouraged to participate.

**Findings (2012-2013) - Target: Met**

Two new volunteer opportunities were initiated this academic year with DSU preschool program and with a Milford based social service program.

**Findings (2011-2012) - Target: Met**

Two new volunteer opportunities were established; one with Apex and one with Homeless Coordinating Council.

**Findings (2010-2011) - Target: Met**

Two new volunteer options were developed: Whitney's Lights and Contact Lifeline.

**G 5: Reputable and Competitive Department**

Develop and maintain a reputable and competitive Department.
O/O 11: Increase Retention Rates
To increase retention rates.

**Related Measures:**

**M 12: Increase Retention Rates**
IR Data/Dept. Data

Source of Evidence: Administrative measure - other

**Target:**
Increase retention rate by 5% each year.

**Findings (2015-2016) - Target: Partially Met**
The department developed an Instructor and Retention Specialist position. Preliminary findings show a slight increase, 2.5%, in the retention rate for freshman from fall to spring, indicating the position is effective. Accurate freshman to sophomore retention rate not yet available.

**Findings (2014-2015) - Target: Met**
The department retention rate was 78.5%, a 12.5% increase from 2013-2014. The department developed a new position, Instructor and Retention Specialist, designed to improve the retention rate. The position was filled and the impact on the retention rate will be assessed in May 2016.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Accurate Department retention data has not been provided by Institutional Research. Objective could not be assessed.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Accurate Department retention data has not been provided by Institutional Research. Objective could not be assessed.

**Findings (2011-2012) - Target: Not Reported This Cycle**
Accurate Department Retention Rate has not been provided by Institutional Research. Objective could not be assessed.

**Findings (2010-2011) - Target: Not Met**
Department Retention Rate is unknown so objective could not be assessed.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Increase Retention Rate (KP #4)**
*Established in Cycle: 2010-2011*
An Instructor and Retention Specialist position was developed and filled. The responsibilities of this position are aimed at ...

**Update Retention Rate**
*Established in Cycle: 2015-2016*
IR retention data not accurate until after Fall 2016 no show (September).

**O/O 12: Improve Graduation Rates**

Continue to improve graduation rates.

**Related Measures:**

**M 13: Increase Graduation Rates**
IR Data/Dept. Data

Source of Evidence: Administrative measure - other

**Target:**
Increase 4 year graduation rate by 5% each year.

**Findings (2016-2017) - Target: Partially Met**
A total of 70 students graduated during the 2016-2017 academic year (66 criminal justice and 4 sociology). Final graduation rate not available until September.

**Findings (2015-2016) - Target: Partially Met**
Final graduation rate not available until September.

**Findings (2014-2015) - Target: Partially Met**
The target was revised from a 5-year rate to a 4-year rate to match KPI #3 and IR data. The baseline 4-year graduate rate was provided in August 2014 and is 30%. The 2014-2015 4-year graduation rate is 31%.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Accurate graduate rate for all majors in a five year period not provided by Institutional Research. Objective not assessed. However, 56 of the 62 seniors applying for graduation graduated for a graduation rate of 90%.

**Findings (2012-2013) - Target: Not Reported This Cycle**
Accurate graduate rate not provided by Institutional Research. Objective not assessed.
**Findings (2011-2012) - Target: Not Reported This Cycle**
Accurate Department Graduation Rate has not been provided by Institutional Research. Objective could not be assessed.

**Findings (2010-2011) - Target: Not Met**
department Graduation Rate is unknown so objective could not be assessed.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Increase Graduation Rate**
*Established in Cycle: 2010-2011*

Develop a departmental plan to improve graduation rates.

**Update Graduation Rate**
*Established in Cycle: 2015-2016*
Accurate data not available until September.

**O/O 13: Increase Graduate and Professional School Application**
To increase the number of students applying for professional/graduate schools.

**Related Measures:**

**M 15: Increase Student Professional/Graduate School Application**
Data Source: Senior Survey and updates from graduates.

Source of Evidence: Administrative measure - other

**Target:**
At least 25% of graduating seniors apply for graduate or professional school.

**Findings (2016-2017) - Target: Partially Met**
16% of graduating seniors applied for graduate or law school and 34% plan to apply in the future.

**Findings (2015-2016) - Target: Met**
26% of graduating seniors applied for graduate or law school and 13% were accepted prior to DSU graduation.

**Findings (2014-2015) - Target: Partially Met**
15% of graduating seniors applied for graduate school and 12% were accepted. This represents a 4% increase in the number of graduates applying for graduate/professional school and an 8% increase in the number of graduates accepted into graduate school.

**Findings (2013-2014) - Target: Not Met**
Only 11% (6 of the 56 graduating seniors) applied for graduate school. Two were accepted prior to graduation.
Findings (2012-2013) - Target: Met
Thirty-eight (38) of the 40 seniors in the Class of 2013 completed a survey for a completion rate of 95%. Thirteen (33%) of the seniors plan to attend graduate school or law school Fall 2013. All of them had completed applications to at least one school.

Findings (2011-2012) - Target: Partially Met
39 of the 40 seniors completed a senior survey for a 98% survey completion rate. 14 (36%) indicated that they would be attending graduate or law school in the Fall 2012. Of that 14, 7 (18%) have been accepted to graduate or law school.

Findings (2010-2011) - Target: Not Met
According to the Senior Survey responses, only about 12% of graduating seniors applied for graduate or professional school admission.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Advise Juniors and Seniors on Graduate/Professional School Application
Established in Cycle: 2010-2011
Academic advisors encourage and, where appropriate, assist juniors and seniors with graduate and professional school application...

Criminal Justice Master's Degree Program
Established in Cycle: 2010-2011
Continue to track need for a CJ Master's Degree program.

O/O 14: Increase Graduate Employment Rate
Continue to increase percentage of students employed in professional jobs upon graduation.

Related Measures:

M 16: Increase Graduate Job Placement
Increase Percentage of Students with Field Related Jobs Upon Graduation
Data Source: Dept. Senior Survey

Source of Evidence: Administrative measure - other

Target:
Increase employment rate by 5% each year.

Findings (2016-2017) - Target: Not Met
24% of graduating seniors not planning on attending graduate or law school in Fall 2016 had accepted a professional position in their discipline. This is a 5% decrease from the previous year.
Findings (2015-2016) - Target: Met
29% of graduating seniors not planning on attending graduate or law school in Fall 2016 had accepted a professional position in their discipline. This is a 5% increase from last year.

Findings (2014-2015) - Target: Met
24% of graduating seniors were employed in their discipline at the time of graduation, representing an 8% increase from the previous year.

Findings (2013-2014) - Target: Met
Nine of the 56 graduates obtained professional employment at the time of graduation. The employment rate for the 2014 graduating class was 16% (a 9% increase from the previous year).

Findings (2012-2013) - Target: Not Met
Fifteen of the 27 (56%) seniors not going to graduate or law school submitted employment applications. Only one (7%) had a job offer, down from 25% the previous year.

Findings (2011-2012) - Target: Partially Met
Of the 33 graduating seniors not accepted into graduate or law school for the Fall 2012, 8 (25%) have employment in a discipline related job upon graduation.

Findings (2010-2011) - Target: Not Met
Current job placement rate is unknown so objective could not be assessed.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Increase graduating senior job application rate (KPI #2)
Established in Cycle: 2012-2013
Advisors to work with graduating seniors to increase job application rate. Increase emphasis on job application and resume prep...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Continue Review
Continue review.

Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Develop Committee for Criminal Justice Program
Develop Committee by Spring 2011.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Implement an Assessment Process to Prepare Students for Graduation**
1a. Revise Benchmarks  
1b. Improve data collection process

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High

**Increase Job Placement Upon Graduation**
Improve data collection process.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High  
**Projected Completion Date:** 08/31/2010

**Seek University Resources and Support for Technology in Classrooms**
Continue to seek University Support and resources to improve technology in classrooms.

**Established in Cycle:** 2008-2009  
**Implementation Status:** Planned  
**Priority:** High  
**Projected Completion Date:** 08/31/2010

**Technology Capability in Classrooms**
Continue to seek University support and resources to improve technology in classrooms.
Established in Cycle: 2008-2009
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Technology and Instructional Resource Capacity | Outcome/Objective: Faculty Matrix

Projected Completion Date: 08/31/2010

**Advise Juniors and Seniors on Graduate/Professional School Application**
Academic advisors encourage and, where appropriate, assist juniors and seniors with graduate and professional school application.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Increase Student Professional/Graduate School Application | Outcome/Objective: Increase Graduate and Professional School Application

Implementation Description: Increase emphasis on graduate and professional school application in academic advising efforts.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Academic Advisors
Additional Resources Requested: None

**Criminal Justice Master's Degree Program**

Continue to track need for a CJ Master's Degree program.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Low

Relationships (Measure | Outcome/Objective):
  Measure: Increase Student Professional/Graduate School Application | Outcome/Objective: Increase Graduate and Professional School Application

Implementation Description: Track market need and student need for a CJ Master's Degree program. Track meeting need with current MPA program and planned Forensic Science master's degree program.
Projected Completion Date: 05/24/2016
Responsible Person/Group: Chair
Additional Resources Requested: None

Increase Graduation Rate

Develop a departmental plan to improve graduation rates.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Increase Graduation Rates | Outcome/Objective: Improve Graduation Rates

Implementation Description: Faculty to develop a plan to improve graduation rates.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Department Assessment Chair
Additional Resources Requested: None

Increase Retention Rate (KP #4)

An Instructor and Retention Specialist position was developed and filled. The responsibilities of this position are aimed at improving the department retention rate. Preliminary data show a slight increase (2.5%) in the retention rate. The first year report is under development. Additional action plans will be included based on the findings of the first year report.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Increase Retention Rates | Outcome/Objective: Increase Retention Rates

Implementation Description: Instructor and Retention Specialist to develop and implement activities to improve retention rate.
Projected Completion Date: 10/01/2016
Responsible Person/Group: Instructor and Retention Specialist with support and assistance from Chair and faculty.
Additional Resources Requested: None
Curriculum Development
Assessment of student learning goals and objectives indicated need for additional curriculum development. Department Curriculum Committee to review Sociology and Criminal Justice Action Plans and address curricula needs.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Revise Curricula | Outcome/Objective: Curricula Development

Implementation Description: Department Curriculum Committee to review Sociology and Criminal Justice Action Plans and address curricula needs.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Curriculum Committee
Additional Resources Requested: None

Increase graduating senior job application rate (KPI #2)
Advisors to work with graduating seniors to increase job application rate. Increase emphasis on job application and resume preparation in the Internship course.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Increase Graduate Job Placement | Outcome/Objective: Increase Graduate Employment Rate

Implementation Description: Advisors to work with graduating seniors to increase job application rate.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Academic Advisors and Internship Instructor
Additional Resources Requested: None

Increase submission of scholarly work (Secondary KPI#13)
Faculty who have not achieved full professor status to submit at least one scholarly work for publication each year.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Submit and Publish Scholarly Articles | Outcome/Objective: Faculty Publications

Implementation Description: Individual faculty to develop professional development plan emphasizing publication submission. Chair will work with faculty to develop professional development plans and to support activities aimed at publication submission.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Individual faculty and Chair
Additional Resources Requested: None

Support CAHSS MPA Program
Work with CAHSS to develop and implement MPA program

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: Medium
Implementation Description: Chair to represent Department on development and implementation of MPA program
Projected Completion Date: 05/31/2015
Responsible Person/Group: Chair

Faculty Composition
During faculty searches and hiring, ensure that faculty meet the needs of students. Continue to recruit strategically, including continuing to advertise with the Black Doctoral Network.

Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Faculty Diversity | Outcome/Objective: Faculty Matrix

Projected Completion Date: 08/26/2016
Responsible Person/Group: Search Committee members and Chair
Additional Resources Requested: None

Increase funded research activities (KPI #6)
All faculty are involved in research activities; however, none of the research is supported with funding. Increasing funded research activities is a priority for the department and supports KPI #6.

Implementation Status: In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Faculty Research Activity  |  **Outcome/Objective:** Faculty Research

**Implementation Description:** Faculty to include activities to seek funded research in professional development plans. Chair to support activities to seek funding.

**Projected Completion Date:** 05/31/2017

**Responsible Person/Group:** Individual faculty supported by Chair.

### Instructional Technology

The remaining two class rooms in DH without instructional technology have not been equipped with functional smart boards.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Technology and Instructional Resource Capacity  |  **Outcome/Objective:** Technology and Instructional Resources Improvement

**Projected Completion Date:** 05/31/2017

**Responsible Person/Group:** Vince Ciammaichelli

### Revise Internship objective

Linking students to meaningful internships that lead to professional employment is a key aim of the department and KPI #1. Now that the department has established a strong and stable internship network, the Curriculum Committee needs to revise the objective to better meet KPI #1.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Increase Student Internship Opportunities  |  **Outcome/Objective:** Develop and Increase Internship Opportunities

**Implementation Description:** Curriculum Committee will draft a revised internship objective and will propose it to the department faculty.

**Projected Completion Date:** 05/31/2017

**Responsible Person/Group:** Curriculum Committee

**Additional Resources Requested:** None
Curriculum changes related to University and discipline changes

Both the sociology and criminal justice curriculum need to be changed to reflect the elimination of several math courses. Curricula will also be reviewed and changed to reflect changes in discipline.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Revise Curricula | Outcome/Objective: Curricula Development

Implementation Description: Curriculum committee will propose changes by November 2016. Faculty will vote on changes and submit to College Curriculum Committee by December 2016. Changes will be submitted to Faculty Senate by January 2017.
Projected Completion Date: 01/15/2017
Responsible Person/Group: Curriculum Committee

Secure additional faculty positions

Current student faculty ratio is two times accreditation standard. Faculty coverage report indicates need for three new positions, including the new position approved and search undertaken in 2015-2016. At a minimum, the vacancy created by Dr. Pagnucco's resignation needs to be filled.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Sufficient Faculty | Outcome/Objective: Faculty Matrix

Implementation Description: Chair will secure permission to fill current vacancy.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Chair
Additional Resources Requested: Advertising and interviewing costs
Budget Amount Requested: $0.00 (no request)

Update Graduation Rate

Accurate data not available until September.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Increase Graduation Rates | Outcome/Objective: Improve Graduation Rates

Implementation Description: Chair of Assessment Committee to request IR data and update WEAVE findings in September.
Projected Completion Date: 11/01/2016
Responsible Person/Group: Chair Assessment committee

Update Retention Rate
IR retention data not accurate until after Fall 2016 no show (September).

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Increase Retention Rates | Outcome/Objective: Increase Retention Rates

Implementation Description: Chair Assessment committee to request IR data and update WEAVE findings September 2016.
Projected Completion Date: 11/01/2016
Responsible Person/Group: Chair Assessment Committee

Annual Report Section Responses

Executive Summary (1-2 pages)

Unit(s) Profile

Department of Sociology and Criminal Justice Unit Profile 2017-18

Faculty: For the 2017-18 academic year, the Sociology and Criminal Justice department was comprised of:

One (1) Professor (Dr. Lee Streetman)

Three (3) Associate Professors (Dr. Dorothy Dillard, Dr. Kylie Parrotta, and Dr. Laurin Parker)

Three (3) Assistant Professors (Dr. John Balzarini, Dr. Kevin Ralston, and Dr. Anwar Ouassini)

One (1) Lecturer II/Retention Specialist (Mr. Benjamin Shamburger)

Four (5) adjuncts (Dr. Raymond Tutu, Mr. Gregory Babowal, Mr. Jerry Hopkins, Dr. Iiasha Price, and Ms. Jennifer Snyder)
**Support Staff:** The department has one administrative secretary serving 324 students and 8 faculty and 5 adjunct instructors.

**Students:** The department serves 324 students with 30 Sociology majors and 294 Criminal Justice majors. During the academic year, 10 students left the department for other majors and 15 changed their major to either Criminal Justice or Sociology. The number of majors for both programs continues to increase. The department shows a net gain of 21 majors for this academic year compared to last academic year. The student to faculty ratio is 41:1. The department student to faculty ratio has increased and is two and a half times greater than the DSU average student to faculty ratio and two times higher the MSCHE recommended ratio. The Department continues to struggle to meet student demand for required courses and, thus, ensure timely program completion.

**Unit(s) Initiatives accomplished in this cycle**

**SOCIOLOGY AND CRIMINAL JUSTICE**

**ACTON PLAN 2017-2018**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACTION ITEM</th>
<th>PRIORITY</th>
<th>2017-2018 Planned Actions/Responsible</th>
<th>End of academic year status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Transfer</td>
<td>High</td>
<td>Identify information literacy students should learn in each course.</td>
<td>Department identified key information literacy skills and knowledge and selected key courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify information literacy skills expected in upper level courses.</td>
<td>Assessment committee researched ePortfolios and department agreed to require</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop strategies to ensure students learn information literacy skills in lower level courses.</td>
<td></td>
</tr>
</tbody>
</table>

Page 2062 of 2329
Create a data collection and assessment plan. ePorfolios from majors. ePortfolios will be updated at key points as students matriculate through the program.

Assess Faculty Needs

Faculty coverage report and student faculty ratio (50:1) indicate the need for at least three more positions.


Provide support and resources for faculty to conduct research and publish scholarly works.

Increase faculty

High

Conducted search for new CJ tenure track position if permission is granted.

Identify # Positions High

Work with Dean to secure funding for new position.

Request special permission to hire for new CJ tenure track position.

Advertise and Hire


Reduce teaching loads

High

Conduct search for new CJ tenure track position if permission is granted.
Ensure caps are appropriate for courses.

Faculty Composition
High

Recruitment and Advertising

Increase funded research activities (KPI #6) 
High
Parrotta
a) Co-PI CSI DE
b) Research Team NSF HBCU-UP

Increase submission of scholarly work (KPI #13) 
High
Balzarini - Co-PI NSF
Faculty to continue to submit scholarly work.
Submitted = 12
Published = 5

Increase retention rate (KPI #4) 
High
Lecturer II and Retention Specialist to continue developing and employing strategies to increase retention.
Developed ePortfolios for US.
Developing ePortfolio for entire curriculum

Curricula 
Medium
Continue to review
Initiated
course offerings and propose any changes. process to
cross-list 3 courses with WMGS and 1 with Biology

Faculty overseeing internships to continue working with
Career Services as Internship B course is implemented.

Offered Internship B - 13 students completed

Revised Internship Objective (KPI #1 & #2)

Medium

Graduate Degree Programs

Support CAHSS MPA Program

Recruit within graduating class.

Medium

Department committee convened; decided on developing
Master's Program focusing on juvenile justice administration.
Will apply for program planning permission Fall 2018.

Continue to examine the creation of a CJ MA Program.

CJ MA Program

Increase graduation rate (KPI #3)

Medium

Ensure appropriate advising.

3.2% increase in 4-year graduation rate (from 22.5% to 25.7%).
<table>
<thead>
<tr>
<th>Objective</th>
<th>Priority</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase job placement rate (KPI #2)</td>
<td>Medium</td>
<td>Focus on employment in US I &amp; II. Require seniors to apply for jobs prior to graduation as part of Internship courses. Unavailable at time of annual report.</td>
</tr>
<tr>
<td>Increase graduate/law school entrance rate</td>
<td>Medium</td>
<td>Increase advising for juniors and seniors on graduate/law school application process. Encourage application completion as part of Internship courses. Unavailable at time of annual report.</td>
</tr>
<tr>
<td>Instructional Technology</td>
<td>Low</td>
<td>Continue to advocate for additional technology in classrooms in Delaware Hall, including the installation of working Smartboards and white boards. Continue to report technology failures and malfunctions. Continue to request additional technology.</td>
</tr>
</tbody>
</table>

**Unit(s) Honors/Awards and Achievements**

Dr. Kylie Parrotta earned the Teaching Excellence Award.

Dr. Dorothy Dillard was nominated by Governor Carney and confirmed by the Senate to serve on the Board of Parole.
Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

In addition to the standard measures assessed annually, three additional activities will be the focus of assessment: ACUE's Effective Teaching Course, QEM Initiative, and ePortfolios. Faculty participating in the ACUE Effective Teaching Course will update faculty on new teaching strategies employed and will assess their impact on student learning. The DSU QEM team will provide a report on initiatives and their impact on improving student learning, student opportunity, and the development of a Master’s program. The Assessment Committee will assess the development and the implementation of ePortfolios.

"KPI #1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Five students participated in research activities guided by faculty. Four students worked with the faculty advisor for NOBLE to collect and analyze survey responses from Town Hall meetings. One student worked with the Department Chair conducting literature research for a grant proposal.

56 students completed the required internship course and 14 students completed an additional internship. Students interned in a wide range of agencies, including the Lt. Governor’s Office, police departments, US federal law enforcement agencies, Delaware government agencies, social service agencies, and law firms. One CJ student was selected for the premiere Barclay’s internship.

Excel spreadsheet with detailed information submitted separately.

**Connected Document**
- KPI 1 and 10 Sociology and Criminal Justice 2017-18

**Closing the Assessment Loop**: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.  
  a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements?  
  b) Have these changes been implemented? If not, when will they be implemented?  
  c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

The Department of Sociology and Criminal Justice systematically examines student learning by assessing the student learning objectives annually. The findings are discussed and areas of improvement are identified. The student learning objectives assessment findings are supplemented by additional student learning assessment initiatives undertaken by individual faculty members. Based on the 2016-2017 academic program student learning assessment findings and the department assignment findings reported in WEAVE, an Action Plan was developed. The Action Plan guided the work of the department during the 2017-2018 academic year. Allowing the Action Plan to guide the department’s activities ensured that department goals were achieved. For more detailed information on the work of the department, see the Action Plan below and the Unit Initiatives discussed above under #3.
At the first faculty meeting of the year, faculty review the previous year’s action plan, focusing on status at end academic year for each action item. The student learning assessment data and the annual report are also reviewed. In 2011, the Department initiated an effort, the Pre/Post Academic Program Evaluation, to assess impact of the academic program on student learning. The evaluation compares level of skill and knowledge across the key performance indicators including the University ADCS assessment. At the end of the sophomore level writing course (Writing in the Major SCCJ 200), the instructor assess students' skills and abilities using the ADSC Senior Capstone rubric. Sociology and criminal justice sophomores are assessed as if they were seniors, providing a baseline measure of skills and abilities prior to involvement in the academic program. This assessment is the pre academic program measure. The sociology and criminal justice majors are assessed as seniors using the same rubric. This assessment is the post academic program measure. The 2016-17 report is attached.

Based on the information from these sources, a new Action Plan is developed with goals for the academic year. For 2017-18, 14 action items were identified, 7 high priority, 6 medium priority, and 1 one low priority. Information to assess status of two of the action items were not available at the time of this report; however, the Department made progress on each of the other action items. Most importantly, progress is evident on the two area of greatest concern, hiring additional faculty and improving transfer of knowledge. The Department was approved to hire an additional tenure-track CJ faculty member and aims to hire before Fall 2018. The Department also made significant progress in developing the format and process for ePortfolios. Activity and status on all the action items are summarized on the attached Action Plan.

**Connected Document**

- SCCJ Pre/Post Academic Program Evaluation Report

**Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.**

**Peer Reviewed Articles:**


**Book Reviews:**

Detailed Assessment Report
As of: 9/27/2018 12:26 PM EST
2017-2018 Sociology (B.A.)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Sociological Perspective

Students will develop and use a sociological perspective to understand and assess society and social problems.

SLO 1: Define Theories

Students will be able to define the primary sociological theories.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Grade on assignment defining theories in Sociological Theories Course

Grade on assignment defining sociological theories in Sociological Theories course.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will make a C or better on the assignment defining theories.

Findings (2016-2017) - Target: Met
92% of students made a C or better on the assignment defining theories. This is the second cycle using a direct measure for the SLO and is a 4% increase from the previous year.
Findings (2015-2016) - Target: Partially Met
88% of students made a C or better on the assignment defining theories.
This is the first cycle using a direct measure for the SLO.

Findings (2014-2015) - Target: Met
95% of students made a C or better in the Sociological Theories course.
This measure will be revised to a direct measure in the 2015-2016 cycle.

Findings (2013-2014) - Target: Met
92% of students made a C or better in the Sociological Theories course.

Findings (2012-2013) - Target: Not Met
87% of students made a C or better in the Sociological Theories course.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve student ability to define sociological theories
Established in Cycle: 2015-2016
88% of students made a C or better on the assignment defining sociological theories.

SLO 2: Use Theories

Students will be able to use sociological theories to explain social phenomena.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 2: Capstone Theoretical Perspective

Rating on Theoretical Perspective element of the Capstone Research Paper Grading Rubric. Capstone assignment is to write a critical argument explaining a sociological issue using a sociological theoretical perspective.

Source of Evidence: Capstone course assignments measuring mastery

Target:
At least 90% of students will receive an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric.
Findings (2016-2017) - Target: Met
93% of students received an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric, representing a 3% improvement on this measure from the previous year.

Findings (2015-2016) - Target: Met
90% of students received an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric, representing a 3% improvement on this measure.

Findings (2014-2015) - Target: Partially Met
87% of students adequately developed and used a theoretical perspective in their capstone papers. Although this finding does not meet the target, it is a 5% increase from the previous year.

Findings (2013-2014) - Target: Not Met
Only 82% of students adequately developed and used a theoretical perspective in their capstone papers.

Findings (2012-2013) - Target: Not Met
Only 80% of students received an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper Grading Rubric.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve Use of a Theoretical Perspective
Established in Cycle: 2012-2013

Ability to adequately develop and use a theoretical perspective has increased steadily over the past 5 years, it is still belo...

SLO 3: Develop a Critical Argument

Students will be able to develop a critical argument using a sociological perspective to explain and assess social phenomena.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:
M 3: Capstone Research Paper Grade
Grade on the capstone research paper. Capstone assignment is to write a critical argument explaining a sociological issue and its impact.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
At least 90% of students will receive a C or better on their final capstone research paper.

**Findings (2016-2017) - Target: Met**
100% of students received a C or better on their final capstone research paper. This is an 8% increase from the previous year.

**Findings (2015-2016) - Target: Met**
92% of students received a C or better on their final capstone research paper. This represents a notable improvement with a 10% increase. The improvement is most likely due to the sophomore writing course as well as increased writing assignments across the curriculum.

**Findings (2014-2015) - Target: Not Met**
Only 82% of students received a C or better on their final capstone research paper.

**Findings (2013-2014) - Target: Met**
90% of students received a C or better on their final capstone research paper.

**Findings (2012-2013) - Target: Not Met**
Only 81% received a C or better on their final capstone research paper.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Improve Writing, Critical Thinking and Information Skills Across the Curriculum**
*Established in Cycle: 2012-2013*
Only 82% of students received a C or better on their final capstone research paper, indicating a need to improve writing, critic...

G 2: Scientific Nature of Sociology
Students will be able to identify, explain and use the elements and concepts of the scientific nature of sociology.

**SLO 4: Define the Scientific Process**
Students will be able to identify and define the elements of the scientific process used to examine sociological phenomena.
Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 4: Research Methods Course Grade
Average grade on assignments assessing published research from Research Methods course.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will receive a C or better on the scientific process assignment/test in the Research Methods course.

Findings (2016-2017) - Target: Partially Met
89% of students received a C or better on the scientific process assignment/test in the Research Methods course. This is a 19% increase from the previous year.

Findings (2015-2016) - Target: Not Met
Only 70% of students received a C or better on the scientific process assignment/test in the Research Methods course.

Findings (2014-2015) - Target: Partially Met
83% of students received a C or better in the Research Methods course. Although this is below the 90% target, it is 4% increase from the previous academic year. The current measure is an indirect measure and will be revised to a direct measure for the 2015-2016 cycle.

Findings (2013-2014) - Target: Not Met
79% of students received a C or better in the Research Methods course.

Findings (2012-2013) - Target: Met
90% of students received a C or better in the Research Methods course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Revise measure to assess scientific process objective
Established in Cycle: 2012-2013

The faculty agreed to revise the measure so that it is a direct measure. The Assessment Committee will revise measure for the...

Improve grade on methods assignment scientific process
Established in Cycle: 2015-2016
Only 70% of students received a C or better on the Methods course assignment assessing ability to identify and define elements o...

**SLO 5: Explain Research Methods**

Students will be able to identify and explain the various methods used to research sociological phenomena.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 4: Research Methods Course Grade**
Average grade on assignments assessing published research from Research Methods course.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
At least 90% of students will receive a C or better on the assignment/test explaining research methods in the Research Methods course.

**Findings (2016-2017) - Target: Partially Met**
80% of students received a C or better on the assignment/test explaining research methods. This is a 12% increase from the previous year.

**Findings (2015-2016) - Target: Not Met**
68% of students received a C or better on the assignment/test explaining research methods.

**Findings (2014-2015) - Target: Partially Met**
83% of students made a C or better in the Research Methods course. Although this is below the 90% target, it is 4% improvement from the previous academic year. This is an indirect measure that needs to be revised to direct measure.

**Findings (2013-2014) - Target: Not Met**
79% of students received a C or better in the Research Methods course.

**Findings (2012-2013) - Target: Met**
90% of students received a C or better in the Research Methods course.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.
Improve student ability to identify and explain sociological research methods
*Established in Cycle: 2015-2016*
Only 68% of students satisfactorily identified and explained various sociological research methods. Need to further examine gra...

**Research Methods**
*Established in Cycle: 2015-2016*
Only 88% of students made a C or better on the assignment explaining research methods.

**SLO 6: Interpret Research Findings**

Students will be able to interpret qualitative and quantitative sociological research findings.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 5: Rating on Capstone Rubric QR element**
Rating on Quantitative Reasoning element of the Capstone Rubric. Senior Seminar (Capstone course) includes several assignments in which students interpret research findings. The capstone assignment also requires the use of statistical information to demonstrate understanding and use of quantitative information.

Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 90% of students will receive a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

**Findings (2016-2017) - Target: Partially Met**
80% of students (4 of 5) received a satisfactory or better rating.

**Findings (2015-2016) - Target: Met**
93% of students received a satisfactory or better rating.

**Findings (2014-2015) - Target: Met**
97% of students received a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

**Findings (2013-2014) - Target: Not Met**
88% of students received a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

**Findings (2012-2013) - Target: Not Met**
Only 77% of students received a satisfactory or better rating on the Capstone Rubric QR element.

**SLO 7: Critique Research**

Students will be able to assess the validity, integrity, credibility and utility of sociological research.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 6: Grade on Assignments Assessing Published Research**

Students will be able to critique published research, assessing method and findings.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
At least 90% of students will receive a C or better on written assignments critiquing published research.

**Findings (2016-2017) - Target: Partially Met**
84% of students received a C or better on assignment critiquing published research. This is a 4% increase from the previous year.

**Findings (2015-2016) - Target: Partially Met**
80% of students received a C or better on assignment critiquing published research. This is a 9% improvement from the previous year.

**Findings (2014-2015) - Target: Not Met**
76% of students received a C or better on written assignments critiquing published research.

**Findings (2013-2014) - Target: Not Met**
87% of students received a C or better on written assignments critiquing published research.

**Findings (2012-2013) - Target: Met**
93% of students received a C or better on written assignments critiquing published research.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Improve student ability to critique published research
Established in Cycle: 2013-2014
Improve student ability to critique published research.

SLO 8: Design Research Proposal

Students will be able to design a sound and ethical research proposal using acceptable protocol to examine sociological phenomena.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 7: Grade on Research Proposal
Students will be able to design a research proposal.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
At least 90% of students will receive a C or better on the written research proposal assignment.

Findings (2016-2017) - Target: Partially Met
87% of students received a C or better on the written research proposal assignment.

Findings (2015-2016) - Target: Met
90% of students received a C or better on the written research proposal assignment. This is a 9% improvement from the previous year.

Findings (2014-2015) - Target: Not Met
76% of students received a C or better on the written research proposal assignment.

Findings (2013-2014) - Target: Not Met
70% of students received a C or better on the written research proposal assignment.
Findings (2012-2013) - Target: Not Met
Only 74% of students made a C or better on the written research proposal assignment.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve student ability to design research proposal
Established in Cycle: 2012-2013

Only 88% of students made a C or better on the research proposal assignment.

SLO 9: Understand and Apply Statistical Principles
Students will be able to perform and interpret statistical analyses commonly used in sociology.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 8: Rating on Quantitative Reasoning Rubric Application Element
Students will be able to apply basic statistical principles used in sociological research.

Source of Evidence: Academic direct measure of learning - other

Target:
At least 90% of students will be able to apply basic statistical principles used in sociological research.

Findings (2016-2017) - Target: Met
100% of students adequately applied basic statistical principles. This is an 8% increase from the previous year.

Findings (2015-2016) - Target: Met
92% of students adequately applied basic statistical principles.

Findings (2014-2015) - Target: Partially Met
89% of students received a satisfactory or better rating on the Quantitative Reasoning Rubric Application Element. Although this is slightly below the 90% target, it is a 10% increase from the previous academic year.
Findings (2013-2014) - Target: Not Met
79% of students received a satisfactory or better rating on the Quantitative Reasoning Rubric Application Element.

Findings (2012-2013) - Target: Met
92% of students received a satisfactory or better rating on the Application element of the Quantitative Reasoning Rubric.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improve student ability to apply statistical concepts
Established in Cycle: 2013-2014
Improve student ability to apply statistical concepts.

SLO 10: Use Scientific Findings to Support an Argument

Students will be able to identify and appropriately use qualitative and quantitative findings from sociological research to support an argument.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 9: Rating on Capstone Evidence
Rating on Evidence element of the Capstone Research Paper Grading Rubric. Capstone assignment is to write a critical argument assessing a sociological issue and requires the use of credible research findings to support argument.

Source of Evidence: Capstone course assignments measuring mastery

Target:
At least 90% of students will receive an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2016-2017) - Target: Partially Met
80% of students (4 of 5) received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2015-2016) - Target: Met
95% of students received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.
Findings (2014-2015) - Target: Met

94% of students received an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric. This exceeds the 90% target and is a 20% increase from the previous academic year.

Findings (2013-2014) - Target: Not Met

74% of students receive an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.

Findings (2012-2013) - Target: Not Met

Only 69% of students adequately used scientific findings to support a critical argument.

G 3: Centrality of Inequality

Students will understand inequaility from a sociological perspective.

SLO 11: Define and Explain Inequality in Sociological Terms

Students will be able to define, identify and explain inequality as it relates to sociological phenomena.

Relevant Associations:

DSU Learning Goal Associations:

1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 10: Grade on inequality assignment in Social Stratification Course
Grade on inequality assignment in Social Stratification course.

Source of Evidence: Academic indirect indicator of learning - other

Target:

At least 90% of students will receive a C or better on the assignment/test defining and explaining inequality in the Social Stratification course.

Findings (2016-2017) - Target: Met

100% of students (1 student) received a C or better on the inequality assignment. This is a 12% increase from the previous year.

Findings (2015-2016) - Target: Partially Met

88% of students received a C or better on the inequality assignment.

Findings (2014-2015) - Target: Partially Met

82% of students received a C or better in the Social Stratification course. Although this is below the 90% target, it is an 8% increase from the previous academic year.
Findings (2013-2014) - Target: Not Met
74% of students received a C or better in the Social Stratification course.

Findings (2012-2013) - Target: Met
93% of students made a C or better in the Social Stratification course.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Revise measure assessing ability to explain inequality in sociological terms
Established in Cycle: 2012-2013

The faculty agreed to revise the measure so that it is a direct measure. The Assessment Committee will revise the measure and...

Improve student learning related to understanding inequality
Established in Cycle: 2013-2014

88% of students made a C or better on the inequality assignment in the Social Stratification course.

SLO 12: Examine the Intersection of Race, Class and Gender

Students will be able to identify and explain the intersection of race, class and gender as it relates to inequality and sociological phenomena.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 10: Grade on inequality assignment in Social Stratification Course
Grade on inequality assignment in Social Stratification course.

Source of Evidence: Academic indirect indicator of learning - other

Target:
At least 90% of students will receive a C or better on the intersection assignment in the Social Stratification course.

Findings (2016-2017) - Target: Met
100% of students (1 student) made a C or better on the intersection assignment. This is a 12% increase from the previous year.
Findings (2015-2016) - Target: Partially Met
88% of students made a C or better on the intersection assignment.

Findings (2014-2015) - Target: Partially Met
82% of students received a C or better in the Social Stratification course. Although this is below the 90% target, it is an 8% increase from the previous academic year.

Findings (2013-2014) - Target: Not Met
74% of students received a C or better in the Social Stratification course.

Findings (2012-2013) - Target: Met
93% of students received a C or better in the Social Stratification course.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Revise measure to assess ability to examine intersection of race, class and gender
Established in Cycle: 2012-2013

The faculty agreed to revise the measure so that it is a direct measure. The Assessment Committee will revise the measure and...

Intersection of race, gender, and class
Established in Cycle: 2015-2016
88% of students made a C or better on intersection assignment in Social Stratification course.

SLO 13: Examine Inequality
Students will be able to assess inequality as it relates to sociological phenomena.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 11: Rating on Capstone Impact

Source of Evidence: Capstone course assignments measuring mastery

**Target:**
At least 90% of students will receive an adequate or better rating on the Capstone Research Paper Grading Rubric Impact element.

**Findings (2016-2017) - Target: Partially Met**  
80% of students (4 of 5) adequately assessed impact in their capstone paper.

**Findings (2015-2016) - Target: Partially Met**  
88% of students adequately assessed impact in their capstone paper.

**Findings (2014-2015) - Target: Met**  
92% of students received an adequate or better rating on the Capstone Research Paper Grading Rubric Impact element.

**Findings (2013-2014) - Target: Not Met**  
74% of students received an adequate or better rating on the Capstone Paper Grading Rubric Impact element.

**Findings (2012-2013) - Target: Not Met**  
Only 71% of students adequately examined inequality in the capstone research paper.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Assessing Impact**
*Established in Cycle: 2015-2016*
88% of students adequately assessed impact in capstone research paper.

**G 4: Global Perspective**

Students will develop and use a global perspective.

**SLO 14: Define and Explain a Global Perspective**
Students will be able to define and explain a global perspective.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators  
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 12: Rating on Global Learning View Systemic Issues Element**
Rating on Global Learning View Systemic Issues Element

Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 90% of students will receive a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2016-2017) - Target: Met**
100% of students (1 student) received a satisfactory or better rating on the View Systemic Issues element. This is a 7% increase from the previous year.

**Findings (2015-2016) - Target: Met**
93% of students received a satisfactory or better rating on the View Systemic Issues element.

**Findings (2014-2015) - Target: Met**
91% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2013-2014) - Target: Met**
100% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**Findings (2012-2013) - Target: Not Met**
Only 61% of students received a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

**SLO 15: Define and Explain Multiculturalism**

Students will be able to define and explain multiculturalism.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**M 12: Rating on Global Learning View Systemic Issues Element**
Rating on Global Learning View Systemic Issues Element

Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 90% of students will receive a satisfactory or better rating on View Systemic Issues element of Global Learning rubric.

**Findings (2016-2017) - Target: Met**
100% of students (1 student) received a satisfactory or better rating on View Systemic Issues element on the Global Learning Rubric. This is a 7% increase from the previous year.

**Findings (2015-2016) - Target: Met**
93% of students received a satisfactory or better rating.

**Findings (2014-2015) - Target: Met**
91% of students received a satisfactory or better rating on View Systemic Issues element on the Global Learning Rubric.

**Findings (2013-2014) - Target: Met**
100% of students received a satisfactory or better rating on View Systemic Issues element on the Global Learning rubric.

**Findings (2012-2013) - Target: Not Met**
Only 61% of students received a satisfactory or better rating on View Systemic Issues element of Global Learning Rubric.

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 16: Examine Global Issues**

Students will be able to assess global issues.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 13: Rating on Global Learning Rubric Able to Apply Global Perspective Element**
Rating on Able to Apply Global Perspective element of Global Learning Rubric. Assessed in Cultural Anthropology course.
Source of Evidence: Academic direct measure of learning - other

**Target:**
At least 90% of students will receive a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

**Findings (2016-2017) - Target: Met**
91% of students satisfactorily applied global concepts.

**Findings (2015-2016) - Target: Met**
93% of students satisfactorily applied global concepts.

**Findings (2014-2015) - Target: Met**
91% of students received a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

**Findings (2013-2014) - Target: Met**
100% of students received a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

**Findings (2012-2013) - Target: Not Met**
Only 56% of students received a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Determine if new Writing course improves critical thinking and writing skills**
The Department developed a new writing course to begin in Fall 2012. The course is designed to improve critical thinking and analysis and improve writing skills. This course should have a direct impact on assessing understanding of inequality since that is demonstrated through critical writing exercises.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Continue assessment as designed. Track if assessment findings improve as students complete new Writing course.  
**Responsible Person/Group:** Department Assessment Committee chair  
**Additional Resources Requested:** None

**Identify direct measure to assess intellectual differences in social sciences**
Identify direct measure to assess understanding of intellectual differences between sociology and other social sciences.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Department faculty to identify direct measure.  
**Responsible Person/Group:** Department faculty with guidance from Department
Work with New Faculty Ensuring Assessments Are Consistent With Department Standards
Work with new faculty to ensure assessment and grading are consistent with Department standards.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

Work With New Faculty To Ensure Assessment & Grading Meet Department Standards.
Work with new faculty to ensure assessment and grading are consistent with Department standards.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

Work With New Faculty To Ensure Assessment Are Consistent With Department Standards
Work with new faculty to ensure assessment and grading are consistent with Department standards.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

Continue to increase emphasis on computer skills
Continue to increase skill building related to appropriate use of internet and other computer-based information sources.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** Revise course learning objectives to ensure that computer skills are addressed. Increase course assignments related to identifying, accessing and using computer-based information sources.
Increase emphasis on critical thinking and writing
Continue to increase critical thinking and writing assignments and assessments in all curriculum courses.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Revise course learning objectives to strengthen emphasis on critical thinking and writing. Work with faculty to increase critical thinking and writing assignments and assessments.
Projected Completion Date: 05/25/2013
Responsible Person/Group: Department Assessment Committee Chair to revise course objectives. Faculty responsible for increasing and improving critical thinking and writing assignments and assessments.
Additional Resources Requested: None

Increase emphasis on multiculturalism
Revise course learning objectives in relevant courses to emphasize multiculturalism.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Department Assessment Committee Chair to revise course learning objectives. Faculty responsible for developing assignments emphasizing multiculturalism.
Projected Completion Date: 05/25/2013
Responsible Person/Group: Department Assessment Committee Chair to revise course learning objectives. Faculty responsible for developing assignments emphasizing multiculturalism
Additional Resources Requested: None

Increase published research assessment skills
Increase assignments designed to assess published research.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Implementation Description: Instructor of course to ensure sufficient assignments to teach assessment skills.
Projected Completion Date: 05/25/2013
Responsible Person/Group: Instructor
Additional Resources Requested: None

Improve student ability to design research proposal

Only 88% of students made a C or better on the research proposal assignment.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Grade on Research Proposal | Outcome/Objective: Design Research Proposal

Implementation Description: Research methods instructor to identify ways to improve student ability to design research proposals.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors

Improve Use of a Theoretical Perspective

Ability to adequately develop and use a theoretical perspective has increased steadily over the past 5 years, it is still below the target of 90%. As part of a larger effort, the Curriculum Committee will identify ways to better connect courses, improve transfer of knowledge across the curriculum, and improve writing, critical thinking, and information literacy. Improvement in these areas will improve development and use of a theoretical perspective.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Capstone Theoretical Perspective | Outcome/Objective: Use Theories

Implementation Description: Curriculum Committee will identify ways to better connect courses, improve transfer of knowledge across the curriculum, and improve writing, critical thinking, and information literacy.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Curriculum Committee
Additional Resources Requested: None
Improve Writing, Critical Thinking and Information Skills Across the Curriculum

Only 82% of students received a C or better on their final capstone research paper, indicating a need to improve writing, critical thinking, and information literacy skills. As part of a larger effort, the Curriculum Committee will identify ways to better connect courses, improve transfer of knowledge across the curriculum, and improve writing, critical thinking, and information literacy. These improvements will result in increased percentage of students making a C or better on their final capstone research paper.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Capstone Research Paper Grade | Outcome/Objective: Develop a Critical Argument

Implementation Description: Identify ways to better connect courses, improve transfer of knowledge across the curriculum, and improve writing, critical thinking, and information literacy
Projected Completion Date: 05/31/2016
Responsible Person/Group: Curriculum Committee
Additional Resources Requested: None

Revise measure assessing ability to explain inequality in sociological terms

The faculty agreed to revise the measure so that it is a direct measure. The Assessment Committee will revise the measure and data to assess the direct measure will be collected in the 2015-2016 cycle.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Grade on inequality assignment in Social Stratification Course | Outcome/Objective: Define and Explain Inequality in Sociological Terms

Implementation Description: The Assessment Committee will revise the measure and data to assess the direct measure will be collected in the 2015-2016 cycle.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Assessment Committee
Additional Resources Requested: None
Revise measure to assess ability to examine intersection of race, class and gender

The faculty agreed to revise the measure so that it is a direct measure. The Assessment Committee will revise the measure and data to assess the direct measure will be collected in the 2015-2016 cycle.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Grade on inequality assignment in Social Stratification Course | Outcome/Objective: Examine the Intersection of Race, Class and Gender

Implementation Description: The Assessment Committee will revise the measure and data to assess the direct measure will be collected in the 2015-2016 cycle.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Assessment Committee
Additional Resources Requested: None

Revise measure to assess scientific process objective

The faculty agreed to revise the measure so that it is a direct measure. The Assessment Committee will revise measure for the 2015-2016 cycle.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Research Methods Course Grade | Outcome/Objective: Define the Scientific Process

Implementation Description: Identify a direct measure to assess student ability to define the scientific process. Collect assessment data on the direct measure for the 2015-2016 cycle.
Projected Completion Date: 05/31/2016
Responsible Person/Group: Assessment Committee
Additional Resources Requested: None

Improve student ability to apply statistical concepts

Improve student ability to apply statistical concepts.
Established in Cycle: 2013-2014  
Implementation Status: Finished  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Rating on Quantitative Reasoning Rubric Application Element |  
Outcome/Objective: Understand and Apply Statistical Principles

Implementation Description: Increase assignments related to applying statistical concepts.  
Projected Completion Date: 05/31/2015  
Responsible Person/Group: Curriculum Committee

**Improve student ability to critique published research**

Improve student ability to critique published research.

Established in Cycle: 2013-2014  
Implementation Status: In-Progress  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Grade on Assignments Assessing Published Research |  
Outcome/Objective: Critique Research

Implementation Description: Work with all instructors to increase assignments related to critiquing published research.  
Projected Completion Date: 05/31/2017  
Responsible Person/Group: Faculty and Instructors

**Improve student learning related to understanding inequality**

88% of students made a C or better on the inequality assignment in the Social Stratification course.

Established in Cycle: 2013-2014  
Implementation Status: In-Progress  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Grade on inequality assignment in Social Stratification Course |  
Outcome/Objective: Define and Explain Inequality in Sociological Terms

Implementation Description: Faculty and instructors to increase activities and assignments related to understanding inequality.  
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors

Assessing Impact
88% of students adequately assessed impact in capstone research paper.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Rating on Capstone Impact | Outcome/Objective: Examine Inequaility

Implementation Description: Faculty and instructors will strengthen teaching strategies
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors

Improve grade on methods assignment scientific process
Only 70% of students received a C or better on the Methods course assignment assessing ability to identify and define elements of the scientific process. Need to examine grades and identify areas of weakness. Need to work with instructors to supplement teaching strategies in these areas.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Research Methods Course Grade | Outcome/Objective: Define the Scientific Process

Projected Completion Date: 08/25/2017
Responsible Person/Group: Assessment Committee and Methods instructors.
Additional Resources Requested: NONE

Improve student ability to define sociological theories
88% of students made a C or better on the assignment defining sociological theories.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
**Measure:** Grade on assignment defining theories in Sociological Theories Course  
**Outcome/Objective:** Define Theories  
**Implementation Description:** Faculty and instructors will strengthen teaching strategies.  
**Projected Completion Date:** 05/31/2017  
**Responsible Person/Group:** Faculty and instructors

**Improve student ability to identify and explain sociological research methods**  
Only 68% of students satisfactorily identified and explained various sociological research methods. Need to further examine grades on assignments and improve teaching strategies.  

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Research Methods Course Grade  
- **Outcome/Objective:** Explain Research Methods  
**Implementation Description:** Identify areas of weakness and improve teaching strategies.  
**Projected Completion Date:** 08/25/2017  
**Responsible Person/Group:** Assessment Committee and Methods instructors  
**Additional Resources Requested:** NONE

**Intersection of race, gender, and class**  
88% of students made a C or better on intersection assignment in Social Stratification course.  

**Established in Cycle:** 2015-2016  
**Implementation Status:** In-Progress  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Grade on inequality assignment in Social Stratification Course  
- **Outcome/Objective:** Examine the Intersection of Race, Class and Gender  
**Implementation Description:** Faculty and instructors will strengthen teaching strategies  
**Projected Completion Date:** 05/31/2017  
**Responsible Person/Group:** Faculty and instructors

**Research Methods**
Only 88% of students made a C or better on the assignment explaining research methods.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Research Methods Course Grade | Outcome/Objective: Explain Research Methods

Implementation Description: Research methods instructor will strengthen teaching strategies.
Projected Completion Date: 05/31/2017
Responsible Person/Group: Faculty and instructors
Mission / Purpose

In accordance with Delaware State University's vision to serve a diverse student population with a broad range of programs, the Department of Spiritual Life seeks to educate the whole person by advancing the values of integrity, justice, civility, and respect in a safe environment. The Department of Spiritual Life empowers students to create an environment rooted in faith that is integrated into their daily life through experience.

Our aim is that The Department of Spiritual Life will empower students to create an environment rooted in faith that is integrated into daily life through experience.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: A Welcoming Environment

Provide students from diverse populations a welcoming environment and connections to campus resources.

O/O 1: Effective Programming

Develop effective programming with monthly themes that encourage and uplift student population.

The Goals Can Be Accomplished By:

- Interfaith Services
- Gospel Church Services
- Offering of Liturgy and Sacraments
- Pastoral Care and Support
- Cultural Enrichment
- Mediation

Related Measures:
M 1: Religious and Spiritual Life Quality Scale Survey
This scale survey was created to evaluate students Religious and Spiritual experience. It had three questions:

1. Did you learn anything new attending the 5:30pm Church Service?
2. How likely are you to attend these services during the Spring Semester?
3. In what ways has these services helped you grow as a person?

Source of Evidence: Evaluations

**Target:**
I would like to have a 100% response from students who are present at the last service of the semester. Hopefully the survey will show that the church services are effective. I also hope that they are leaving with knowledge they can apply to their everyday lives.

**Findings (2016-2017) - Target: Met**
The Department of Spiritual Life found that students do appreciate the Church services on Sunday. They are more than likely to attend in the Spring Semester, due to gaining knowledge from the word of God. The students also commented on having a better understanding of prayer and developing a true relationship with Christ. Growing as a person was a central theme on all the evaluations that was returned.

G 2: Attend to the Whole Person

Attend to the whole person through vibrant opportunities, addressing people of all faiths and cultures.

O/O 2: Engagement with Student Population

Develop effective programming with monthly themes that encourage and uplift student population.

August - "You Were Meant to Succeed"

September - "Come On! Get Real!"

October - "Falling in Love with Life"

November - "Ultimate Power Tools"

December - "Capturing the Spirit of Christmas"

January - "Tipping Point or Turning Point?"
February - "On the Wings of L.O.V.E."

March - "Bridging the Gap"

April - "Share the Love, Share the Light, Share Your Authentic Self"
G 1: Student learning goals

SLO 1: Application of Knowledge
The student will be able to apply sport industry leadership, management, financial, legal and marketing practices and principles

Relevant Associations:

DSU Learning Goal Associations:
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Comprehensive Project - Outcomes
80% or above approval rating on the comprehensive project for each outcome.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
80% or better approval of the overall project.

Findings (2017-2018) - Target: Met
Approval rate was 100%.

Findings (2016-2017) - Target: Met
Approval rate for final project was 100%.
Findings (2015-2016) - Target: Met
9 out of 9 students completed the comprehensive project with an 80% or greater approval rating.

Findings (2014-2015) - Target: Met
7 out of 7 students, 100%, scored 80% or better on their Comprehensive Projects.

Findings (2013-2014) - Target: Met
18 out of 19 (94.7%) of the comprehensive projects scored 80% or better.

Findings (2012-2013) - Target: Met
17 students submitted their comprehensive projects of which all 17 received an 80% or better approval rating,

M 2:Sport Management Assignment
Ethical, moral, and social responsibility related to management of sport.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
80% of students demonstrated knowledge of ethical, moral, and social responsibility within sport and sport-related organizations.

Findings (2016-2017) - Target: Met
92% of students demonstrated knowledge of ethical, moral and social responsibility within sport.

Findings (2015-2016) - Target: Not Reported This Cycle
Information not available.

Findings (2012-2013) - Target: Met
87.5% of 24 students demonstrated knowledge of ethical, moral, and social responsibility within sport and sport-related organizations in the written assignment.

M 4:Internship
Internal and external evaluation of internship performance

Source of Evidence: Field work, internship, or teaching evaluation

Target:
80% or better on Internship site supervisor evaluation

Findings (2017-2018) - Target: Met
100% of the students met or exceeded the standard.

Findings (2016-2017) - Target: Met
All of the students received 80% or better on the site supervisor's evaluation.
Findings (2015-2016) - Target: Not Reported This Cycle
Information was not available.

Findings (2014-2015) - Target: Not Reported This Cycle
Not available at this time.

Findings (2013-2014) - Target: Met
All of the internships for the 2013-2014 academic year received 80% or better on the site supervisor evaluation.

Findings (2012-2013) - Target: Met
All of the interns for the 2012-13 academic year have received 80% or better on the evaluation of the internship site supervisor.

M 5: Current Trends/Issues Analysis
Students will achieve 80% on the project to reach target.

Source of Evidence: Project, either individual or group

Target:
Student will identify current trends/issues in a variety of professional publications over a 5 year period of time for use in his/her analysis of the current trends/issues in sport. Target is that 80% or better on the current trend/issues analysis.

Findings (2017-2018) - Target: Met
100% met or exceeded the standard.

Findings (2016-2017) - Target: Met
100% of students received 80% or better on the trend analysis.

Findings (2015-2016) - Target: Met
12 of 15 (80%) of the students scored 80% or better on the current trend/issues analysis.

Findings (2013-2014) - Target: Not Reported This Cycle
Analysis of Current Trends and Issues in Sport is no longer used for this SLO.

Findings (2012-2013) - Target: Not Reported This Cycle
N/A - measurement will begin in summer session I of 2013.

M 6: Exit Survey
90% or more of the students scoring the relevant components of the SLOs at the "Proficient" level or better.

Source of Evidence: Exit interviews with grads/program completers
Target:
90% or more of the students scoring the relevant components of the SLO at the "Proficient" level or better.

Findings (2017-2018) - Target: Met
100% of the students scored the relevant components at "Proficient" or higher.

Findings (2016-2017) - Target: Met
100%

Findings (2015-2016) - Target: Met
100% of students scored the relevant components of the SLOs at the proficient level or better.

Findings (2014-2015) - Target: Partially Met
The percentage of students scoring this outcome at "proficient" or better is as follows:
- Management: 100%
- Law: 100%
- Finance: 67%
- Marketing: 100%

Findings (2013-2014) - Target: Met
The percentage of students scoring the following components at the "Proficient" level or better is:
- Management - 95%
- Law - 90%
- Finance - 95%
- Marketing - 95%

SLO 2: Examination of sport environment/culture
The student will critically examine sport from an ethical, economical, legal, and social perspective and formulate strategies for change as needed.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Comprehensive Project - Outcomes
80% or above approval rating on the comprehensive project for each outcome.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
At least 90% of students will score 80% or better on the course project in SPSC 675, Current Trends and Issues in Sport.

**Findings (2017-2018) - Target: Met**
100% of students met the standard.

**Findings (2016-2017) - Target: Met**
100% of the students scored 80% or higher.

**Findings (2015-2016) - Target: Not Met**
12 of 15 students (80%) performed at a level of 80% or better on the course project.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**monitor**
*Established in Cycle: 2015-2016*
We will monitor and revise as needed.

**M 2: Sport Management Assignment**
Ethical, moral, and social responsibility related to management of sport.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Students will receive 80% or better on the written assignment.

**Findings (2016-2017) - Target: Met**
100% received an 80% or better.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information not available.

**Findings (2012-2013) - Target: Met**
87.5% of the students completed the written assignment with 80% or better.

**M 3: Research Project**
Students will receive 80% on the project to achieve target.

Source of Evidence: Project, either individual or group

**M 5: Current Trends/Issues Analysis**
Students will achieve 80% on the project to reach target.

Source of Evidence: Project, either individual or group

**Target:**
Students will submit a literature review of a particular current trend/issue and provide a breakdown of managerial considerations and suggestions for
improvement, both of which entail an examination of the ethical, moral, and social implications and practices. Target is a grade of 80% or better on the literature review.

Findings (2017-2018) - Target: Met
100% met or exceeded the standard.

Findings (2016-2017) - Target: Met
92% of the students received 80% or better on their literature review.

Findings (2015-2016) - Target: Met
12 of 15 (80%) of the students scored 80% or better on the current trend/issues analysis.

Findings (2014-2015) - Target: Met
12 of 13, 92%, of the students scored 80% or higher on the course project.

Findings (2013-2014) - Target: Met
20 out of 21 (95%) of the students scored 80% or better on the Current Trends & Issues in Sport Project.

Findings (2012-2013) - Target: Not Reported This Cycle
N/A - measurement will begin in summer session I of 2013.

M 6: Exit Survey
90% or more of the students scoring the relevant components of the SLOs at the "Proficient" level or better.

Source of Evidence: Exit interviews with grads/program completers

Target:
90% or more of the students scoring the relevant components of the SLO at the "Proficient" level or better.

Findings (2017-2018) - Target: Met
100% scored proficient or higher.

Findings (2016-2017) - Target: Met
100%

Findings (2015-2016) - Target: Met
100% of students scored the relevant components of the SLOs at the proficient level or better.

Findings (2014-2015) - Target: Met
100% of the students scored at the "Proficient" level or better.

Findings (2013-2014) - Target: Met
100% of the students scored at the "Proficient" level or better.

SLO 3: Advanced Research & Technology
The student will utilize appropriate technologies to conduct research and evaluate, analyze and communicate information related to current issues and trends within the sport industry.
**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Comprehensive Project - Outcomes**
80% or above approval rating on the comprehensive project for each outcome.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
80% or better approval of overall project.

**Findings (2017-2018) - Target: Not Met**
60% of the students did not meet the standard.

**Findings (2016-2017) - Target: Met**
100% of students received an 80% or better on their comprehensive project.

**Findings (2015-2016) - Target: Not Met**
13 of 24 (54%) students scored 80% or higher on the research project in SPSC 625.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Comprehensive Project is no longer used to assess this SLO.

**Findings (2012-2013) - Target: Met**
17 students submitted their comprehensive projects of which all 17 received an 80% or better approval rating.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**monitor**
*Established in Cycle: 2015-2016*
We will monitor and revise as needed.

**training**
*Established in Cycle: 2017-2018*
Instructor needs to attend workshops to become a more effective teacher.
M 2: Sport Management Assignment
Ethical, moral, and social responsibility related to management of sport.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
80% or better on Sport Management written assignment

**Findings (2017-2018)** - Target: **Not Reported This Cycle**
No reported.

**Findings (2016-2017)** - Target: **Not Reported This Cycle**
Information not available.

**Findings (2015-2016)** - Target: **Not Reported This Cycle**
Information not available.

**Findings (2012-2013)** - Target: **Met**
87.5% of students received 80% or better on the written assignment.

**Findings (2011-2012)** - Target: **Met**
81% of the students received 80% or better on their Sport Management written assignment.

**Findings (2010-2011)** - Target: **Met**
100% of the students reached or exceeded the 80% target level.

**Findings (2009-2010)** - Target: **Met**
81% of student achieved target.

M 3: Research Project

Students will receive 80% on the project to achieve target.

Source of Evidence: Project, either individual or group

**Target:**
80% or better on research project

**Findings (2017-2018)** - Target: **Not Met**
60%

**Findings (2016-2017)** - Target: **Not Met**
60% of the students received 80% or better on the research project.

**Findings (2015-2016)** - Target: **Not Met**
13 of 24 (54%) of students scored 80% or better on research project.

**Findings (2014-2015)** - Target: **Not Reported This Cycle**
Data not available at this time. However, it should be noted that high
percentage, 38%, of students receive a grade of "C" or below in this course.

**Findings (2013-2014) - Target: Not Met**
8 out of 12 (67%) of the students scored 80% or better on the Research Project.

**Findings (2012-2013) - Target: Met**
89% of students received 80% or better on the research project.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**monitor**
*Established in Cycle: 2015-2016*
We will monitor and revise as needed.

**Training**
*Established in Cycle: 2017-2018*
Instructor needs to attend effective teaching workshops.

**M 5:Current Trends/Issues Analysis**
Students will achieve 80% on the project to reach target.

Source of Evidence: Project, either individual or group

**M 6:Exit Survey**
90% or more of the students scoring the relevant components of the SLOs at the "Proficient" level or better.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
90% or more of the students scoring the relevant components of the SLO at the "Proficient" level or better.

**Findings (2017-2018) - Target: Met**
100% proficient or higher.

**Findings (2016-2017) - Target: Met**
100%

**Findings (2015-2016) - Target: Met**
100% of students scored the relevant components of the SLOs at the proficient level or better.

**Findings (2014-2015) - Target: Met**
100% of the students scored at the "Proficient" level or better.

**Findings (2013-2014) - Target: Met**
100% of the students scored at the "Proficient" level or better.

**SLO 4:Professionalism**
The student will demonstrate professional competencies and dispositions in a sport organization.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 4: Internship**
Internal and external evaluation of internship performance

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
80% or better on the site supervisor’s evaluation

**Findings (2017-2018) - Target: Met**
100% of the students met or exceeded the standard.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not available.

**Findings (2014-2015) - Target: Not Reported This Cycle**
Not available at this time.

**Findings (2012-2013) - Target: Met**
All of the interns for the 2012-13 academic year have received 80% or better on the evaluation of the internship site supervisor.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Communication**
Instructor needs to develop additional means to communicate course materials and expectations.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** High
**Implementation Description:** Use of Blackboard to communicate with students not on campus. Development of rubrics for the research project.
**Responsible Person/Group:** Blade/Zhang
**Additional Resources Requested:** None
**Budget Amount Requested:** $0.00 (no request)
**Communication via Blackboard**
Increase communication via Blackboard to enhance learning of those not on campus.

- **Established in Cycle:** 2009-2010
- **Implementation Status:** Planned
- **Priority:** High
- **Implementation Description:** Blackboard training of graduate faculty in the Department
- **Responsible Person/Group:** Jan Blade
- **Additional Resources Requested:** None
- **Budget Amount Requested:** $0.00 (no request)

**Research and Stats course shows students continue to struggle.**
Course will be reviewed and revised as needed.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

*monitor* We will monitor and revise as needed.

**monitor**
We will monitor and revise as needed.

- **Established in Cycle:** 2015-2016
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive Project - Outcomes
- **Outcome/Objective:** Advanced Research & Technology

*monitor* We will monitor and revise as needed.

- **Established in Cycle:** 2015-2016
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** Research Project | **Outcome/Objective:** Advanced Research & Technology

**monitor**

We will monitor and revise as needed.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive Project - Outcomes | **Outcome/Objective:** Examination of sport environment/culture

**training**

Instructor needs to attend workshops to become a more effective teacher.

**Established in Cycle:** 2017-2018  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Comprehensive Project - Outcomes | **Outcome/Objective:** Advanced Research & Technology

**Training**

Instructor needs to attend effective teaching workshops.

**Established in Cycle:** 2017-2018  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Research Project | **Outcome/Objective:** Advanced Research & Technology
Mission / Purpose

A; Mission: The mission of the Sport Management Program is to prepare students becoming ethical leaders and managerial professionals in sport related industries in the global community.

B. Vision: The Sport Management Program should (a) excel in delivering quality education for state of the art and science programs that develop the professionals who will serve the sport related industry in global community with integrity and ethical standards; (b) engage serves in community and sport organizations for diverse populations; and (c) develop an applied research and scholarship agenda that engages the sport related professions in global community and integrates theory with practice.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Knowledge
The students will master general and/or advanced professional knowledge of sport related professions, be aware of ethics, cultural and individual differences in the diverse social environment and global community, and demonstrate competences of critical thinking, decision making and problem solving in sport related industries.

SLO 2: Demonstrate Diversity Awareness
Demonstrate legal, ethical, global, cultural and diversity awareness as related to sport management profession.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 2: Capstone Project (D-2)
The senior capstone project is used to measure students' general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The comprehensive capstone project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in the Sport Management Senior Seminar (SPSC-475) during the fall semester.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
For Capstone Project Grading:
MET= 90% or more senior graduates achieved 3.00 or above (5-lickert scale, 5 = advanced, 1= unsatisfied); Partially MET: 89% to 70% achieved 3.00 points or above. Not Met: only 69% or lower achieved.

**Findings (2017-2018 ) - Target: Not Reported This Cycle**
Information was not provided.

**Findings (2010-2011) - Target: Met**
SPSC 373-01 ORG. BEHAVIOR/PROGRAMMING
SPSC 271-01 INTRO TO SPORT MGMT & RECRE
SPSC 372-00 LEADERSHIP & ETHICS IN SPORT

Achievement target was MET for the total number of student achieving course grades of A, B, or C at 95%.

**M 7:Senior Exit Interview (I-1)**
The Senior Exit Interview is used as indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two faculty evaluators. The score is an average of two rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester.

Source of Evidence: Exit interviews with grads/program completers

**Target:**
To have 90% graduates scored satisfactory level of Senior Exit Interview

**Findings (2017-2018 ) - Target: Not Reported This Cycle**
No findings were reported.

**Findings (2015-2016) - Target: Met**
All of the students performed at the proficiency level or above.

**Findings (2014-2015) - Target: Met**
All of students have achieved higher than satisfactory level performance.

**Findings (2013-2014) - Target: Met**
Indirect Measure - 1: (Senior Exit Interview); 15/15 100% scored Satisfactory level or higher.
SLO 3: Employ Critical Thinking

Employ critical thinking, decision making, and problem solving skills to analyze current issues in sport related industries.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 4: Intellectual Case Study (D-4)**

The Intellectual Case Study is designed to measure critical thinking, problem solving and decision making skills. The rubric addresses SLO-4 and is administered in two courses: Marketing in Sport (SPSC-374) and Leadership and Ethics in Sport (SPSC-372). These courses are offered in the fall semester.

Source of Evidence: Academic direct measure of learning - other

**Target:**
To have 80% or more students scoring above satisfactory level on Intellectual Case Study.

**Findings (2017-2018) - Target: Not Reported This Cycle**
No findings reported.

**Findings (2015-2016) - Target: Met**
All of the students scored at the level of proficiency or above.

**Findings (2014-2015) - Target: Met**

about 85% of students have achieved higher than satisfactory level in this area.

**Findings (2013-2014) - Target: Met**
Direct Measure - 4: (Intellectual Case Study); 19/20, 95% scored Satisfactory level or higher.

**M 7: Senior Exit Interview (I-1)**

The Senior Exit Interview is used as indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two
faculty evaluators. The score is an average of two rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester.

Source of Evidence: Exit interviews with grads/program completers

Target:
To have 90% graduates scored satisfactory level of Senior Exit Interview

Findings (2017-2018) - Target: Not Reported This Cycle
Nothing reported.

Findings (2015-2016) - Target: Met
100% of the students scored above the satisfactory level. 8 students scored Achieved level and 4 were scored as Proficient.

Findings (2014-2015) - Target: Met
All of students have achieved higher than satisfactory level performance.

Findings (2013-2014) - Target: Met
Indirect Measure - 1: (Senior Exit Interview); 15/15 100% scored Satisfactory level or higher.

G 2: Skills
The students will demonstrate proficient skills of using various information technologies for individual and professional purposes, and be effective communicators in the sport related professions.

SLO 4: Communicate Effectively
Communicate effectively through oral and written communication forms in the sport management profession.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 2: Capstone Project (D-2)
The senior capstone project is used to measure students' general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The comprehensive capstone project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in the Sport Management Senior Seminar (SPSC-475) during the fall semester.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
To have 80% or more students scoring above satisfactory level on capstone project.

**Findings (2017-2018) - Target: Not Reported This Cycle**
Information not reported.

**Findings (2015-2016) - Target: Met**
8 students received Achieved and 4 were rated as Proficient so 100% of the students scored above the satisfactory level.

**Findings (2014-2015) - Target: Met**
All students of submitting the capstone projects have achieved higher than satisfactory level.

**Findings (2013-2014) - Target: Met**
Direct Measure - 2: (Capstone Project); 21/22 95% scored Satisfactory level or higher.

**M 3: Capstone Presentation (D-3)**

The Capstone Presentation rubric is an effective measure of students' oral communication, and application of information literacy/ technology skills. The measurement tool and rubric are designed to evaluate SLO 3. This evaluation is conducted in the junior level course, Organizational Theory and Behavior in Sport (SPSC 373) offered during the fall semester.

Source of Evidence: Presentation, either individual or group

**Target:**
To have 80% or more students scoring above satisfactory level on Capstone Project and Capstone Presentation.

**Findings (2017-2018) - Target: Met**
100% of the students scored above satisfactory.

**Findings (2015-2016) - Target: Met**
All of the students performed at the level of proficiency or above.

**Findings (2014-2015) - Target: Met**
All students who participated in conducting senior capstone projects have achieved the higher than satisfactory level.

**Findings (2013-2014) - Target: Met**
Direct Measure - 2: (Capstone Project, writing); 21/22 95% scored Satisfactory level or higher.
Direct Measure - 2: (Capstone Presentation, verbal); 29/29, 100% scored Satisfactory level or higher.

**M 8: Internship Evaluation (I-2)**

Internship Supervisor Evaluation is designed to measure and report students' performance and behaviors during the internship. The managerial practitioners who serve as the site supervisors will observe the students for practical applications in three areas: Information Technology, Communication Skills used in the internship, and Integrative Experience obtained during the internship. The evaluation indirectly measures student learning outcomes SLO-4, 5, and 6 at the end of senior internship in the Spring Semester or Summer.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**
To have 90% graduates scored satisfactory level of Senior Exit Interview

**Findings (2017-2018) - Target: Met**
100% of the students met or exceeded the standard.

**Findings (2015-2016) - Target: Met**
All of the students performed at satisfied level or above.

**Findings (2014-2015) - Target: Met**
All of students have achieved higher than satisfactory level performance.

**Findings (2013-2014) - Target: Met**
Indirect Measure - 2: (Site Supervisor Evaluation); 15/15 100% scored Satisfactory level or higher.

**SLO 5: Demonstrate Technological Proficiency**

Demonstrate proficiency in utilizing technology (e.g., internet, MS word, Power-point, Excel, SPSS) to search for information, to retrieve and analyze data, and to compile/present sport related reports.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**
M 2: Capstone Project (D-2)

The senior capstone project is used to measure students' general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The comprehensive capstone project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in the Sport Management Senior Seminar (SPSC-475) during the fall semester.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
To have 80% or more students scoring above satisfactory level on capstone project.

**Findings (2017-2018) - Target: Met**
All students met or exceeded the standard.

**Findings (2015-2016) - Target: Met**
All of the students scored at the level of proficiency or above.

**Findings (2014-2015) - Target: Met**
More than 80% of students met the standards.

**Findings (2013-2014) - Target: Met**
Direct Measure - 2: (Capstone Project); 21/22 95% scored Satisfactory level or higher.

M 3: Capstone Presentation (D-3)

The Capstone Presentation rubric is an effective measure of students' oral communication, and application of information literacy/technology skills. The measurement tool and rubric are designed to evaluate SLO 3. This evaluation is conducted in the junior level course, Organizational Theory and Behavior in Sport (SPSC 373) offered during the fall semester.

Source of Evidence: Presentation, either individual or group

**Target:**
To have 80% or more students scoring above satisfactory level on Capstone Presentation.

**Findings (2017-2018) - Target: Met**
96% of the students scored above satisfactory.
Findings (2015-2016) - Target: Met
All of the students scored at the level of proficiency or above.

Findings (2014-2015) - Target: Met
All students who submitted the capstone projects have achieved higher than satisfactory level.

Findings (2013-2014) - Target: Met
Direct Measure - 2: (Capstone Project, technology); 21/22 95% scored Satisfactory level or higher.

Direct Measure - 2: (Capstone Presentation, technology); 29/29, 100% scored Satisfactory level or higher.

M 8: Internship Evaluation (I-2)

Internship Supervisor Evaluation is designed to measure and report students' performance and behaviors during the internship. The managerial practitioners who serve as the site supervisors will observe the students for practical applications in three areas: Information Technology, Communication Skills used in the internship, and Integrative Experience obtained during the internship. The evaluation indirectly measures student learning outcomes SLO-4, 5, and 6 at the end of senior internship in the Spring Semester or Summer.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
To have 90% graduates scored satisfactory level of Senior Exit Interview

Findings (2017-2018) - Target: Met
96% of the students met or exceeded the standard.

Findings (2015-2016) - Target: Met
100% of the students scored above the satisfactory level. 8 students scored Achieved level and 4 were scored as Proficient.

Findings (2014-2015) - Target: Met
All of students have achieved higher than satisfactory level performance.

Findings (2013-2014) - Target: Met
Indirect Measure - 2: (Site Supervisor Evaluation); 15/15 100% scored Satisfactory level or higher.

G 3: Experience
The students will demonstrate leadership, integrative experience and commitment to continuing professional growth through various academic and professional activities.
SLO 6: Apply knowledge and skills in integrative experience

Apply knowledge and skills in practical settings and acquire leadership and integrative experience through professional activities and a structured internship.

Relevant Associations:

DSU Learning Goal Associations:
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Comprehensive Examination (D-1)

Comprehensive Examination Assessment (senior students)
The comprehensive examination is designed to measure student learning outcomes of general knowledge based on the Common Professional Component (CPC). The first portion of this examination contains 30 multiple choice questions (2 points for each x 30 questions = 60 points total). These questions are generated from content in the professional sport management courses. The second portion of the examination includes ten comprehensive essay questions, in which each question represents a particular area of CPC of sport management. Students are required to answer four out of the ten essay questions. The examination tests students' general CPC knowledge (multiple choice, 60% of total) and provides an opportunity for the students to demonstrate their strengths/interests in their selected areas (essay questions, 40%). The total test score is worth 100 points (60 +40 = 100). The multiple choice and essay questions are provided by faculty members in their respective areas of teaching expertise. The test questions are organized into Form A and Form B with the same level of difficulty to ensure academic integrity. Using a combination of correct multiple choice questions and essay evaluation rubrics, a student must score a minimum of 70 points to meet the target. For inter-rater reliability, the essays will be graded by two qualified faculty members in the program using an average score of the two raters as the final result. The examination mainly measures SLO-1 (Knowledge based on Common Professional Component) The exam is administered in the course of SPSC-475, Senior Seminar of Sport Management in the Fall Semester.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
more than 80% of students should meet the standards.
Findings (2017-2018) - Target: Met
All of the students met or exceeded the target.

Findings (2015-2016) - Target: Met
Six students of the twelve students who took the exam scored at the proficient level and six scored at the achieved level. Thus, the goal was exceeded.

Findings (2014-2015) - Target: Met
We have all seniors taking this exam and have all of them passed the exam above satisfactory level.

M 5: Position Paper (D-5)
The position paper of integrative experience is required for all senior students who complete a structured internship. The paper serves as a direct measure of Student Learning Outcome - 6 with related rubric. The students should demonstrate integrative experience in the aspects of (1) Knowledge Applied, (2) Practical Experience, (3) Enhanced Understanding, and (4) Expectation Awareness. The Paper must be submitted and evaluated at end of a 400-hour internship experience offered during the fall or summer semesters.

Source of Evidence: Academic direct measure of learning - other

Target:
To have 80% or more students scoring above satisfactory level on the position paper.

Findings (2017-2018) - Target: Not Reported This Cycle
No findings were reported.

Findings (2015-2016) - Target: Met
All of the students performed at the satisfied level or above.

Findings (2014-2015) - Target: Met
All of students have achieved higher than satisfactory level performance.

Findings (2013-2014) - Target: Met
Indirect Measure - 1: (position paper); 13/13 100% scored Satisfactory level or higher.

M 7: Senior Exit Interview (I-1)
The Senior Exit Interview is used as indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two faculty evaluators. The score is an average of two rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester.

Source of Evidence: Exit interviews with grads/program completers
Target:
To have 90% graduates scored satisfactory level of Senior Exit Interview

Findings (2017-2018) - Target: Not Reported This Cycle
No findings were reported.

Findings (2015-2016) - Target: Met
100% of the students scored above the satisfactory level. 8 students scored Achieved level and 4 were scored as Proficient.

Findings (2014-2015) - Target: Met
All of students have achieved higher than satisfactory level performance.

Findings (2013-2014) - Target: Met
Indirect Measure - 1: (Senior Exit Interview); 15/15 100% scored Satisfactory level or higher.

M 8: Internship Evaluation (I-2)
Internship Supervisor Evaluation is designed to measure and report students’ performance and behaviors during the internship. The managerial practitioners who serve as the site supervisors will observe the students for practical applications in three areas: Information Technology, Communication Skills used in the internship, and Integrative Experience obtained during the internship. The evaluation indirectly measures student learning outcomes SLO-4, 5, and 6 at the end of senior internship in the Spring Semester or Summer.

Source of Evidence: Field work, internship, or teaching evaluation

Target:
To have 90% graduates scored satisfactory level of Senior Exit Interview

Findings (2017-2018) - Target: Not Reported This Cycle
Nothing reported.

Findings (2015-2016) - Target: Met
100% of the students scored above the satisfactory level. 8 students scored Achieved level and 4 were scored as Proficient.

Findings (2014-2015) - Target: Met
All of students have achieved higher than satisfactory level performance.

Findings (2013-2014) - Target: Met
Indirect Measure - 2: (Site Supervisor Evaluation); 15/15 100% scored Satisfactory level or higher.

Details of Action Plans for This Cycle (by Established cycle, then alpha)
**Improvement will be made next year.**
Discuss the performance in department meeting to see if we need to adjust the target or improve interview skills of students.

<table>
<thead>
<tr>
<th>Established in Cycle: 2013-2014</th>
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<tbody>
<tr>
<td>Implementation Status: Planned</td>
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<td>Priority: High</td>
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<th>Projected Completion Date: 12/31/2014</th>
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<td>Budget Amount Requested: $60,000.00 (recurring)</td>
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### Annual Report Section Responses

**Executive Summary (1-2 pages)**

2017-2018 Sport Management Department Executive Summary (1-2 pages) The following is a list of Departmental major academic activities: (a) Fall 2017 enrollment for undergraduate students was 151 a slight decrease of 9 students from the previous year; the graduate program experienced a decrease in fall enrollment from 35 in Fall 2016 to 26 in 2017. A review of the graduate and undergraduate curriculums is underway to ensure we are meeting the industry's knowledge and skill requirements; (b) For the year we graduated 26 undergraduate majors (4 in December and 22 in May) and 9 graduate students (5 in December and 4 in May); (c) Faculty members provided students with the following external experiences: 2 (two) students were given the opportunity to attend the NFL Career Workshop in Atlanta, GA; 2 (two) students were given the opportunity for a paid internship with CF Charities in Philadelphia; and the SMO provided an excellent Conference and networking experience on campus. (d) As for the faculty's own professional development, service and scholarship Dr. Chen had 2 research presentations at a national conference, Dr. Chen complete the 2nd edition of a book chapter, he also had 1 peer-reviewed publication, all faculty members have participated in academic workshops and/or conferences for academic development and have served on various committees on the international, national, and campus levels.

**Unit(s) Profile**
The Department has 5 (five) full time faculty; 4 tenured faculty members and 1 not tenured. Faculty members by name and rank are as follows: (1) Dr. Li Chen (Full professor and tenured) (2) Dr. Janet Blade (Associate Professor and tenured) (3) Dr. Mark Still (Associate Professor, tenured) (4) Dr. Lifang Zhang (Associate Professor, tenured) (5) Mr. Maurice Suggs (Instructor/Lecturer, not tenured). Unit(s) Initiatives accomplished in this cycle Provided three valuable external professional development initiatives for our students. Unit(s) Honors/Awards and Achievements N/A Closings the Assessment Loop: Please share one or two prime examples of your program's assessment activities. A complete assessment report is due Octo... (The full text shows at beginning of the document) No changes have been made due to assessment findings. Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the department... (The full text shows at beginning of the document) Dr. Chen’s Research Presentations and publications. List the names of students involved. Chen, L., & Yu, C. (2017). Second Edition of Book Chapter “International Federation of Sports. Book Chapter in International Sport Management (Li et al. Eds). Champion, IL: Human Kinetics. Chen, L. (2018, under review), Analyzing NASCAR Spectator Motivation with Self-determination Theory. Chen L. (2018) Analysis and Implementation of Developing International Joint Program of Sport Management. Research Presentation to ICHPER.SD Forum co-SHAPE America Conference, March 20, 2018, Nashville, TN.

**Unit(s) Profile**

The Department has 5 (five) full time faculty; 4 tenured faculty members and 1 not tenured. Faculty members by name and rank are as follows: (1) Dr. Li Chen (Full professor and tenured) (2) Dr. Janet Blade (Associate Professor and tenured) (3) Dr. Mark Still (Associate Professor, tenured) (4) Dr. Lifang Zhang (Associate Professor, tenured) (5) Mr. Maurice Suggs (Instructor/Lecturer, not tenured).

**Unit(s) Initiatives accomplished in this cycle**

Provided three valuable external professional development initiatives for our students

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

We are working on means to assess student professional disposition beginning in Fall 2018 semester.

**Bibliography of Scholarly Products published in 2017-2018 by unit members.** Colleges should just list the number of publication listed by the departments.


Dr. Zhang is a reviewer for the *International Journal of Sport Management*.

**Undergraduate Program Information:** Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.
see attached

**Connected Document**
- sport management
Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Quality of Program

Departmental Goal #1: Ensure high quality educational programs that are guided by the standards and ethics of the related professional organizations and accrediting agencies. The department should have a high quality faculty team (at least 70% faculty members should have terminal degrees) to ensure quality teaching and programs. All faculty members should be able to use advanced technology and apply updated knowledge and skills to classroom teaching. The department encourages each faculty member to attend national or regional professional conferences for advancing their knowledge and skills and enhance effective classroom teaching.

Objective 1-1: Preparing Program to Obtain Accreditations of Sport Management.
Objective 1-2: Develop a Coaching Minor and Recreation Management Minor for undergraduate program in next 3 years.
Objective 1-3: Increase enrollment of graduate and undergraduate students in the department across major and minors.
Objective 1-4: All students will be involved in community service activities as part of their learning experiences through internship and fieldwork.
Objective 1-5: Ensure the curricula meeting the industry standards and are consistent with future trends of the profession.

Objectives 1-6: Ensure that the educational programs provide and uphold professional values and ethical standards.

O/O 1: Accreditation (1)
Preparring Program to Obtain Accreditation of Sport Management.
Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
8 Improve the process of program review to ensure compliance with requirements for certification and accreditation.
9 Develop and implement plans and programs to increase placement of COB graduates and encourage businesses to recruit COB graduates.

O/O 2: Offering minors (1)
Offering Coaching Minor and Recreation Management Minor for undergraduate program.

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

O/O 3: Minors enrollment (1)
Increase enrollment of graduate and undergraduate students in the department across major and minors.

Relevant Associations:

Strategic Plan Associations:
College of Business
1 Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
2 Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

O/O 4: Community service (1)
All students will be involved in community service activities as part of their learning experiences through internship and fieldwork.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences
1.3 All curricula include service learning activities
1.4 Provide interdisciplinary learning experiences for students
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies

**O/O 5: Industry standards (1)**

Ensure the curricula meeting the industry standards and are consistent with future trends of the profession.

**Relevant Associations:**

**Strategic Plan Associations:**

- College of Education, Health & Public Policy
  1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
  1.2 Implement the University Program Review process to ensure quality educational experiences
  1.3 All curricula include service learning activities
  1.4 Provide interdisciplinary learning experiences for students
  1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies

**O/O 6: Values and ethics (1)**

Ensure that the educational programs provide and uphold professional values and ethical standards.

**Relevant Associations:**

**Strategic Plan Associations:**

- College of Education, Health & Public Policy
  1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
  1.2 Implement the University Program Review process to ensure quality educational experiences
  1.3 All curricula include service learning activities
  1.4 Provide interdisciplinary learning experiences for students
  1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies

**G 2: Quantity of Learning**

**Departmental Goal #2:** Prepare students to graduate with the knowledge and ability to provide excellent service to the industries of sport, recreation, fitness industry, and communities.
Objective 2-1: Develop student leadership through course work, internship, and student governing bodies, and campus activities.

Objective 2-2: Cultivate an environment of academic and professional excellence.

Objective 2-3: Ensure that students have gained necessary professional and analytic ability and experience.

Objective 2-4: Provide quality student academic advising and support services.

Objective 2-5: Develop an alumni network for student recruitment and retention system.

O/O 7: Student leadership (2)
Develop student leadership through course work, internship, and student governing bodies, and campus activities.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences
1.3 All curricula include service learning activities
1.4 Provide interdisciplinary learning experiences for students
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.1 Students are provided with leadership opportunities through course work and academic governance
2.2 Cultivate an environment of academic and professional excellence
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies
2.6 Alumni network actively participates in the College

Related Measures:

M 2: Activities with sport industry
1. Number of faculty and students engaged and involved in activities with sport industry:
All 4 faculty members have positively engaged with sport industry. Drs, Chen, Zhang, and Mr. Still directly engaged with International Speedway, Wilmington Blue Rocks, Recreation Department of Dover, and Philadelphia 76ers with the activities of placing internship, consultation, and guest lectures made by industry leaders. Dr. Blade has communicated with Golf court of Dover with student internship.

Source of Evidence: Academic direct measure of learning - other

**Target:**
1. students involvement in sport management association
2. leadership experience in sport industry through internship

**Findings (2016-2017) - Target: Met**
Majority of our students are in the Sport Management Organization. All of the seniors completed an internship.

**Findings (2015-2016) - Target: Met**
Majority of students are involved in the SMO. All of the graduating seniors have completed an internship.

**Findings (2012-2013) - Target: Met**
Yes, majority of students are involved in sport management association. All seniors have experienced the leadership in sport industry through internship.

**Findings (2011-2012) - Target: Met**
We have achieved this objective.

**Findings (2009-2010) - Target: Met**
(1) Sport management association has provided leadership opportunity for students. The executive board of the association has experienced leadership and organizational skills during their services.
(2) All students who have placed in internship with our partnership have experienced in first line management.

**O/O 8:Excellence (2)**
Cultivate an environment of academic and professional excellence.

**Relevant Associations:**

**Strategic Plan Associations:**

**College of Education, Health & Public Policy**
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences
1.3 All curricula include service learning activities
1.4 Provide interdisciplinary learning experiences for students
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2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies
2.6 Alumni network actively participates in the College

Related Measures:

**M 2: Activities with sport industry**
1. Number of faculty and students engaged and involved in activities with sport industry:
   All 4 faculty members have positively engaged with sport industry. Drs, Chen, Zhang, and Mr. Still directly engaged with International Speedway, Wilmington Blue Rocks, Recreation Department of Dover, and Philadelphia 76ers with the activities of placing internship, consultation, and guest lectures made by industry leaders. Dr. Blade has communicated with Golf court of Dover with student internship.

Source of Evidence: Academic direct measure of learning - other

**Target:**
All faculty members should work toward excellence in professional competencies.

**Findings (2016-2017) - Target: Met**
Faculty members continue to work towards professional competencies.

**Findings (2015-2016) - Target: Met**
All faculty members continue to work toward excellence in professional competencies.

**Findings (2015-2016) - Target: Met**
All faculty members continue to work toward excellence in professional competencies.

**Findings (2012-2013) - Target: Met**
yes, all faculty members have worked toward improvement of professional competencies.

**Findings (2011-2012) - Target: Met**
We have met the objectives.

**Findings (2009-2010) - Target: Met**
All faculty members participated in the professional conference or workshops.
One faculty member is working toward finishing the doctoral degree.
O/O 9: Professional experience (2)
Ensure that students have gained necessary professional and analytic ability and experience.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Education, Health & Public Policy

1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences
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2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies
2.6 Alumni network actively participates in the College

**Related Measures:**

**M 2: Activities with sport industry**
1. Number of faculty and students engaged and involved in activities with sport industry:
All 4 faculty members have positively engaged with sport industry. Drs, Chen, Zhang, and Mr. Still directly engaged with International Speedway, Wilmington Blue Rocks, Recreation Department of Dover, and Philandelphia 76ers with the activities of placing internship, counsultation, and guest lectures made by industry leaders. Dr. Blade has communicated with Golf court of Dover with student internship.

Source of Evidence: Academic direct measure of learning - other

**Target:**
Faculty members and students obtain more professional experiences through academic and practical activities with the industry.

**Findings (2016-2017) - Target: Met**
Faculty and students have worked with professionals in the sport industry.

**Findings (2015-2016) - Target: Met**
Faculty and students have worked with professionals in the sport industry.
Findings (2012-2013) - Target: Met
Yes, all faculty members and many students obtain professional experience in the industry. Dr. Blade has involved with NCAA, Dr. Zhang has conducted an international conference and tour of sport facility. Dr. Still has worked with NCAA D-1 football event. Dr. Li Chen has accessed the leadership with Alliance for Sport Business.

Findings (2011-2012) - Target: Met
We have achieved this objective.

Findings (2009-2010) - Target: Met
All faculty members and more students participated in the activities with sport industry and continue to obtain professional experience.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Continuing obtain experience
Established in Cycle: 2009-2010
department will seek for more opportunities for our faculty and students to gain more professional experience

O/O 10:Advising (2)

Provide quality student academic advising and support services.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
1.1 Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences
1.3 All curricula include service learning activities
1.4 Provide interdisciplinary learning experiences for students
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.1 Students are provided with leadership opportunities through course work and academic governance
2.2 Cultivate an environment of academic and professional excellence
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies
2.6 Alumni network actively participates in the College
Related Measures:

M 2: Activities with sport industry
1. Number of faculty and students engaged and involved in activities with sport industry:
All 4 faculty members have positively engaged with sport industry. Drs, Chen, Zhang, and Mr. Still directly engaged with International Speedway, Wilmington Blue Rocks, Recreation Department of Dover, and Philadelphia 76ers with the activities of placing internship, consultation, and guest lectures made by industry leaders. Dr. Blade has communicated with Golf court of Dover with student internship.

Source of Evidence: Academic direct measure of learning - other

Target:
Continue to provide advising service to our student majors.

Findings (2016-2017) - Target: Met
Faculty advised juniors and seniors.

Findings (2015-2016) - Target: Met
Faculty advised juniors and seniors.

Findings (2012-2013) - Target: Partially Met
Yes, all faculty members have provided advising services to our students: Dr. Blade advised graduate students, Dr. Still advised undergraduate students (last name N-Z); Dr. Chen advised all minor students for S7. Dr. Zhang advised undergraduate students (last name A-M) but with some minor issues.

Findings (2011-2012) - Target: Partially Met
We are good on this part but need to improve by adding one specialist of advising.

Findings (2009-2010) - Target: Partially Met
All faculty members provided quality service to our students. However, there has been advising errors reported by the students and other parties.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

enhancing advising quality
Established in Cycle: 2009-2010
1. sending junior faculty to workshop
2. Department workshop for advising students in new curriculum.

implementing in next year
Established in Cycle: 2012-2013
enhancing importance of advising in the faculty meeting and have weak faculty members to attend workshop.
O/O 11: Alumni network (2)
Develop an alumni network for student recruitment and retention system.

**Relevant Associations:**

**Strategic Plan Associations:**

**College of Education, Health & Public Policy**

1. Obtain and/or maintain accreditation of programs values and ethical standards identified by their professional organizations and accrediting bodies
2. Implement the University Program Review process to ensure quality educational experiences
3. All curricula include service learning activities
4. Provide interdisciplinary learning experiences for students
5. Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies

**Related Measures:**

**M 2: Activities with sport industry**

1. Number of faculty and students engaged and involved in activities with sport industry:

All 4 faculty members have positively engaged with sport industry. Drs. Chen, Zhang, and Mr. Still directly engaged with International Speedway, Wilmington Blue Rocks, Recreation Department of Dover, and Philadelphia 76ers with the activities of placing internship, consultation, and guest lectures made by industry leaders. Dr. Blade has communicated with Golf court of Dover with student internship.

Source of Evidence: Academic direct measure of learning - other

**Target:**

keep communicating with alumni of the program to obtain feedback.

**Findings (2016-2017) - Target: Met**

Alumni presented at the SMO Conference and have provided feedback regarding the program and program offerings.

**Findings (2015-2016) - Target: Met**

Alumni presented at the Sport Management Conference and continue to provide feedback about strengths and weaknesses of the program.
Findings (2011-2012) - Target: Met
We have communicate with alumni and invited them back to give presentations.

Findings (2009-2010) - Target: Met
Have held sport management leadership conference and have alumni as guest speakers to our current students.
Work on the alumni survey to gather input for the program future.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Alumni survey
Established in Cycle: 2009-2010

Keep alumni survey each year.

G 3: Quality of Faculty

Departmental Goal #3: Enhance faculty ability and quality to provide excellent teaching, research and service.

Objective 3-1: Recruit and retain high quality faculty who maintain up to date knowledge in their fields.

Objective 3-2: Support an environment of high quality teaching.

Objective 3-3: Promote faculty scholarship/research.

Objective 3-4: Promote faculty service in the community and university.

O/O 12: High quality faculty (3)
Recruit and retain high quality faculty who maintain up to date knowledge in their fields.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
3.1 Recruit and retain high quality faculty to deliver the curricula
3.2 Support an environment of high quality teaching
3.3 Faculty are engaged in scholarship and/or research
3.4 Promote faculty service in the community
3.5 Faculty provide high quality advising and mentoring

Related Measures:

M 3: Evaluations
1. Student evaluation scores: The students evaluation scores ranged from average 2.9 to 4.5 for all courses that indicate above average satisfaction of student learning.

Source of Evidence: Evaluations
2. Peer evaluation scores: The peer evaluation scores for junior faculty members ranged from 3.5 to 4.5 with above average to good performance of faculty.

Target:
More that 80% department faculty hold doctoral degree. All faculty members keep updated knowledge in the profession.

Findings (2016-2017) - Target: Met
80% of the department faculty hold doctorate degrees and knowledgeable of current developments in the profession.

Findings (2015-2016) - Target: Met
80% of department faculty hold doctoral degrees. All faculty members keep current with applicable knowledge and skills.

Findings (2012-2013) - Target: Met
Yes, all faculty members have doctoral degrees.

Findings (2011-2012) - Target: Met
All faculty now have held doctoral degrees. We have achieved this objective.

Findings (2009-2010) - Target: Met
Three faculty members with doctoral degrees and one is ABD. All faculty members participated in national conferences or workshop.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Doctoral Degree
Established in Cycle: 2009-2010
One faculty member should complete doctoral degree to achieve 100% faculty members holding doctoral degrees.
Department encour...
Keep quality of faculty
Established in Cycle: 2009-2010
The department will keep enhancing quality of faculty.

O/O 13: High quality teaching (3)
Support an environment of high quality teaching.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
  3.1 Recruit and retain high quality faculty to deliver the curricula
  3.2 Support an environment of high quality teaching
  3.3 Faculty are engaged in scholarship and/or research
  3.4 Promote faculty service in the community
  3.5 Faculty provide high quality advising and mentoring

Related Measures:

M 3: Evaluations
1. Student evaluation scores: The students evaluation scores ranged from average 2.9 to 4.5 for all courses that indicate above average satisfaction of student learning.

Source of Evidence: Evaluations
2. Peer evaluation scores: The peer evaluation scores for junior faculty members ranged from 3.5 to 4.5 with above average to good performance of faculty.

Target:
Student evaluation scores near 4.00 in average.

Findings (2016-2017) - Target: Met
Number of student evaluations was not sufficient enough to provide validity and reliability to scores. However, most scores were close to 4.0.

Findings (2015-2016) - Target: Not Reported This Cycle
N/A Student evaluations were not available.

Findings (2012-2013) - Target: Met
The student evaluation scores near 4.00 on 5 point scale.

Findings (2011-2012) - Target: Met
We have partially achieved this. with 3/4 of faculty members having 4.00 student evaluation.

Findings (2009-2010) - Target: Partially Met
The student evaluation scores in average ranged from 2.9 to 4.5.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Teaching Improvement
Established in Cycle: 2009-2010
All faculty should continue to improve teaching and update the class syllabi.

O/O 14: Scholarship & research (3)
Promote faculty scholarship/research.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
3.1 Recruit and retain high quality faculty to deliver the curricula
3.2 Support an environment of high quality teaching
3.3 Faculty are engaged in scholarship and/or research
3.4 Promote faculty service in the community
3.5 Faculty provide high quality advising and mentoring

Related Measures:

M 3: Evaluations
1. Student evaluation scores: The students evaluation scores ranged from average 2.9 to 4.5 for all courses that indicate above average satisfaction of student learning.

Source of Evidence: Evaluations
2. Peer evaluation scores: The peer evaluation scores for junior faculty members ranged from 3.5 to 4.5 with above average to good performance of faculty.

Target:
The department should have 3/4 of faculty members participate in scholarly work including research, presentation, and writing grants.

Findings (2016-2017) - Target: Met
All faculty members have done some type of scholarly work.

Findings (2015-2016) - Target: Met
All faculty department faculty participate in some form of scholarly work.

Findings (2012-2013) - Target: Met
Yes, Drs. Chen, Zhang, and Still have had scholarly in research manuscripts and presentations.
Findings (2011-2012) - Target: Met
Yes, we have achieved this objective. More 3/4 faculty members participated in research project.

Findings (2009-2010) - Target: Partially Met
1. All faculty members have attended national conferences or workshops.
2. Published 6 research papers and abstracts and one is under review
3. Presented 3 scholarly papers at national conferences
4. Wrote 4 grants proposal and 2 have been awarded.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Research group work
Established in Cycle: 2009-2010
develop research projects that more than one faculty member should participate.

O/O 15: Community service (3)
Promote faculty service in the community and university.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
  3.1 Recruit and retain high quality faculty to deliver the curricula
  3.2 Support an environment of high quality teaching
  3.3 Faculty are engaged in scholarship and/or research
  3.4 Promote faculty service in the community
  3.5 Faculty provide high quality advising and mentoring

Related Measures:

M 3: Evaluations
1. Student evaluation scores: The students evaluation scores ranged from average 2.9 to 4.5 for all courses that indicate above average satisfaction of student learning.

Source of Evidence: Evaluations
2. Peer evaluation scores: The peer evaluation scores for junior faculty members ranged from 3.5 to 4.5 with above average to good performance of faculty.

Target:
All faculty members should provide community services.

Findings (2016-2017) - Target: Met
All faculty members have done community service.
Findings (2015-2016) - Target: Not Reported This Cycle

Unsure if all faculty have completed this objective due to lack of information.

Findings (2012-2013) - Target: Met
Yes, all faculty members have provided community service.

Findings (2011-2012) - Target: Met
Yes, more than 3/4 of faculty members have participated in community service.

Findings (2009-2010) - Target: Met
All faculty members have participated in community services including consultation, interaction, member of organization:
1. Sport Commission of Delaware (Chen)
2. Department of Recreation (Chen, Zhang, Still)
3. International Speedway (Chen, Zhang, Still)
4. Golf court of Dover (Blade)
5. Athletics of DSU (Blade, Chen, Still, Zhang)

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Community Service
Established in Cycle: 2009-2010
Keep good relationship with community

G 4:Partnerships

Departmental Goal #4: Perform as a leading institution by participating in various organizations, schools, and communities with relationship or partnerships through service and outreach.

Objective 4-1: Encourage participation of community service through internship and partnerships.

O/O 16:Internships (4)
Encourage participation of community service through internship and partnerships.
Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
  4.1 Enhance community engaged partnerships and outreach

Related Measures:

M 4: Services & partnerships

1. Number of service provided to University, college, and department

A total of 24 services provided by the faculty members to the levels of department, college, university, state and regional, and the national professional association.

- Department committee service (8)
- College committee service (3)
- University Committees (5)
- State and regional Committees (3)
- National professional associations (5)

2. Number of partnerships established

A total of 6 partnerships have been established in sport related industries including:
- International Speedway, Dover (professional auto race)
- Wilmington Blue Rocks (professional minor league baseball)
- Department of Athletics, DSU
- Department of Recreation and Park, Dover, Delaware
- Center of Wellness and Recreation, DSU
- Philadelphia 76ers (professional basketball, NBA)

Source of Evidence: Academic direct measure of learning - other

Target:
Ensure Senior students have good experience through internship

Findings (2016-2017) - Target: Met
All students who completed an internship have reported it was a good experience.

Findings (2015-2016) - Target: Not Reported This Cycle
Information was not reported.

Findings (2012-2013) - Target: Met
Yes, 100% of seniors have reported that they have had positive experiences from their internship.

Findings (2011-2012) - Target: Met
Yes, all senior students have had a good experience in internship.
Findings (2009-2010) - Target: Met
1. All students who completed their internship reported good experience.
2. department established 5 partnership for student internship.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Internship experience
Established in Cycle: 2009-2010
Keep interaction with sport industry for more opportunity of internship for our students.

G 5: Scholarship

Departmental Goal #5: Become a leading institution in community in Research and Scholarship.

Objective 5-1: To encourage student research with faculty especially for graduate students.
Objective 5-2: To increase the quantity and quality of research activities involving faculty and students.

Objective 5-3: To collaborate with state, national and international research institutions for conducting research projects of faculty and students.
Objective 5-4: Increase submission of research grants to support scholarly activities.

Objective 5-5: Build research laboratories for enhancing teaching effectiveness and supporting faculty/student research.

O/O 17: Student research (5)
To encourage student research with faculty especially for graduate students.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
  5.1 Cultivate an environment that reinforces the importance of research and publication
  5.2 Develop research centers that provide outcome based, community relevant research and policy

Related Measures:

M 5: Publications & grants
1. Quantity and quality of publications and presentations:
2. Number of grants submitted and awarded

Source of Evidence: Academic direct measure of learning - other

**Target:**
Encouraging students participating in research activities.

**Findings (2016-2017) - Target: Met**
Students have completed research activities and await the opportunity to present.

**Findings (2015-2016) - Target: Met**
Two undergraduate students presented research at a professional conference.

**Findings (2012-2013) - Target: Met**
Yes, the department has 5 graduate students participated in the research projects and the results have been presented at national conference. Zou Liyi has received award in DSU research symposium hosted by the graduate studies.

**Findings (2011-2012) - Target: Met**
Our graduate and undergraduate students have participated in the research activities.

**Findings (2009-2010) - Target: Partially Met**
Have 3 students participated in research projects.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Increasing number of students in research**
*Established in Cycle: 2009-2010*
Continuing increment of students participated in research in master program and undergraduate program.

**O/O 18:Increase research activities (5)**
To increase the quantity and quality of research activities involving faculty and students.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Education, Health & Public Policy
5.1 Cultivate an environment that reinforces the importance of research and publication
5.2 Develop research centers that provide outcome based, community relevant research and policy

**Related Measures:**

**M 5: Publications & grants**

1. Quantity and quality of publications and presentations:
2. Number of grants submitted and awarded

Source of Evidence: Academic direct measure of learning - other

**Target:**
Three publications
Three presentations at national conference
Three proposal of grants submitted or awarded

**Findings (2016-2017) - Target: Not Reported This Cycle**
Information not available.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not available.

**Findings (2012-2013) - Target: Met**

The department has 3 presentations accepted by national and international conferences. 3 manuscripts have been in writing and revision for submission. 3 grant proposals (one from Dr. Chen, one for Dr. Zhang, one for Dr. Still).

**Findings (2011-2012) - Target: Partially Met**
We have partially met this objective with 3/4 of faculty members presented and published scholarly work.

**Findings (2009-2010) - Target: Met**

1. Publications:


2. Number of grants submitted and awarded:

- Liu, F, Chen, L, & Moore, C. International Education Program Grant Submitted to US Department of Education (2010, $300,000 for 3 years)

- Chen, Federal Grant Submitted for Establishing Coaching Program at HBCU Institution (09, title III, $19,500)

- Chen, Federal Grant Submitted for Obtaining National Accreditation for Sport Management Program (2009. Title III, $9,800)

- Chen, Federal Grant Awarded to Conduct Evaluating National Survey of Accreditation for Sport Management (2009, Title III, $11,655.00).

- Chen, Professional Development Grant Obtained, Delaware State University (2010, $1,800)
• Zhang, Professional Development Grant Obtained from Delaware State University (2010, $1,700)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Increasing scholarly work**
*Established in Cycle: 2009-2010*
Encouraging more scholarly work in departmental faculty members.

**O/O 19: State, national research (5)**
To collaborate with state, national and international research institutions for conducting research projects of faculty and students.

**Relevant Associations:**

**Strategic Plan Associations:**
*College of Education, Health & Public Policy*
- 5.1 Cultivate an environment that reinforces the importance of research and publication
- 5.2 Develop research centers that provide outcome based, community relevant research and policy

**Related Measures:**

**M 5: Publications & grants**
1. Quantity and quality of publications and presentations:
2. Number of grants submitted and awarded

Source of Evidence: Academic direct measure of learning - other

**Target:**
department should have 4 research projects at state and national levels.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Information not available.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not reported.
Findings (2012-2013) - Target: Met
Yes, the department has 4 research projects at national levels. (Dr. Chen has 3, Dr. Zhang has 1).

Findings (2011-2012) - Target: Met
We have 4 presentations this year and 1 publication. So we met.

Findings (2009-2010) - Target: Met
The department faculty members have produced 8 research products in this year.


**O/O 20:Scholarly activities (5)**
Increase submission of research grants to support scholarly activities.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Education, Health & Public Policy
5.1 Cultivate an environment that reinforces the importance of research and publication
5.2 Develop research centers that provide outcome based, community relevant research and policy

**Related Measures:**

**M 5:Publications & grants**
1. Quantity and quality of publications and presentations:
2. Number of grants submitted and awarded

Source of Evidence: Academic direct measure of learning - other

**Target:**
All faculty members of department should participate in scholarly activities.

**Findings (2016-2017) - Target: Met**
All department members have participated in scholarly activities.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not available.

**Findings (2012-2013) - Target: Met**
Yes, all faculty members have participated in scholarly activities (Dr Blade advised a dissertation, Dr. Zhang has worked on a manuscript, Dr. Chen has worked on a manuscript, Dr. Still is working on his manuscript).

**Findings (2011-2012) - Target: Met**
So we have met this by having

**Findings (2009-2010) - Target: Partially Met**
There have been 8 scholarly products produced by Dr. Chen and Dr. Zhang.
Mr. Still has worked on his dissertation.
3/4 faculty members have achieved the department goals.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Enhancing scholarly activities of faculty
Established in Cycle: 2009-2010
All faculty members should participate in the scholarly activities in coming year.

O/O 21: Build research laboratories (5)
Build research laboratories for enhancing teaching effectiveness and supporting faculty/student research.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
  5.1 Cultivate an environment that reinforces the importance of research and publication
  5.2 Develop research centers that provide outcome based, community relevant research and policy

Related Measures:

M 5: Publications & grants
1. Quantity and quality of publications and presentations:
2. Number of grants submitted and awarded

Source of Evidence: Academic direct measure of learning - other

Target:
Department may develop a research laboratory for research activities of faculty and students.

Findings (2016-2017) - Target: Met
Department has a computer lab that can be used for research.

Findings (2015-2016) - Target: Met
Department has a computer lab that can be used for research.

Findings (2012-2013) - Target: Met
Yes, the department has developed a computer research lab and is using by our faculty and students.

Findings (2011-2012) - Target: Met
We have operating a research lab with limited computers.

Findings (2009-2010) - Target: Partially Met
The research lab of movement sciences has been established.
The research/computer lab of sport management has been planned but not function due to limited budget.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Research/computer Lab**
*Established in Cycle: 2009-2010*

The computer lab of sport management program should be established in 2010-2011 academic year.

**G 6:Internationalization**

**Departmental Goal #6: Enhance and facilitate international exchange programs.**

**Objective 6-1:** Promote international experiences and programs for all students and faculty.

**Objective 6-2:** Develop academic exchange programs with international institutions.

**Objective 6-3:** Provide opportunities for students learning in a global community.

**O/O 22:International experiences (6)**

Promote international experiences and programs for all students and faculty.

**Relevant Associations:**

**Strategic Plan Associations:**
College of Education, Health & Public Policy
- 6.1 Promote international experiences and programs for all students
- 6.2 Become a World Health Organization/Pan American Health Organization Collaborating Center for Health Disparities

**Related Measures:**

**M 6:International programs**
1. Quantity and quality of international exchange projects

Source of Evidence: Academic direct measure of learning - other

**Target:**
Providing International experience for faculty and students.

**Findings (2016-2017) - Target: Partially Met**
2 faculty members have taught in our Sanming 3+1 program however students have not been given an opportunity to study abroad.
Findings (2015-2016) - Target: Partially Met

Three faculty members taught in our 3+1 program in Sanming China. Students have not been provided an opportunity to study abroad.

Findings (2012-2013) - Target: Met

The department has developed an international 3+1 program and will be implemented in Fall 2013. There will be one international visiting scholar coming in Fall 2013.

Findings (2011-2012) - Target: Met

We have hosted International delegations for 2 times and recruited 6 international graduate students. Hosted the Culture Camp on DSU campus.

Findings (2009-2010) - Target: Met

At least 2 faculty members involved in international exchange program (Drs. Chen and Zhang). Recruiting 6 Graduate Students from China (Hunan Normal University, Shangdon University, and Ningbo Tech University) Established and developed International Exchange Program with China

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

All faculty involving International program
Established in Cycle: 2009-2010
Encouraging all faculty members involved in international exchange program.

plan
Established in Cycle: 2015-2016
Create opportunities for students to study abroad.

O/O 23:International exchange programs (6)
Develop academic exchange programs with international institutions.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
6.1 Promote international experiences and programs for all students
6.2 Become a World Health Organization/Pan American Health Organization Collaborating Center for Health Disparities

Related Measures:

M 6:International programs
1. Quantity and quality of international exchange projects

Source of Evidence: Academic direct measure of learning - other
Target:
Establishing International Exchange Program

**Findings (2016-2017) - Target: Met**
Sanming 3+1 program.

**Findings (2015-2016) - Target: Met**
Department still has 3+1 program with Sanming University.

**Findings (2012-2013) - Target: Met**
The department has established an international 3+1 undergraduate sport management program with Sanming University of China and will be implemented in Fall 2013.

**Findings (2011-2012) - Target: Met**
We have worked on the international program that is 3+1 undergraduate program. It has been approved by DSU and Sanming University of China but pending on approval by Chinese Center Government.

**Findings (2009-2010) - Target: Met**
Established and developed International Exchange Program with China include:

- College of Sport Management, Beijing Sport University
- College of Physical Education and Sport, Hunan Normal University
- College of Sport and Physical Education, Shangdon University
- College of Sport and Physical Education, Jishou University

Activities include: (1) Lectures to graduate students and faculty to those universities; (2) exchange academic and research ideas with the universities; (3) developed academic exchange programs; and (4) facilitating exchange activities of university leadership.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Enhancing quality of international program**
*Established in Cycle: 2009-2010*
Department should enhance quality of international program with all faculty members.

**O/O 24: Global community (6)**
Provide opportunities for students learning in a global community.

**Relevant Associations:**
Strategic Plan Associations:
College of Education, Health & Public Policy
6.1 Promote international experiences and programs for all students
6.2 Become a World Health Organization/Pan American Health Organization Collaborating Center for Health Disparities

Related Measures:

M 6: International programs
1. Quantity and quality of international exchange projects

Source of Evidence: Academic direct measure of learning - other

Target:
Increasing global community relations

Findings (2016-2017) - Target: Partially Met
Two faculty members taught in China.

Findings (2015-2016) - Target: Met
Three department faculty members taught at Sanming Univ over the summer.

Findings (2012-2013) - Target: Met
The department has done this well. Dr. Zhang has cooperated with China's sport facility conference. Dr. Chen has lectured in China for 7 universities during his academic leave.

Findings (2011-2012) - Target: Met
Yes, the faculty members have involved international program to present, lecture, and exchange academic ideas.

Findings (2009-2010) - Target: Met
The faculty members have provided academic services to global community that included:
(1) Lectures to graduate students and faculty to those universities; (2) exchange academic and research ideas with the universities; (3) developed academic exchange programs; and (4) facilitating exchange activities of university leadership.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Continuing on this effort
Established in Cycle: 2009-2010
The department should continue this effort with all faculty members contributed.

G 7: Staff Support
Department Goal #7: Enhance staff knowledge and ability to provide support for the departmental activities.

Objective 7-1: Improve staff capability to keep current on professional skills and ethics.

Objective 7-2: Ensure that staff and student assistants are aware of policies, procedures and working ethics at the department.

O/O 25: Staff (7)

Improve staff capability to keep current on professional skills and ethics.

Relevant Associations:

Strategic Plan Associations:

College of Education, Health & Public Policy

7.1 Promote staff capability to keep current on professional skills and changes in University computer programs

Related Measures:

M 7: Professional endeavors

1. Quantity and quality of professional endeavors.

Source of Evidence: Academic direct measure of learning - other

Target:

Quality and quantity of staff to support department.

Findings (2016-2017) - Target: Met

Department has 1 secretary, 2 students workers and 1 graduate assistant.

Findings (2015-2016) - Target: Met

The department has 1 secretary, 3 student workers and 1 graduate assistant.

Findings (2012-2013) - Target: Met

The department has one secretary who holds a MBA and functions well in department office management.
Findings (2011-2012) - Target: Partially Met
We only have one staff and need more human resources to help department function.

Findings (2009-2010) - Target: Partially Met
The department has experienced difficulty on staff quality. We found that temporary staff performed better that others.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improvement staff performance
Established in Cycle: 2009-2010
The effort should be done with all parties (administration and staff union)

O/O 26:Ethics (7)
Ensure that staff and student assistants are aware of policies, procedures and working ethics at the department.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
7.1 Promote staff capability to keep current on professional skills and changes in University computer programs

Related Measures:

M 7:Professional endeavors
1. Quantity and quality of professional endeavors.

Source of Evidence: Academic direct measure of learning - other

Target:
All faculty and staff should hold the acceptable standards of ethics and consistent performance.

Findings (2016-2017) - Target: Met
Department faculty and staff have met this objective.

Findings (2015-2016) - Target: Met
For the most part, the department faculty and staff have met this objective.
Findings (2012-2013) - Target: Met
Yes, there has been no report for any violation in DSU policies and professional standards, and ethics issue among the department faculty and staff.

Findings (2011-2012) - Target: Met
Yes. We have achieved this objective.

Findings (2009-2010) - Target: Partially Met
All faculty and staff of department have been basically met the standards defined by the university.

G 8:Service

Departmental Goal #8: Provide high quality services to the university and community.

Objective 8-1: All faculty members of the department should participate in the committees of the department, college, and university to provide services in the academic environment.

Objective 8-2: All faculty members of department should involve in the service related to off campus recruiting, promotion, public relations, professional consultation, and involvement of professional organizations and community.

O/O 27: Committee service (8)
All faculty members of the department should participate in the committees of the department, college, and university to provide services in the academic environment.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
9.1 Develop an assessment plan to measure each program’s effectiveness in achieving its goals and objectives
9.2 Develop and implement a student outcome assessment plan

Related Measures:

M 8: Faculty service
1. Number of committees faculty participate on

Source of Evidence: Academic direct measure of learning - other

2. Number of community activities faculty engaged in

**Target:**
All faculty should participate in committee service at different levels.

**Findings (2016-2017) - Target: Met**
All faculty members have served on committees at various levels.

**Findings (2015-2016) - Target: Met**
Department faculty members have served on various committees at different levels.

**Findings (2012-2013) - Target: Met**
Yes, all faculty have participated in the committee service at national, state, DSU, College, and department (see personal files in the summary.

**Findings (2011-2012) - Target: Met**
Yes, we have achieved this.
1. national level offices = 3;
2. state level offices = 2
3. university level = 3.

**Findings (2009-2010) - Target: Met**
1. Number of committees faculty participate on
   (1) A total number of committees faculty participated in is 24 capacities. They have contributed significantly to the profession, university, college, and department.

2. Number of community activities faculty engaged in
   (2) A total number of community activities departmental faculty engaged in is 13. They have provided professional services to the community in large.

**O/O 28:Departmental service (8)**
All faculty members of department should involve in the service related to off campus recruiting, promotion, public relations, professional consultation, and involvement of professional organizations and community.
Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy

9.1 Develop an assessment plan to measure each program's effectiveness in achieving its goals and objectives
9.2 Develop and implement a student outcome assessment plan

Related Measures:

M 8: Faculty service
1. Number of committees faculty participate on

Source of Evidence: Academic direct measure of learning - other

2. Number of community activities faculty engaged in

Target:
All faculty members should provide service to the department and students.

Findings (2016-2017) - Target: Met
All faculty members have served the Department and its students.

Findings (2015-2016) - Target: Met
All faculty members have served the department and students in some capacity.

Findings (2012-2013) - Target: Met
Yes, all faculty members have provided services and to the department by participating in the committee and advising the students.

Findings (2011-2012) - Target: Met
Yes, we have had but need to improve.

Findings (2009-2010) - Target: Met
All faculty members of department have served at department committees and participated in the Leadership Conference of Sport Management.

G 9: Resources
Departmental Goal #9: Increase Financial and Human resources to ensure program growth.

Objective 9-1: Promote and increase number and amount of grants to support academic programs.

Objective 9-2: Develop relationships with agencies, community based organizations and stakeholders of the profession.

Objective 9-3: Encourage fundraising activities and contacts with other industry to support academic programs.

Objective 9-4: Develop and implement a marketing and financial plan for the department.

O/O 29: Increase grants (9)

Promote and increase number and amount of grants to support academic programs.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
9.1 Develop an assessment plan to measure each program’s effectiveness in achieving its goals and objectives
9.2 Develop and implement a student outcome assessment plan

Related Measures:

M 9: Grants (9)

1. Number of grants awarded and attempts made by the department members.

Source of Evidence: Project, either individual or group

Target:

at least 3 grants writing should be made and received 2.

Findings (2016-2017) - Target: Not Reported This Cycle
Information not available at this time.

Findings (2015-2016) - Target: Not Reported This Cycle
Information was not available.
Findings (2012-2013) - Target: Partially Met
The department has made 2 grants proposals (one from Dr. Chen, one from Dr. Zhang) but are unable to receive them due to limited funds available.

Findings (2011-2012) - Target: Met
yes, we have had 4 grants writing and all are approved.

Findings (2009-2010) - Target: Met
A total number of grants awarded is 4 including federal title III grants and Internal grants.
A total of grants attempts are 5.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

writing more
Established in Cycle: 2009-2010
encouraging faculty to write more.

encourage to writing more
Established in Cycle: 2012-2013
encourage more grant writing even if limited resources.

O/O 30:Agency relationships (9)
Develop relationships with agencies, community based organizations and stakeholders of the profession.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
9.1 Develop an assessment plan to measure each program’s effectiveness in achieving its goals and objectives
9.2 Develop and implement a student outcome assessment plan

O/O 31:Fundraising (9)
Encourage fundraising activities and contacts with other industry to support academic programs.

Relevant Associations:

Strategic Plan Associations:
College of Education, Health & Public Policy
9.1 Develop an assessment plan to measure each program’s effectiveness in achieving its goals and objectives
9.2 Develop and implement a student outcome assessment plan

Related Measures:
M 9:Grants (9)
1. Number of grants awarded and attempts made by the department members.

Source of Evidence: Project, either individual or group

**Target:**
encouraging fundraising activities in the department and student organization.

**Findings (2016-2017) - Target: Met**
The SMO raised funds through working with Athletics.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not available.

**Findings (2012-2013) - Target: Met**
The student organization has conducted fundraising activities by participating in the athletic events.

**Findings (2011-2012) - Target: Met**
we have worked on fundraising, especially from Sport Management Association.

**Findings (2009-2010) - Target: Met**
Sport Science Organization continued to raise funds for student activities (Mr. Still as advisor).

**O/O 32: Marketing/financial plan (9)**

Develop and implement a marketing and financial plan for the department.

**Relevant Associations:**

**Strategic Plan Associations:**
**College of Business**
1. Develop programs (undergraduate and graduate) and processes to enhance student learning, professional development and success.
2. Develop programs in teaching and research that are supportive of scholarly activity by faculty that foster student participation.

**Related Measures:**

**M 9: Grants (9)**

1. Number of grants awarded and attempts made by the department members.

Source of Evidence: Project, either individual or group

**Target:**
Making a proper marketing and financial plan for the graduate and undergraduate programs.
Findings (2016-2017) - Target: Not Reported This Cycle
Information not available.

Findings (2015-2016) - Target: Not Reported This Cycle
Information not available.

Findings (2012-2013) - Target: Met
Yes, the department has submitted the proposal on how to managing and fiancing the international program.

Findings (2011-2012) - Target: Partially Met
We have worked on it and need improvement.

Findings (2009-2010) - Target: Partially Met
1. Marketing plan for Coaching minor program has been done.
2. Marketing Plan for sport management undergraduate program has been implemented successful (program, broucher, publicity)
3. Marketing Plan for Sport Administration graduate program needs to be enhanced to recruit more quality students.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Improvement of graduate program
Established in Cycle: 2009-2010
More effort should be made for graduate program of sport administration in terms of marketing.

G 10: Department Operation

Departmental Goal #10: Assess and Evaluate the effectiveness of operation of the

Objective 10-1: Develop an assessment plan to measure each program's effectiveness in achieving its goal and objectives.

Objective 10-2: Develop and implement a student outcome assessment plan under the direction of the university and college.

Objective 10-3: Assess student progress by using standard methods of disciplines and national standards (e.g., NASPE, and NASSM).

Objective 10-4: Assess faculty progress relative to faculty development plans and their
professional goals.

**O/O 33: Assessment plan (10)**

Develop an assessment plan to measure each program's effectiveness in achieving its goal and objectives.

**O/O 34: Student outcome assessment (10)**

Develop and implement a student outcome assessment plan under the direction of the university and college.

**Related Measures:**

**M 10: Student satisfaction**

1. Number of complaints by students, parents, and others

Source of Evidence: Academic direct measure of learning - other

2. Exit Survey

**Target:**

More than 90% should be successfully pass required professional courses. Exit survey results should about average.

**Findings (2016-2017) - Target: Met**

All of the seniors successfully passed their required professional courses.

**Findings (2015-2016) - Target: Met**

Met objective.

**Findings (2012-2013) - Target: Met**

Yes, 90% seniors have passed their required senior courses and the exit survey have been positive for student satisfaction about the program.

**Findings (2011-2012) - Target: Met**

Our students satisfaction average is over 4.00 in 5-lickert scale.

**Findings (2009-2010) - Target: Met**

1. More than 90% of major students in sport management have achieved C or better in their core courses.
2. More than 80% of graduate students have passed their professional courses.
3. More than 90% of coaching minor students have succeeded in their major courses.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Improvement of learning outcome**
*Established in Cycle*: 2009-2010
Providing better teaching and advising services to our students.

**O/O 35: Student assessment (10)**
Assess student progress by using standard methods of disciplines and national standards (e.g., NASPE, and NASSM).

**Related Measures:**

**M 10: Student satisfaction**
1. Number of complaints by students, parents, and others

Source of Evidence: Academic direct measure of learning - other
2. Exit Survey

**Target:**
Students' satisfaction scores should be better than 3.0 in their course evaluation.

**Findings (2016-2017) - Target: Not Reported This Cycle**
Information not available.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not available.

**Findings (2012-2013) - Target: Met**

The students' satisfaction scores in course evaluation have demonstrated a positive level of satisfaction.

**Findings (2011-2012) - Target: Met**
We have achieved this goal.

**Findings (2009-2010) - Target: Partially Met**

The students majored in sport management, sport administration, and coaching minor have conducted their course evaluation with the average scores ranging from 2.8 to 4.5.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.
Improvement of teaching  
*Established in Cycle: 2009-2010*

continue to improve the teaching in all courses offered by the department.

**O/O 36:Faculty development (10)**

Assess faculty progress relative to faculty development plans and their professional goals.

**Related Measures:**

**M 10:Student satisfaction**

1. Number of complaints by students, parents, and others

Source of Evidence: Academic direct measure of learning - other

2. Exit Survey

**Target:**
All faculty in the department should develop their faculty competencies.

**Findings (2016-2017) - Target: Met**
All faculty members have worked on their faculty competencies.

**Findings (2015-2016) - Target: Not Reported This Cycle**
Information was not available.

**Findings (2012-2013) - Target: Met**
Yes, all faculty members have intent or action in development thier faculty competencies.

**Findings (2011-2012) - Target: Met**
We are all working on the development of faculty competencies.

**Findings (2009-2010) - Target: Partially Met**
A majority of faculty members have participated in faculty development activities (conference, workshop, lecture demonstration, meeting to discuss teaching and advising).

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.
encouraging faculty development
*Established in Cycle: 2009-2010*
All faculty members should attend conference and workshop in next year.

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 37: Matching Plan of College and University**
The department strategic plan matching the plan of college and university.

**Relevant Associations:**

**Strategic Plan Associations:**
*College of Education, Health & Public Policy*

1.1 Obtain and/or maintain accreditation of programs
   values and ethical standards identified by their professional organizations and accrediting bodies
1.2 Implement the University Program Review process to ensure quality educational experiences
1.3 All curricula include service learning activities
1.4 Provide interdisciplinary learning experiences for students
1.5 Educational programs provide training on the professional values and ethical standards identified by their professional organizations and accrediting bodies
2.1 Students are provided with leadership opportunities through course work and academic governance
2.2 Cultivate an environment of academic and professional excellence
2.3 Students are provided with the opportunity to obtain professional experience in research, policy and advocacy
2.4 Student academic support and career planning services are provided within the department
2.5 Develop and/or expand student recruitment and retention strategies
2.6 Alumni network actively participates in the College
3.1 Recruit and retain high quality faculty to deliver the curricula
3.2 Support an environment of high quality teaching
3.3 Faculty are engaged in scholarship and/or research
3.4 Promote faculty service in the community
3.5 Faculty provide high quality advising and mentoring
4.1 Enhance community engaged partnerships and outreach
5.1 Cultivate an environment that reinforces the importance of research and publication
5.2 Develop research centers that provide outcome based, community relevant research and policy
6.1 Promote international experiences and programs for all students
6.2 Become a World Health Organization/Pan American Health Organization Collaborating Center for Health Disparities
7.1 Promote staff capability to keep current on professional skills and changes in University computer programs
8.1 Increase the income from grants and service contracts each year
8.2 Develop and implement a 5 year plan for enhancing human resources across the College
8.3 Enhance relationships with agencies, community based organizations and industry stakeholders
8.4 Strengthen the Colleges’ financial base by establishing new fund raising activities, in cooperation with the University Development Office
8.5 Increase alumni involvement in fund raising and resource development functions
8.6 Develop a financial plan for the College
8.7 Develop and implement a marketing plan for College
9.1 Develop an assessment plan to measure each program’s effectiveness in achieving its goals and objectives
9.2 Develop and implement a student outcome assessment plan

Details of Action Plans for This Cycle (by Established cycle, then alpha)

All faculty involving International program
Encouraging all faculty members involved in international exchange program.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: International programs | Outcome/Objective: International experiences (6)

Alumni survey

Keep alumni survey each year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
  Measure: Activities with sport industry | Outcome/Objective: Alumni network (2)

Coaching Minor Program
Coaching Minor Program has been offered in 2009-2010. It has been healthy with expected enrollment and attraction. For ensuring the program quality with established reputation, the following 3 actions must be taken:
1. Reviewing the minor program with input of experts in coaching field;
2. Revision of the program curriculum; and
3. Considering the Coaching Education Major in plan.
Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: Medium
Implementation Description: continue to offer the minor and make necessary modification for the curriculum.
Projected Completion Date: 08/30/2011
Responsible Person/Group: Dr. Li Chen/ Dr. Chris Malone (adjunct professor)
Additional Resources Requested: Keep a half time professor as program coordinator.

Community Service
Keep good relationship with community

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Evaluations | Outcome/Objective: Community service (3)

Continuing obtain experience
department will seek for more opportunities for our faculty and students to gain more professional experience

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Activities with sport industry | Outcome/Objective: Professional experience (2)

Continuing on this effort
The department should continue this effort with all faculty members contributed.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: International programs | Outcome/Objective: Global community (6)

Doctoral Degree
One faculty member should complete doctoral degree to achieve 100% faculty members holding doctoral degrees. Department encourages all faculty to participate in professional development activities.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Evaluations | Outcome/Objective: High quality faculty (3)

encouraging faculty development
All faculty members should attend conference and workshop in next year.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student satisfaction | Outcome/Objective: Faculty development (10)

enhancing advising quality
1. sending junior faculty to workshop
2. Department workshop for advising students in new curriculum.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Activities with sport industry | Outcome/Objective: Advising (2)

Enhancing quality of international program
Department should enhance quality of international program with all faculty members.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** International programs  
- **Outcome/Objective:** International exchange programs (6)

**Enhancing scholarly activities of faculty**  
All faculty members should participate in the scholarly activities in coming year.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Publications & grants  
- **Outcome/Objective:** Scholarly activities (5)

**Improvement of graduate program**  
More effort should be made for graduate program of sport administration in terms of marketing.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Grants (9)  
- **Outcome/Objective:** Marketing/financial plan (9)

**Improvement of learning outcome**  
Providing better teaching and advising services to our students.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
**Measure:** Student satisfaction | **Outcome/Objective:** Student outcome assessment (10)

**Improvement of teaching**

continue to improve the teaching in all courses offered by the department.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: Student satisfaction | Outcome/Objective: Student assessment (10)

**Responsible Person/Group:** All faculty members/

**Improvement staff performance**

The effort should be done with all parties (administration and staff union)

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Professional endeavors | Outcome/Objective: Staff (7)

**Increasing number of students in research**

Continuing increment of students participated in research in master program and undergraduate program.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Planned  
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**  
Measure: Publications & grants | Outcome/Objective: Student research (5)

**Implementation Description:** faculty leading research projects with students involvement.
Increasing scholarly work
Encouraging more scholarly work in departmental faculty members.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Publications & grants | Outcome/Objective: Increase research activities (5)

Internship experience
Keep interaction with sport industry for more opportunity of internship for our students.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Services & partnerships | Outcome/Objective: Internships (4)

Keep quality of faculty
The department will keep enhancing quality of faculty.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Evaluations | Outcome/Objective: High quality faculty (3)

Implementation Description: All faculty attend national conference or workshops.
Responsible Person/Group: Dr. Li Chen

Recreation Management Minor
The department has planned to offer Recreation Management Minor last year. The proposal to plan has been approved by all level of the university. The following 3 actions need to be taken for the program:
1. Presenting implementing the program proposal in fall 2010 to all levels:
2. Review and revise the minor curriculum based on the input of experts in the field; and
3. Preparing facility and faculty to implement the program.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

**Responsible Person/Group:** Dr. Li Chen
**Additional Resources Requested:** Summer Adjunct instructor
**Budget Amount Requested:** $0.00 (no request)

**Research group work**
develop research projects that more than one faculty member should participate.

**Established in Cycle:** 2009-2010
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
**Measure:** Evaluations | **Outcome/Objective:** Scholarship & research (3)

**Research/computer Lab**
The computer lab of sport management program should be established in 2010-2011 academic year.

**Established in Cycle:** 2009-2010
**Implementation Status:** In-Progress
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
**Measure:** Publications & grants | **Outcome/Objective:** Build research laboratories (5)

**Sport Administration Graduate Program**
Sport Administration Graduate Program have developed an online format associated by the Distance Learning Office. It is currently on the process for approval. Upon approval, the following actions need to be taken:
1. Scheduling both on site and online programs that should not have time conflict for students' need and faculty availability;
2. Both delivery formats need to be consistent with national standards
3. Promotion effort should be enhanced for ensuring sufficient enrollment.
4. Faculty adjustment to cover the courses.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: Medium

Responsible Person/Group: Dr. Jan Blade
Additional Resources Requested: Adjunct faculty may be needed if current full time faculty are unable to cover.

Sport Management Undergraduate Program Accreditation
(1) Continuing on data collection for second year;
(2) Monitoring revised curriculum; and
(3) Updating accreditation information.

Established in Cycle: 2009-2010
Implementation Status: In-Progress
Priority: High
Implementation Description: By the end of next May, the second set of data should be collected and analyzed. The minor adjustment should be made and reported to both COSMA and Title III program.
Projected Completion Date: 05/30/2011
Responsible Person/Group: Dr. Li Chen
Additional Resources Requested: Computer Lab should be finished and open to sport management students. Membership of COSMA fees need to be paid with $1,800.
Budget Amount Requested: $10,000.00 (recurring)

Teaching Improvement
All faculty should continue to improve teaching and update the class syllabi.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Evaluations | Outcome/Objective: High quality teaching (3)

writing more
encouraging faculty to write more.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Grants (9) | Outcome/Objective: Increase grants (9)

**encourage to writing more**
encourage more grant writing even if limited resources.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Grants (9) | Outcome/Objective: Increase grants (9)

Implementation Description: writing more to increase opportunity to receive the grants.
Responsible Person/Group: all faculty
Additional Resources Requested: attending workshop

**implementing in next year**
enhancing importance of advising in the faculty meeting and have weak faculty members to attend workshop.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Activities with sport industry | Outcome/Objective: Advising (2)

Implementation Description: paying more attention to senior audits and doubly checked by department chair and program coordinator.
Projected Completion Date: 05/15/2013
Responsible Person/Group: undergraduate advisors.
Additional Resources Requested: workshop for new policies.

**plan**
Create opportunities for students to study abroad.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High
**Relationships (Measure | Outcome/Objective):**
*Measure: International programs | Outcome/Objective: International experiences (6)*

**plan**
Monitor and revise as needed.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**plan**
Working on ways to promote the minor.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Plan**
Create ways to increase enrollment in the recreation minor.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High
Mission / Purpose

The mission of the DSU Office of Student Leadership and Activities is to enhance the overall education experience of students through development of, exposure to, and participation in organized groups, programs and activities that complement the institution’s mission, core values and academic programs and improves leadership and social assets while preparing students to be responsible advocates and citizens.

Goals and Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1:Goal : Office
Provide leadership and supervision of student organizations and activities, set policies, strategies, and structures that translate DSU, Student Affairs, and OSLA mission and core values into business norms embodied by all constituents. Formulate concepts and world views into student leadership and activities that assists in developing effective student learning processes and procedures that are continuously being implemented, assessed, and improved.

O/O 1:Objectives for Office

1.1 Hire professional and support staff that possesses the qualifications and competencies to accomplish university, division, and department mission and goals.

1.2 Provide professional development venues for staff that cultivates achievement, meaningfulness, value, and accountability.

1.3 Develop student programs and activities that are grounded in principles and practices that produce leadership behaviors, civility, and global viewpoints.

1.4 Use sound technology that streamlines processes and procedures and effectively communicates pertinent, relevant, and current OSLA information.

1.5 Support and initiate programs, services, and activities that promote student learning, development, and engagement for residential and commuter students.

1.6 Manage and advise student organizations ensuring proper and efficient stewardship of campus resources and funds, safety and risk management.
1.7 Develop, implement, and utilize comprehensive and integrated assessment process for institutional effectiveness and student learning

**G 2: Goal: Leadership**
Optimize and integrate leadership methods, theories, and practices into all co-curricular activities that foster independent thinking, open-mindedness, systems and critical thinking, and personal mastery.

**O/O 2: Objectives for Leadership**

2.1 Create a leadership model that gives all students an opportunity to receive individual and corporate leadership development

2.2 Provide education and professional development venues for students that cultivates accountability and self-assessment

2.3 Host formal and informal venues on and off campus that allow students to learn, develop, and apply leadership attributes in a variety of settings

2.4 Provide specific moral-based social responsibility and governance, ethics and emotional intelligence education for top-level student leaders who have a greater capacity of leadership responsibilities

2.5 Host multicultural venues that increase student's knowledge of heritage, traditions, inclusion, and diversity of people groups around the world

2.6 Escort students to conferences and events focused on individual and corporate leadership development and application

**G 3: Goal: Activities**
Enhance the overall educational experience of students through development of, exposure to, and participation in programs and activities that improve student cooperation and leadership while preparing student to be responsible advocates and citizens and complementing the institution's academic programs.

**O/O 3: Objectives for Activities**

3.1 Formulate a campus activity board (CAB) consisting of students representative of the campus student population who will assist OSLA professional staff with developing on- and off-campus student activities and events.
3.2 Develop weekend activities and events pertaining to leadership, governance, community service, healthy lifestyles, and organizational development that are intellectual, social, recreational, cultural, multicultural, and spiritual in nature and support scholarship.

3.3 Offer and encourage student participation student-led campus activities that complement classroom instruction, opportunities to work in groups and leader/follower roles, promote physical and psychosocial wellbeing, promote diversity, foster meaningful interactions with faculty and staff, and build community relationships on and off campus.

3.4 Create activities and events that engage students in on- and off-campus cultural arts and entertainment.

3.5 Design activities and events specifically for non-traditional students, veterans, commuters and off-campus student groups.

3.6 Plan and attend leisure activities.

3.7 Use technology to communicate activities and events.

3.8 Plan, market, and implement assessment tools for activities and events.
Mission / Purpose

The Division of Student Affairs at Delaware State University supports and complements the academic mission of the institution by promoting purposeful student engagement and considering all aspects of the student life experience. We are committed to educating and empowering students to become leaders of the future by developing them intellectually, socially, professionally, spiritually, and physically through implementation of best practices for the life cycle of a student from recruitment to career placement or graduate school.

To fulfill the mission this division:

- Provides a safe, healthy, and inclusive environment;
- Provides quality programs and services to foster student learning outside of the classroom;
- Builds a sense of community that celebrates diversity;
- Provides opportunities for leadership and professional development;
- Promotes civic and social responsibility;
- Designs the future of services to support student success
Vision

Student Affairs will be renowned for providing exemplary programs and services that reflects the highest standards of excellence in professional practice.

Division Overview

The Division of Student Affairs place students at the center of our work. Through the expertise and motivation of our dedicated team, we are confident that Delaware State University students will reach self-identified echelons of success—both in and outside of the classroom.

There are 17 service units/departments in Student Affairs. Fourteen University departments: Athletics, Career Services, Conference and Events, Counseling Services, Housing and Residential Education, Facilities, Fleet Services, Judicial Affairs, Office of Student Leadership and Activities, Office of Title IX, Spiritual Life, Student Health Services, University Police Department, and Wellness and Recreation. Three external partners (auxiliary services): Follett Bookstore, Aramark Dining Services, and RICOH USA (Copy center and Mailroom). Each unit is responsible for developing individual goals and objectives to support the Division goals. A description of each unit is attached.
Goals without Outcome/Objective Relationships Specified

G 1: Diversity and Inclusion
Create a community environment that promotes diversity and inclusion.

G 2: Health, Wellness, and Campus Safety
Facilitate health, wellness, and campus safety.

G 3: Customer Service
Provide consistent, courteous, and excellent customer service at all times.

G 4: Leadership Opportunities
Increase student and staff leadership opportunities.

G 5: Technology
Maximize the use of technology in all aspects of operations.

G 6: Assessment
Provide consistent assessment of the effectiveness of departments and programs.
Mission / Purpose

The mission of the department of Student Health Services is to assist students in the pursuit of their academic goals and personal development by providing quality and confidential health care services. Striving to maintain a healthy campus community, emphasis is placed on the prevention of illness and the promotion of wellness through health education.

To fulfill our mission the Student Health Services staff:

- Provides quality health care in a professional and caring environment;
- Adheres to ethical, professional, and legal standards;
- Offers health promotional activities to assist students in making healthy lifestyle choices;
- Refers students for services not available on campus;
- Monitors for and respond to public health concerns.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Quality health care services
Provide the students of Delaware State University with comprehensive, cost effective, quality health care services

SLO 5: Family planning visit
Students that receive family planning services will become partners in their reproductive health and verbalize to the clinician how to reduce their risk of exposure to STDs and unplanned pregnancies prior to the end of the clinical visit.

Relevant Associations:

DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
**Related Measures:**

**M 5: Family Planning Education**

Patient specific education will be reviewed/discussed with students during the clinical visit.

Source of Evidence: Discussions / Coffee Talk

**Target:**

A survey was not created for this cycle

**Findings (2015-2016) - Target: Not Reported This Cycle**

There were 421 unduplicated family planning visits. Teaching is done during each visit; however, a survey to measure learning outcomes was not administered during this cycle.

**Findings (2014-2015) - Target: Partially Met**

There were 434 unduplicated family planning visits; teaching is done during each visit; however, a survey to measure learning outcomes was not administered during this cycle.

**Findings (2012-2013) - Target: Not Reported This Cycle**

N/A

**Findings (2011-2012) - Target: Not Reported This Cycle**

Not reported this cycle.

**G 2: A healthy campus community**

Promote a healthy campus community

**SLO 4: Health care visit**

Students will be able to verbalize to the clinician an understanding of their treatment plan at the end of the clinical visit.

**Relevant Associations:**

**DSU Learning Goal Associations:**

- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Student Satisfaction Survey**

This survey is administered to students after each visit via survey monkey. Direct measures to measure student learning will be included in the survey beginning with 2017-2018 cycle.

Source of Evidence: Student satisfaction survey at end of the program
Target:
85% of users will rate the over-all visit as satisfactory

Findings (2016-2017) - Target: Not Reported This Cycle
The student satisfaction survey was not administered during this period.

Findings (2015-2016) - Target: Not Met
During the months of November 2015 through February 2016, 455 students were surveyed regarding their satisfaction with services received at the student health center. Fifty-six percent (56%) were satisfied with the services they received, 34% were neutral (neither satisfied or dissatisfied) with the services they received, and 10% were dissatisfied with the services they received.

Findings (2014-2015) - Target: Not Reported This Cycle
Less than 2% of health center users completed satisfaction survey; therefore, results were not reported.

Findings (2012-2013) - Target: Not Reported This Cycle
Not reported due to low response rate.

Findings (2011-2012) - Target: Not Reported This Cycle
Not reported this cycle due to low survey response

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Survey numbers
Established in Cycle: 2011-2012
Increase the number of surveys emailed to student and encourage students to complete

Satisfaction Survey
Established in Cycle: 2016-2017
Revise satisfaction survey to include direct measure of student learning

SLO 6: Program participation
Students will be able to participate in health promotional activities and identify two things they have learned as a result of attending a health promotion activity.

Health promotion activities will be made available to students throughout the academic year by the Healthy Hornets Program. An events calendar will be created by the Student Affairs Health Committee at the beginning of the Fall semester.

Relevant Associations:
DSU Learning Goal Associations:
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 2: Program Evaluation and Participation
Post-participation evaluation evaluations are administered to students after health promotion activities (i.e., HIV Awareness and Prevention Activities)

Source of Evidence: Evaluations

Target:
75% of students that complete the post-participation evaluation will list two things they learned as a result of attending the program.

Findings (2016-2017) - Target: Met
HIV/AIDS Awareness Initiative: In honor of World AIDS day the "Anything but Clothes" fashion show was hosted on campus. Twelve students entered to design/model clothing made out of condoms and other prevention materials. There were 219 attendees. Ninety-seven (97) evaluation forms were returned by attendees; 100% were able to identify 1 new thing they learned. 97% correctly identified a way to prevent HIV.

Findings (2014-2015) - Target: Not Reported This Cycle
Post-participation evaluations were not administered this cycle.

Findings (2012-2013) - Target: Not Reported This Cycle
Not reported due to low response rate

Findings (2011-2012) - Target: Not Reported This Cycle
Not reported due to poor survey response.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Post-Participation Survey
Established in Cycle: 2011-2012
Brainstorm with colleagues and students to come up with new ways to get students to complete surveys.

Evaluation
Update post-participation survey.

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Quality health care services
Provide the students of Delaware State University with comprehensive, cost effective, quality health care services

**O/O 1: Referrals**
1. Refer students for services not available on campus.
2. Provide students with information on how to receive care after hours to include 24 hour nurse advice line, local urgent care (walk-in) facilities, as well as the local hospital emergency room.

**Related Measures:**

**M 7: Referrals**
Number of referral

Source of Evidence: Administrative measure - other

**Target:**
Number of students referred off-campus for care each semester.

**O/O 2: Maintain best practices**
Maintain best health practices through the following task:
1. Keep abreast of the changes in the fields of college health as well as general health care through participation in continuing education activities (staff development) and membership to professional organizations (networking).
2. The Director will perform annual audits of the clinical staff's credentials to ensure that professional licensure and certifications are maintained as required by professional practice and state law.
3. Conduct annual staff in-services that include a review of OSHA, HIPAA, and FERPA guidelines

**Relevant Associations:**

**Strategic Plan Associations:**
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 6: Healthy Campus Community**
Monitoring and response plans for public health concerns.

Source of Evidence: Administrative measure - other

**Target:**
Maintain partnerships with community health organizations

**Findings (2016-2017) - Target: Met**

Community Partners

- Delaware Division of Public Health (DDPH)
• Brandywine Counseling
• Walgreens
• Delaware Center for Health Promotion

Health Initiatives

• Participated in DDPH Influenza Surveillance Program
• Health Alerts sent out to University community
  o Influenza Prevention
  o Norovirus
• HIV/AIDS Awareness and Prevention

Findings (2016-2017) - Target: Met

Community Partners

• Delaware Division of Public Health (DDPH)
• Brandywine Counseling
• Walgreens
• Delaware Center for Health Promotion

Findings (2015-2016) - Target: Met

Community Partners

• Delaware Division of Public Health
• Walgreens
• DE Center for Health Promotion (on-campus)
• TOVA Health care

Health Initiatives:

• HIV/AIDS Awareness
• Flu Prevention
• Continued to participate with DPH Influenza Surveillance Program
**Findings (2014-2015) - Target: Met**

**Community Partners:**

- Delaware Division of Public Health (DPH)
- Walgreens
- TOVA health

**Health Initiatives:**

- Ebola monitoring and response plan developed in collaboration with DSU Enterprise Risk Management, DPH, and the University of DE
- Travel protocol developed for students traveling abroad
- Continued to participate with DPH Influenza Surveillance Program

**O/O 3: Awareness and utilization of health**

Students will be aware of and utilize the health services

**Relevant Associations:**

**Strategic Plan Associations:**
- Delaware State University
  - 2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 3: Number of Health Center visits**
Data is collected at the end of each month on the total number of health center visits (front office and clinical). Data is collected from the sign-in sheet and the electronic health record (EHR), then transferred to an Excel spreadsheet. Clinical visits are recorded as unduplicated visits (new students and first time visits) and return visits.

Source of Evidence: Activity volume

**Target:**
10% of health center visits will be first time users each semester.
**Findings (2016-2017) - Target: Partially Met**
Fall Semester 2016 (September through December)

- Student Contacts: 1,991
- Clinical Visits: 1161
  - 30% of clinical visits were first time users

Spring Semester 2017 (January through May)

- Student Contacts: 1544
- Clinical Visits: 1161
  - 3% of clinical visits were first time users

Summer Semester 2017

- Student Contacts: 450
- Clinical Visits: 99
  - 28% of clinical visits were first time users

*The number of first time users fell below the target of 10% for the Spring semester. This could be related to the increase in first time users during the Fall semester.*

**Findings (2015-2016) - Target: Met**
Fall Semester 2015 (September through December)

- Student Contacts: 2708
- Clinical Visits: 1412
  - 20% of clinical visits were first time users

Spring Semester 2016 (January through May)

- Student Contacts: 2305
- Clinical Visits: 1499
  - 16% of clinical visits were first time users

Summer Semester 2016 (June through August)

- Student Contacts: 688
- Clinical Visits: 126
  - 17% of clinical visits were first time users
**Findings (2014-2015) - Target: Met**

Fall Semester 2014 (September through December)

- Student Contacts: 2,844
- Clinical Visits: 1,601
  - 26% of clinical visits were first time users

Spring Semester 2015 (January through May)

- Student contacts: 2,554
- Clinical Visits: 1,645
  - 16% of clinical visits were first time users

Summer Semester 2015

- Student contacts: 1,029
- Clinical Visits: 289
  - 25% of clinical visits were first time users

**Findings (2012-2013) - Target: Met**

2012-2013 incoming first year student visits exceeded 10%

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Visits</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1,640</td>
<td>1,318</td>
<td>1,127</td>
</tr>
<tr>
<td>Female</td>
<td>4,474</td>
<td>4,057</td>
<td>3,398</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>1</td>
<td>167</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6,114</td>
<td>5,376</td>
<td>4,692</td>
</tr>
</tbody>
</table>

**Classification**

<table>
<thead>
<tr>
<th></th>
<th>2012-2013</th>
<th>2011-2012</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>5,933</td>
<td>5,187</td>
<td>4,605</td>
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<tr>
<td>Graduate</td>
<td>181</td>
<td>189</td>
<td>87</td>
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<tr>
<td>Residence</td>
<td>Total</td>
<td>2010</td>
<td>2011</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------</td>
<td>-------</td>
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</tr>
<tr>
<td>Campus Housing</td>
<td>4,762</td>
<td>4,529</td>
<td>4,079</td>
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<tr>
<td>Commuter</td>
<td>1,352</td>
<td>847</td>
<td>613</td>
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<tr>
<td><strong>Total</strong></td>
<td>6,114</td>
<td>5,376</td>
<td>4,692</td>
</tr>
<tr>
<td>Clinician Visits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>2,406</td>
<td>2,422</td>
<td>1,993</td>
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<tr>
<td>Physician</td>
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<tr>
<td>Nurse</td>
<td>902</td>
<td>667</td>
<td>486</td>
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<tr>
<td><strong>Total</strong></td>
<td>3,311</td>
<td>3,089</td>
<td>2,479</td>
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<tr>
<td>Front Office visits</td>
<td></td>
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<tr>
<td>Front desk</td>
<td>2,803</td>
<td>2,287</td>
<td>2,213</td>
</tr>
</tbody>
</table>

**Findings (2011-2012) - Target: Met**

373 more students received healthcare services during the 2011 fall semester than in 2010. Freshmen visits exceeded 10%.

**Fall Semester**

(Sept.-Dec.) 2011

<table>
<thead>
<tr>
<th>All Visits</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>668</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>2,072</td>
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<tr>
<td>Unknown</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,741</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,627</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>114</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,741</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Residence</th>
<th></th>
<th></th>
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</thead>
</table>
### Campus Housing
- 2,275

### Commuter
- 466

### Total
- 2,741

### Clinician Visits

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Practitioner</td>
<td>1,110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physician</td>
<td>0</td>
<td></td>
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</tr>
<tr>
<td>Nurse</td>
<td>386</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,496</strong></td>
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</table>

### Front Office visits
- 444

### Findings (2010-2011) - Target: Not Reported This Cycle

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>488</td>
<td>639</td>
<td>465</td>
</tr>
<tr>
<td>Female</td>
<td>1,649</td>
<td>1,749</td>
<td>800</td>
</tr>
<tr>
<td>Unknown</td>
<td>144</td>
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<td>216</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,281</strong></td>
<td><strong>2,411</strong></td>
<td><strong>1,481</strong></td>
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</tbody>
</table>

### Classification

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2,242</td>
<td>2,381</td>
<td>1,428</td>
</tr>
<tr>
<td>Graduate</td>
<td>57</td>
<td>31</td>
<td>53</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,299</strong></td>
<td><strong>2,412</strong></td>
<td><strong>1,481</strong></td>
</tr>
</tbody>
</table>

### Residence

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Housing</td>
<td>2,003</td>
<td>2,095</td>
<td>612</td>
</tr>
<tr>
<td>Commuter</td>
<td>296</td>
<td>317</td>
<td>869</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,299</strong></td>
<td><strong>2,412</strong></td>
<td><strong>1,481</strong></td>
</tr>
</tbody>
</table>

### Clinician Visits

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Practitioner</td>
<td>917</td>
<td>1,076</td>
<td>162</td>
</tr>
<tr>
<td>Physician</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nurse</td>
<td>206</td>
<td>280</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,123</strong></td>
<td><strong>1,356</strong></td>
<td><strong>178</strong></td>
</tr>
</tbody>
</table>

### Front Office visits
- 444
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Health Center Visits
Established in Cycle: 2011-2012
Continue to monitor

G 3: Maintain best practices
Provide health care services in compliance with pertinent statutes, regulations, and professional standards to maintain best practices.

O/O 2: Maintain best practices
Maintain best health practices through the following task:
1. Keep abreast of the changes in the fields of college health as well as general health care through participation in continuing education activities (staff development) and membership to professional organizations (networking).
2. The Director will perform annual audits of the clinical staff's credentials to ensure that professional licensure and certifications are maintained as required by professional practice and state law.
3. Conduct annual staff in-services that include a review of OSHA, HIPAA, and FERPA guidelines

Relevant Associations:

Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 6: Healthy Campus Community
Monitoring and response plans for public health concerns.

Source of Evidence: Administrative measure - other

Target:
Maintain partnerships with community health organizations

Findings (2016-2017) - Target: Met

Community Partners

- Delaware Division of Public Health (DDPH)
- Brandywine Counseling
- Walgreens
• Delaware Center for Health Promotion

Health Initiatives

• Participated in DDPH Influenza Surveillance Program
• Health Alerts sent out to University community
  o Influenza Prevention
  o Norovirus
• HIV/AIDS Awareness and Prevention

Findings (2016-2017) - Target: Met

Community Partners

• Delaware Division of Public Health (DDPH)
• Brandywine Counseling
• Walgreens
• Delaware Center for Health Promotion

Findings (2015-2016) - Target: Met

Community Partners

• Delaware Division of Public Health
• Walgreens
• DE Center for Health Promotion (on-campus)
• TOVA Health care

Findings (2014-2015) - Target: Met

Community Partners:

• HIV/AIDS Awareness
• Flu Prevention
• Continued to participate with DPH Influenza Surveillance Program
• Delaware Division of Public Health (DPH)
• Walgreens
• TOVA health

Health Initiatives:

• Ebola monitoring and response plan developed in collaboration with DSU Enterprise Risk Management, DPH, and the University of DE
• Travel protocol developed for students traveling abroad
• Continued to participate with DPH Influenza Surveillance Program

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Flu Clinics

Hold multiple flu clinics in various locations on campus. Advertise clinics on social media.

Established in Cycle: 2010-2011
Implementation Status: Finished
Priority: High

Health Center Visits

Continue to monitor

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Number of Health Center visits | Outcome/Objective: Awareness and utilization of health

Post-Participation Survey
Brainstorm with colleagues and students to come up with new ways to get students to complete surveys.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Program Evaluation and Participation  
- **Outcome/Objective:** Program participation

**Survey numbers**  
Increase the number of surveys emailed to student and encourage students to complete

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Student Satisfaction Survey  
- **Outcome/Objective:** Health care visit

**Evaluation**  
Update post-participation survey.

**Established in Cycle:** 2014-2015  
**Implementation Status:** Planned  
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**  
- **Measure:** Program Evaluation and Participation  
- **Outcome/Objective:** Program participation

**Implementation Description:** Administer after each health promotion/educational activity  
**Projected Completion Date:** 01/11/2016

**Satisfaction Survey**

Revise satisfaction survey to include direct measure of student learning
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Student Satisfaction Survey | Outcome/Objective: Health care visit

Implementation Description: Will begin to administer the revised survey during the Spring 2018 semester
Projected Completion Date: 12/11/2017
Responsible Person/Group: Health Center staff
Additional Resources Requested: None
Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Adjudicate cases of alleged student misconduct

Adjudicate cases of alleged student misconduct on and off campus in a timely, fair and consistent manner.

SLO 2: Provide training on JAMS to internal stakeholders

Provide training/presentations on JAMS software for Resident Assistants, Residential Directors, Public Safety, faculty/staff and unit directors to become more proficient with the software, and in turn, streamlining the judicial process. Judicial Affairs team will give a pretest/post test to the participants in the training. The data collected will be used to establish what areas of the Judicial process and the Simplicity (JAMS) system Judicial Affairs needs to further address and provide additional educational material for.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
Delaware State University
6.6 Create a culture of accountability, high performance and service excellence.

Related Measures:

M 2: Statistical Data Study
Continue to gather statistics regarding student violations. Age, race, classification, violation, GPA, multiple violations, repeat offender, sanctions are listed in Excel spreadsheet. Data is counted up at end of every semester.

Source of Evidence: Activity volume
SLO 3: Gather Statistical Data per Academic Year

Gather statistics from the Symplicity system per semester concerning violation type, location, student demographics (such as age, classification, and residence) that may show a trend in campus violations which can be used by the university and Judicial Affairs to better address campus needs. Judicial Affairs will utilize this information to assess what areas to focus programming on with the assistance of interns.

Related Measures:

M 1: Student Surveys
Each student completes a survey after they meet with the Director regarding their hearing. Stats will be gathered on a monthly basis.

Source of Evidence: Service Quality

Target:
75% satisfaction rate within student violators that have gone through the judicial process.

Findings (2016-2017) - Target: Partially Met
Judicial Affairs presented the students with a 10 question survey that highlighted key areas in the office such as timeliness and student rights. Students were given the survey prior to starting their hearing to fill out all demographic information (excluding name and identification number) and asked to complete the survey prior to leaving after their case was heard. The surveys were collected for review monthly. Monthly, 80% of students scored the survey with a 5 rating. Through the survey collection, it was noticed that an area that needed improvement was the student wait times. The way the office of Judicial Affairs plans to correct this issue is allotting more time in between cases. Allowing time for the Judicial officer and the student to complete the case.

M 2: Statistical Data Study
Continue to gather statistics regarding student violations. Age, race, classification, violation, GPA, multiple violations, repeat offender, sanctions are listed in Excel spreadsheet. Data is counted up at end of every semester.

Source of Evidence: Activity volume

Target:
Statistics of violations entered into stats as they come into office, added up at end of each month.

Findings (2016-2017) - Target: Partially Met
Judicial Affairs collects data through the Symplicity JAMs system after each semester and at the end of each academic year. Judicial Affairs seen a increase in Alcohol and Drug violations and will tailor the programming in the classroom, in the residential halls and community outreach to reflect the major violations seen on campus.

G 2: Provide educational programming to students.

Collaborate with campus departments in providing outreach for educational development to all students through programming.
SLO 3: Gather Statistical Data per Academic Year
Gather statistics from the Symplicity system per semester concerning violation type, location, student demographics (such as age, classification and residence) that may show a trend in campus violations which can be used by the university and Judicial Affairs to better address campus needs. Judicial Affairs will utilize this information to assess what areas to focus programming on with the assistance of interns.

Related Measures:

M 1: Student Surveys
Each student completes a survey after they meet with the Director regarding their hearing. Stats will be gathered on a monthly basis.

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Target:
75% satisfaction rate within student violators that have gone through the judicial process.

Findings (2016-2017) - Target: Partially Met
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M 2: Statistical Data Study
Continue to gather statistics regarding student violations. Age, race, classification, violation, GPA, multiple violations, repeat offender, sanctions are listed in Excel spreadsheet. Data is counted up at end of every semester.

Source of Evidence: Activity volume

Target:
Statistics of violations entered into stats as they come into office, added up at end of the each month.

Findings (2016-2017) - Target: Partially Met
Judicial Affairs collects data through the Simplicity JAMs system after each semester and at the end of each academic year. Judicial Affairs seen a increase in Alcohol and Drug violations and will tailor the programming in the classroom, in the residential halls and community outreach to reflect the major violations seen on campus.

G 4: Enhance customer service
Enhance customer service through feedback surveys completed by students after they have had their case(s) adjudicated.
**SLO 2: Provide training on JAMS to internal stakeholders**

Provide training/presentations on JAMS software for Resident Assistants, Residential Directors, Public Safety, faculty/staff and unit directors to become more proficient with the software, and in turn, streamlining the judicial process. Judicial Affairs team will give a pretest/post test to the participants in the training. The data collected will be used to establish what areas of the Judicial process and the Simplicity (JAMS) system Judicial Affairs needs to further address and provide additional educational material for.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information  
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
Delaware State University  
6.6 Create a culture of accountability, high performance and service excellence.

**Related Measures:**

**M 2: Statistical Data Study**
Continue to gather statistics regarding student violations. Age, race, classification, violation, GPA, multiple violations, repeat offender, sanctions are listed in Excel spreadsheet. Data is counted up at end of every semester.

Source of Evidence: Activity volume

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**G 1: Adjudicate cases of alleged student misconduct**

Adjudicate cases of alleged student misconduct on and off campus in a timely, fair and consistent manner.

**O/O 1: Regulate the judicial process for student misconduct**

Regulate a fair and impartial process for student misconduct and case review, while remaining sensitive and aware of the university's community needs.

(Move to results) Students who have committed violations are being asked to fill out
a questionnaire (anonymously) and rate their experience as it relates to the judicial process.

**Relevant Associations:**

**DSU Learning Goal Associations:**

3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Strategic Plan Associations:**

Delaware State University

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 3: Benchmark with other Universities**

Benchmark with other Universities regarding their judicial affairs department to learn new ideas and practices.

Source of Evidence: Benchmarking of learning outcomes against peers

**Target:**

Benchmark with at least 1 HBCU every 1-2 months

**Findings (2016-2017) - Target: Not Reported This Cycle**

Judicial Affairs did not benchmark with other universities during the 2016/2017 school year.

**O/O 4: Reduce student misconduct through a variety of means**

To teach students about misconduct and violations through a variety of educational interventions, programs and training.

**Related Measures:**

**M 1: Student Surveys**

Each student completes a survey after they meet with the Director regarding their hearing. Stats will be gathered on a monthly basis.

Source of Evidence: Service Quality

**Target:**

Present Judicial information at Residential Hall meetings, classroom time and NSO with heavy focus on the freshman population, high offense times (homecoming and spring fling). Through these avenues we would like to see a 10% reduction in student violators to be monitored by the JAM systems by running static reports monthly.

**M 2: Statistical Data Study**

Continue to gather statistics regarding student violations. Age, race, classification, violation, GPA, multiple violations, repeat offender, sanctions are
listed in Excel spreadsheet. Data is counted up at end of every semester.

Source of Evidence: Activity volume

**M 3: Benchmark with other Universities**
Benchmark with other Universities regarding their judicial affairs department to learn new ideas and practices.

Source of Evidence: Benchmarking of learning outcomes against peers

**O/O 7: Enhance relationships with other departments on campus**
Establish a solid relationship for working hand-in-hand with key departments and staff on campus, namely Public Safety, Title IX, Residential Housing, and Counseling, among others. Partnership with these departments will allow us to serve the students in a more cohesive manner.

**Related Measures:**

**M 4: Develop and Increase Student Internships**
Increase the use of interns - especially in fields such as Criminal Justice and Pol Science.

Source of Evidence: Field work, internship, or teaching evaluation

**G 2: Provide educational programming to students.**
Collaborate with campus departments in providing outreach for educational development to all students through programming.

**O/O 4: Reduce student misconduct through a variety of means**
To teach students about misconduct and violations through a variety of educational interventions, programs and training.

**Related Measures:**

**M 1: Student Surveys**
Each student completes a survey after they meet with the Director regarding their hearing. Stats will be gathered on a monthly basis.

Source of Evidence: Service Quality

**Target:**
Present Judicial information at Residential Hall meetings, classroom time and NSO with heavy focus on the freshman population, high offense times (homecoming and spring fling). Through these avenues we would like to see a 10% reduction in student violators to be monitored by the JAM systems by running static reports monthly.

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**Related Measures:**

**M 4: Develop and Increase Student Internships**
Increase the use of interns - especially in fields such as Criminal Justice and Pol Science.

Source of Evidence: Field work, internship, or teaching evaluation
Detailed Assessment Report  
As of: 9/27/2018 12:26 PM EST  
2017-2018 Studio Art (B.A.)  
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Goals without Outcome/Objective Relationships Specified

G 2: technology literate

Students will be able to integrate technology in all aspects of art making and research.

G 4: contributions of art on society

Students will be able to make connections and research contributions of art on society.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: student proficiency in content area

Students will become proficient in media techniques.

(Art Division)

SLO 3: Engage in creative activity to show mastery of technique

The student will engage in a creative activity that shows consistency in mastery of technique, imagery and/or presentation.

Relevant Associations:

DSU Learning Goal Associations:  
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Studio art experience rubric
Students create a body of art work for the art show. Students are assessed on their understanding of their specific medium, acquired knowledge required to successfully complete the capstone art making and technique requirements. The studio art experience rubric is used to evaluate student performance.

Source of Evidence: Evaluations

**Target:**
All students should be rated at acceptable rating or above on this rubric.

**G 3: Student proficiency in art history**
Students will understand and become proficient in the chronological understanding of art history

**SLO 2: Acquire a chronological understanding of the development of art**
Students will acquire a chronological understanding of the development of art throughout history worldwide.

**Relevant Associations:**

**DSU Learning Goal Associations:**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**G 5: High level proficiency in techniques, research and portfolio preparation**
Students will successfully complete a senior capstone experience in studio art by showing a high level of proficiency in specific media techniques, qualitative research, and a professional portfolio of their work.

**SLO 1: Develop Icon Id**
Students will develop iconographical identification and historical sequencing

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**SLO 3: Engage in creative activity to show mastery of technique**

The student will engage in a creative activity that shows consistency in mastery of technique, imagery and/or presentation.
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Source of Evidence: Evaluations

Target:
All students should be rated at acceptable rating or above on this rubric.

SLO 4: Prepare thesis show

The student will prepare a body of work for a thesis (capstone) show that demonstrates their knowledge of matting, framing, preparing invitations and hanging the work.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Studio art experience rubric

Students create a body of art work for the art show. Students are assessed on their understanding of their specific medium, acquired knowledge required to successfully complete the capstone art making and technique requirements. The studio art experience rubric is used to evaluate student performance.

Source of Evidence: Evaluations
Target:
All students should be rated at acceptable rating or above on this rubric.

**M 2: Written assignment - artist influences**

When "Writing across the curriculum" mandate was adopted by all programs, we started to add a writing component in most of the studio classes (Advanced Drawing - sophomore level course, Intro to Painting - sophomore level course, Watercolor - junior level course, Print Making - junior level course) where students had to reflect on their work, along with completing a research paper related to artists within the media field that the student was in at that specific semester. (i.e., in painting, research painters that influenced the students work and write about them and their techniques). This aspect was repeated in many upper division classes, as well as in the intro to drawing class. Students need to research about artists related to course and complete a research paper. The writing component of the senior capstone rubric is used to evaluate student performance.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
By end of sophomore level, all students should be rated at acceptable rating or above.

**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 5: develop skill with technology**

2.2 Students will develop technical skills in creating imagery derived through various programs on the computer.

**Related Measures:**

**M 1: Studio art experience rubric**

Students create a body of art work for the art show. Students are assessed on their understanding of their specific medium, acquired knowledge required to successfully complete the capstone art making and technique requirements. The studio art experience rubric is used to evaluate student performance.

Source of Evidence: Evaluations

Target:
All students should be rated at acceptable rating or above on this rubric.

**SLO 6: growth thru software assisted imagery**
2.3 Students will explore and grow as artists through computer-software-assisted imagery as it relates to the fundamentals of drawing and design.

**SLO 7: research art through out history and relate to their own work**

The student will research artists and art movements that show a relationship to their personal work and how they have benefited from their knowledge of those artists.

**Related Measures:**

**M 2: Written assignment - artist influences**

When "Writing across the curriculum" mandate was adopted by all programs, we started to add a writing component in most of the studio classes (Advanced Drawing - sophomore level course, Intro to Painting - sophomore level course, Watercolor - junior level course, Print Making - junior level course) where students had to reflect on their work, along with completing a research paper related to artists within the media field that the student was in at that specific semester. (i.e., in painting, research painters that influenced the students work and write about them and their techniques). This aspect was repeated in many upper division classes, as well as in the intro to drawing class. Students need to research about artists related to course and complete a research paper. The writing component of the senior capstone rubric is used to evaluate student performance.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

By end of sophomore level, all students should be rated at acceptable rating or above.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**portfolio review**

after reviewing assessment rubric in capstone, changes are implemented in process during semester for review of work and supporting paper

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** review year of assessments and make adjustments in capstone review for art making, and paper development  
**Projected Completion Date:** 05/25/2017  
**Responsible Person/Group:** all studio faculty
Other Outcomes/Objectives, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 1: Summer Bridge Programs

We also collected statistics on Summer Bridge participants from both Jumpstart and Project Success Programs. The figures collected for both programs are based upon educational performance during the summer, fall and spring. The outcomes are listed in the results section of this report.

SUMMER BRIDGE

Table 3

Jumpstart Academic Progress

Summer & Fall 2015 and Spring 2016

<table>
<thead>
<tr>
<th>Number of Participants</th>
<th>Average GPA after the Summer Program 2015</th>
<th>Average Fall 2015 GPA</th>
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<tr>
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<td>3.48</td>
<td>2.97</td>
<td>3.22</td>
<td>1</td>
<td>2.8 (17)*</td>
<td>3.08</td>
</tr>
</tbody>
</table>

*One student did not return

There were 18 students in the Fall 2015-16 Jumpstart cohort. Table 3 reflects their academic performance during the Summer, Fall and Spring semesters. Among the 18 students, 1 student was on academic probation due to poor performance; however, this student did not return for the Spring semester. At the end of the Spring 2016 semester one student is below a 2.0 gpa.

Table 4

Project Success Academic Progress
### Summer & Fall 2015 and Spring 2016

<table>
<thead>
<tr>
<th>Conditionally Admitted</th>
<th>Average GPA After the Summer Program 2015</th>
<th>Average Fall 2015 GPA</th>
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* Two students did not return after the summer and in the fall one student was dismissed from the college.

**Two students did not return for the spring.

Twenty-three (23) Project Success students returned for the fall semester. At the end of the Fall semester five students had a cumulative grade point average below 1.7, all but one student returned for the Spring semester. For the first time in the history of the program all students were allowed to return in the spring regardless of their gpa. At the end of the Spring semester four students were still under the required 2.0 gpa required.

---

**Relevant Associations:**

**Strategic Plan Associations:**

- Delaware State University
  - 2.1 Increase retention and graduation rates by at least two percent annually for the next five years
  - 2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

**Related Measures:**

**M 1: Summer Bridge Results**

**SUMMER BRIDGE**

Table 3

*Jumpstart Academic Progress*

Summer & Fall 2015 and Spring 2016
Source of Evidence: Existing data

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*Project Success Academic Progress*

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Goals without Outcome/Objective Relationships Specified

G 2: TESL Objectives

The MA in TESL is designed to achieve the following:

- Provide candidates with exposure to the theory and practice of teaching English to those whose first language is not English: Limited English Proficiency (LEP) and English Language Learners (ELL);

- Certify teachers as ESL teachers;

- Provide candidates with an advanced level of expertise and a thorough training in the discipline of analyzing the various facets of teaching LEP and ELL learners through analyzing the various linguistic and cultural aspects of English; and

- Provide candidates with the pedagogical and intellectual preparations necessary for careers as schoolteachers

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Teach English to non-English speaking learners

Students will be able to teach English to speakers of other languages.

SLO 1: Demonstrate ability to teach English as a second language
Students will demonstrate ability to teach oral and aural skills to learners, using specific methods and materials.

Relevant Associations:

DSU Learning Goal Associations:

5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.
Related Measures:

M 1: Final Performance of Students
The available measure includes the final outcome and performance of students.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Completion of Curriculum Requirements, resulting in Graduation.

Findings (2016-2017) - Target: Met
The program was put on hold in the Fall of 2014. The program and curriculum was completely revised and approved by faculty senate in Spring 2017. Enrollment is now open for the students to begin Spring 2018 semester. During the 2016-2017 academic year there were not students in the program. The mission, goals, objectives, and measures will all be revised for the 2017-2018 year (next year’s report) to reflect the curricular changes of the program that have been made and will be instituted as the program is reactivated Spring 2018.

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Findings (2014-2015) - Target: Met
The program was put on Hiatus in the Fall of 2014, is currently under revision, and will be re-opened in Fall 2017. The two remaining candidates in the program during the 2014-15 academic year successfully met all requirements and graduated.

SLO 2: Understanding of Language as a system
Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax and semantics, to support ESOL students as they acquire English in order to communicate with native speakers of English.

Relevant Associations:

DSU Learning Goal Associations:
6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

Related Measures:

M 1: Final Performance of Students
The available measure includes the final outcome and performance of students.

Source of Evidence: Performance (recital, exhibit, science project)

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SLO 3: Instruction and role of culture in TESL
Candidates know, understand, and use in their instruction, major theories and research related to the nature and role of culture, and how cultural groups and individual cultural identities affect language learning and school achievement.

Relevant Associations:

DSU Learning Goal Associations:
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
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**SLO 4:TESL research practices in classroom instruction**
Candidates can apply concepts, research, best practices, and evidence-based strategies to plan classroom instruction in a supportive learning environment for ESOL students. Candidates can plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

**Relevant Associations:**

**DSU Learning Goal Associations:**
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

**M 1:Final Performance of Students**
The available measure includes the final outcome and performance of students.

Source of Evidence: Performance (recital, exhibit, science project)

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SLO 5: Implementing writing, speaking, reading and communication skills
Candidates can manage and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.

Relevant Associations:

DSU Learning Goal Associations:
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
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SLO 6: Instruction of TESL students
Candidates can interpret a variety of standards-based language proficiency instruments, usually norm-referenced, to meet district, state and federal guidelines, to inform their instruction. They also understand their uses for identification, placement, and demonstration of language growth of English learners.

**Relevant Associations:**

**DSU Learning Goal Associations:**

5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

**Related Measures:**

**M 1: Final Performance of Students**
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Source of Evidence: Performance (recital, exhibit, science project)

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**Annual Report Section Responses**

**Executive Summary (1-2 pages)**
The MA TESOL / Bilingual Education program was re-instated beginning Spring 2018 semester. The curriculum for this new program has been significantly revised to adapt to current standards and to provide further opportunities for individuals pursuing education in TESOL and Bilingual Education. The revisions and updates are
summarized below:

- **MA Curriculum** has been revised to meet the updated (January 2017) DDOE standards for K-12 certification in both "1561 Bilingual Teacher" and "1562 Teacher of English Learners." Revisions were also made to meet TESOL (professional organization) standards, and developing practices in the field. Revisions include the restructuring of the curriculum sheet and adjustments to the curriculum map. Student Learning Objectives were also updated to coincide with the TESOL International Association standards for TESOL programs. In order to make the necessary updates to the program, a total of seven new courses were created.

- **Development of Online Certificate Track** - There is a growing demand for Adult Education ESL credentialing for teaching English to speakers of other languages abroad. The online certificate program requires the completion of four online courses. These courses are part of the revised MA program. All four courses for this online track exist within the revised MA curriculum. (This track does not lead to K-12 certification).

- **TELL Track**: Development of Teacher of English Learners / Bilingual Teacher Minor and Secondary Certification - Delaware has seen a substantial increase in K-12 students who are English Learners (over 300% increase in a majority of southern Delaware school districts), as well as an increase in the number of bilingual immersion education programs. Its timely addition will also provide the necessary training currently in demand in K-12 education. All courses required (5 courses/15 credit hours) for the minor / secondary certification already exist and are requisite for the MA program.
  - The addition of this minor program allows undergraduate students to pursue secondary certification, and does not require the creation of any new courses. Per the graduate school policy, undergraduate students may enroll in up to 9 credit hours of graduate courses at the undergraduate tuition rate. The existing courses have undergraduate and graduate course numbers with corresponding workload content and expectations. Undergraduate students can enroll at the undergraduate or graduate level depending on individual circumstances and if the individual student meets requirements per the graduate school policy.
  - Further, current educators with an earned Bachelor and initial teaching certification can enroll in this fifteen credit hour track at the graduate level to earn secondary certification. The courses completed for this track may be applied toward the completion of the MA program.
Unit(s) Profile

Faculty: 1) Brody Bluemel, PhD - Assistant Professor and Program Director

Adjuncts: 1) Donna Bain Butler, PhD., 2) Schalea Sanders, MA

Course Offerings:

• Fall 2017
  1. Program was still inactive. First course offerings were Spring 2018 (one section)

• Spring 2018
  1. ENGL 518 - Methods of Teaching English as a Second Language (one section)

• Summer 2018
  1. ENGL 411 - Teaching Literacy for English Language Learners (one section)
  2. ENGL 511 - Teaching Literacy for English Language Learners (one section)
  3. ENGL 512 - Seminar on Theories and Practice of Second Language Learning and Testing (one section)

Unit(s) Initiatives accomplished in this cycle

Goals:

• Launch the revised MA TESOL program (and new tracks within the program).

  The MA TESOL program (and new programs tracks) were launched in Spring 2018 semester. One course was offered during this term.

• Partner with K-12 institutions to recruit students.

  A formal partnership was formed with Caesar Rodney School District. The district promises to support of at least 1-2 currently employed K-12 educators in the MA TESOL program or one of the new tracks within the program. Further, meetings were held with district and school representatives from Milford School District, Capital School District, Seaford School District, Indian River School District, and Aspira Academy to advertise and inform these institutions of the new program offering.
Further, email notification and advertisement has gone out to districts throughout the state.

- Recruit current undergraduate education majors.

In Spring 2018 semester, one current undergraduate student was recruited and enrolled in the TELL track within the MA TESOL program. A second student was recruited and joined this track in Summer 2018. A total of 6 current undergraduate education majors are now recruited and enrolled in the program for Fall 2018.

*** A key challenge for recruitment and acceptance this year was that the application was not made available until after Spring 2018. The program applications were supposed to be created and in the graduate applications system by Fall 2017, but were not addressed until mid-Spring 2018, and not finalized until May 2018. Without an actual application, it made it very challenging to have any students apply to the program. Now that we actually have this resource available, we hope to have applicants this coming year!***

**Unit(s) Honors/Awards and Achievements**

Program Director, Dr. Brody Bluemel received the following grants/awards:

  - $246,600 research grant over three years
- Educator Preparation Partnership Grant, Teacher & Leader Effectiveness Branch of the State of Delaware Department of Education. Partnered with Caesar Rodney School District.
- Advanced Academic Literacy Modules, Project funded for the 13th cycles of the Delaware State University Teaching Innovation and Enrichment Mini-Grant.
  - $2,000 grant

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.
Student Learning Outcomes:

- **SLO 1: Language** - Candidates will understand and be able to apply the major research theories related to the structure and acquisition of language in order to mediate learners in developing language and literacy and achievement in content areas.
  - Data will be collected to evidence achievement of this learning objective by:
    - a) evaluating the outcomes of associated courses completed that assess this SLO, 
    - b) analyzing results of student portfolios that evidence through the use of self-rated and instructor evaluated rubrics the mastery of each individual sub-skill categorized under this SLO.

- **SLO 4: Assessment** - Candidates will demonstrate functional understanding of various assessment issues affecting second and foreign language learners, and be able to implement a variety of language proficiency instruments to show language growth and inform instruction.
  - Data will be collected to evidence achievement of this learning objective by:
    - a) evaluating the outcomes of associated courses completed that assess this SLO. Specifically, the course ENGL 512 - Seminar on Theories and Practice of Second Language Learning addresses this SLO in detail, and the outcomes of this course will therefore be evaluated in detail. 
    - b) analyzing results of student portfolios that evidence through the use of self-rated and instructor evaluated rubrics the mastery of each individual sub-skill categorized under this SLO.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

N/A

Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. 
  a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? 
  b) Have these changes been implemented? If not, when will they be implemented? 
  c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

The MA TESOL program is newly re-instated. The revised program was created after evaluating the former program and significantly adjusting that program to meet the
current professional needs of the program. The program has not yet completed a full cycle since being re-instated, and will not be able to assess results and findings until the next academic year. There are measures in place to provide for ongoing assessment of the program to make adjustments as needed. One key measure includes the use of a digital portfolio that is tied directly to all SLOs for each individual course and for the program. This instrument provides for continual collection of data to demonstrate which areas of the program students are performing well in, and which areas need further development to enhance student success.

**Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.**


**Undergraduate Program Information:** Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

| N/A |

For graduate program annual reports **TABLE 1: Admissions Data:** Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

**TABLE I:**
Admission Data:
Please complete Table I below describing the average admission data per program (GPA, GRE, GMAT, MAT score) and percent provisional admits.

<table>
<thead>
<tr>
<th>Program</th>
<th>Term</th>
<th>Admission GPA</th>
<th>GRE Score</th>
<th>GMAT Score</th>
<th>MAT Score</th>
<th>Provision Admits</th>
</tr>
</thead>
</table>


Enrolled student is undergraduate education major enrolled at graduate level

For graduate program annual reports TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

TABLE II: Graduate Student Enrollment by Program (please disaggregate data if your department hosts more than one program).

<table>
<thead>
<tr>
<th>Program</th>
<th>Faculty FTEs+</th>
<th>Fall 2017 SCH Enrolled by Term*</th>
<th>Spring 2018 SCH Enrolled by Term*</th>
<th>Fall 2017 Degrees Generated</th>
<th>Spring 2018 Degrees Generated</th>
<th>Averag e Time to Degree</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESOL / Bilingual Education Spring 3.68</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TESOL / Bilingual Education</td>
<td>0.25</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

*SCH = Student Credit Hours Generated i.e. enrollment * credit hours/course

*Faculty FTEs = Faculty devoted full-time to graduate education/research = 1, otherwise report based upon percentage of time; for example if a faculty contributes ½ time in your department's undergraduate program and ½ to a graduate program then report as 0.5 FTE, etc.

For graduate program annual reports: TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

N/A - All students are newly enrolled and have not yet began work on any of the items outlined table 3.
For graduate program annual reports TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

N/A for 2017-18 academic year.
Mission / Purpose

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).

Goals without Outcome/Objective Relationships Specified

G 1: Purpose and Goals
**Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 4: Test Offerings**

**Test Offerings**

Testing Services and Programs has over 100 vendors and offers over 58,000 exams. We do not test for all these vendors on a daily or monthly basis but have the capacity to do so. The goal is to increase partnerships and more vendors.

**Relevant Associations:**
- National College Testing Association
- Association Test Publishers

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 2: Objective:**

Objective:
To continue to serve DSU and the local communities by providing a variety of programming events, certification opportunities through proctored exams and multi-tier programs that facilitate life-cycle of client-based credentialing (workshops, testing, and certification).

**Relevant Associations:**
- National College Testing Association (NCTA)
- Association of Test Publishers
- American Council of Education
- Council for the Advancement of Standards in Higher Education (CAS) - Testing Programs and Services Standards (information was taken and combined with NCTA)

**Related Measures:**

**M 2: TSP evaluations and the results**

Source of Evidence: Service Quality

**Target:**
Met = Increase revenue and build sustaining partnerships

**M 3: Assessments for TSP**

Source of Evidence: Service Quality
Target: 
Objectives:

- Evaluate the benefits of proper test preparation
- Consider a wide array of testing strategies and assess the usefulness of each
- Discuss how to prepare for specific testing situations
- Provide quality service to our DSU community (students, faculty, staff, alumni) and the surrounding communities.
- Provide workshops that build a connection to resources leading to student success.
- Provide holistic testing approaches

O/O 3: Objectives and Learning Outcomes

Relevant Associations:
TSP is a hybrid department. We provide sessions for DSU students to practice exams (GRE, GMAT, PRAXIS, etc...).
TSP offers all graduate exams.
We offer Testing Strategies workshops.

Related Measures:

M 3: Assessments for TSP

Source of Evidence: Service Quality

Target:

Details of Action Plans for This Cycle (by Established cycle, then alpha)

TSP Action Plan - May 2016 to May 2017

Executive Summary:

The mission of the Testing Services and Programs Office is to assist DSU students and the surrounding communities in assessing their knowledge, skills, and abilities by providing a variety of programming to engage and promote credentialing certifications exams. This is accomplished with written, computer-adapted assessments and testing instruments. Testing Services and Programs is committed to promoting an innovative and diverse environment that encourages staff and stakeholder growth and development. TSP set 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 KPI for our focus area (goals 2 & 6). Testing Services and Programs align more with KPI #13 as an auxiliary revenue unit. DSU’s Testing Services and Programs subscribes to the testing guidelines, standards and procedures of the National College Testing Association (NCTA) and a part of the Consortium of College Testing Centers (CTCC).

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 and the information is readily available to those who need it, secure from those who do not. TSP’s goals are manifested through its services and programs, which are aligned with the testing center operational objectives, aspirations, vision, and core values of Delaware State University (DSU). TSP's goals include 1. To become a premier revenue-generating testing center in the Atlantic Region. 2. Providing a service and location where students can complete their independent (distance education) studies requirements as well as state and national board certified credentialing exams. 3. We utilize a computerized registration portal Register Blast. 4. The computerized system captures the candidates’ information and assists in gathering necessary data to improve processes, revenue, customer feedback and testing trends. 5. Disseminating the results of applied research and evaluations conducted at the testing center. 6. Provide data and consultation to other departments on campus and community organizations as it relates to testing.

Testing Services and Programs is to provide testing strategies workshops (mid-term/final exams) that cover exclusive problem-solving techniques, critical-thinking skills and test-taking tips facilitated by our certified testing personnel. Students will be introduced to a systematic approach on how to answer and analyze questions. Students will learn how to break each question down and identify common traps. Students will also learn tips to help develop test-taking skills for before the test and during the test, as well as develop endurance techniques to help them finish strong based on resources from Education Testing Service (ETS) and College Board. Testing Services and Programs also offers credentialing certification exams for DSU students, test vendors, partners and other stakeholders that will enable participants to meet the challenges of a rapidly changing and highly competitive global workforce economy.

**Concerns/Issues:** The cost of the placement invoices impedes our area from purchasing test vouchers and bringing in revenue and providing service to the test vendors and candidates.

**GOAL 2: STUDENT SUCCESS** - Recruit, develop, retain, graduate and place outstanding students
KPI # 2

Goal/Objective to support KPI #2 (Percent of Students Obtaining Gainful Employment in 12 months)

§ 2.1. Provide graduate and professional exams.

§ 2.2. Increase vendors and credentialing exams that will provide DSU students with certifications related to their degrees.

§ 30 Day: Provide information on credentialing certifications for job readiness.

§ 60 Day: Reach out to departments on campus to find out what testing services are needed for their students.

§ 90 Day: Review how the newly implemented changes impact TSP, DSU, and surrounding communities; Educate students about CLEP and DSST in person or via social media, and website; Provide continuous professional and graduate testing for DSU students (Castle, NLN, Praxis, MAT, and CLEP).

KPI # 4

Goal/Objective to support KPI #4 - (First-Year Retention Rate)

§ 4.1. Provide testing strategies workshops

§ 4.2. Presentation at University Seminar classes about TSP offerings

§ 4.3. Promote college readiness

30-60-90 Day Action Plan to Meet Goal/Objective

§ 30 Day: Search other test center websites, best practices and use as a resource for TSP's improvement; Review testing strategies workshop surveys and make changes as needed; Courtesy accessibility testing for DSU students.

§ 60 Day: College Readiness presentations to high schools throughout Delaware; Partner with 21st Century clubs at title 1 schools in Delaware to provide assessment/evaluations of students' college readiness (grades 5-12).

90 Day: Reach out to departments on campus regarding testing strategies needs
GOAL 6: INSTITUTIONAL AND OPERATIONAL EFFECTIVENESS - Enhance, leverage, and diversity our resources to fulfill the University's mission.

KPI #13:

Goal/Objective to support KPI #13 - (Increase Overall University Funding)

§ 13.1 Expand test offerings

§ 13.2 Increase partnerships and outreach

30-60-90 Day Action Plan to Meet Goal/Objective

§ 30 Day: Search other test center websites, best practices and use as a resource for TSP's improvement; Brainstorming sessions as a team about new vendor offerings; Look at other test center websites, best practices and use as a resource for TSP's; improvement; Read customer surveys to see what changes need to be implemented (if applicable) and Reaching out to the community and vendors (Seeing what they need and what we can offer them).

§ 60 Day: Hold bi-monthly team meetings; Visit new partners and companies to expand test offerings (credentialing certifications); Continuously updating TSP website with hours, test, price, and registration requirements; Expand on Mobile Testing; Promote MyCAA program (send info to military units).

§ 90 Day: Update website to allow candidates to schedule, reschedule, and pay for testing appointments via RegisterBlast; Visit new partners and companies to expand test offerings; Expand on programs DSU and the surrounding communities; Quarterly increasing revenue by adding 3-5 new partners and/or vendors; Have staff evaluations to make sure that everyone is aligned with mission TSP and promoting the standards of NCTA; Review and implement testing best practices via training and webinars; Review testing hours, test offerings and align services with programs on-campus and in the community to offer the credentialing exams.

Implementation Timeline 30-60-90 Day Action Plan to Meet Goal/Objective (the information is separated by the sections based on below - due to the size of max length - details not included).
Note: TSP is working on the rebranding of our DSU web page and brochures.

**Established in Cycle:** 2016-2017  
**Implementation Status:** Finished  
**Priority:** High

**Responsible Person/Group:** TSP

**Action Plan - Jan to May 2018**

**Established in Cycle:** 2017-2018  
**Implementation Status:** Planned  
**Priority:** High

**Responsible Person/Group:** TSP  
**Additional Resources Requested:** Support from AVP

**Workshops for DSU Students**

**Established in Cycle:** 2017-2018  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Per semester and goal is to add more plans

**Annual Report Section Responses**
Executive Summary (1-2 pages)

Unit(s) Profile

TSP has been working without support since July 2017.

Unit Profile

Sheldon S. Taylor, MHRM
Testing Specialist III (formerly Testing Associate)
Delmarva Testing Association Committee Member
7 years testing experience

Vacant
Testing Specialist II
Vacant
Testing Specialist I

Amarysh Y. H. Church
Director of Operations/TCA
NCTA Lead for Ambassador Program
NCTA Conference Committee
Oversight Committee Member for IBT Proctor Program
Delmarva Testing Association Board Member
CAS Committee for Testing Programs and Services
14 years testing experience

Unit(s) Initiatives accomplished in this cycle

Promoting quality programming (workshops and forums) for student success.

TSP maintained the below partnerships

1) Partnership with 21st Century Programs at Dover High School, Central Middle
School and William Henry (college readiness)

2) Expanded Journey trade exams partnerships

3) Military partnerships

4) Technical K-12 testing

5) Community and mobile testing outreach

Testing Services and Programs is promoting its test offerings among employers of in-demand career fields and test candidates seeking credentials along the Atlantic Region. By reviewing Bureau of Labor statistics, identifying the needs of the Department of Labor and Department of Education partnerships and assessing regional occupational demands, TSP delivers exam scheduling, onsite and offsite testing based on customer demands.

As a result of TSP enhanced test offering to program, exiting DSU students, individuals enrolled in career readiness and vocational programs and industry employee are provided with credentialing opportunities throughout the lifecycle of their employment.

Provide 1-3 unit strategic goals and/or student learning outcomes (if applicable) that will be assessed next year and how data will be collected.

Strategic Goal/Student Learning Outcome

Testing Services and Programs workshops cover exclusive problem-solving techniques and test-taking tips facilitated by our certified test administrator and testing specialist. The workshops focus on strategies and critical thinking skills needed for exams. Students will be introduced to a systematic approach to answering application and analysis questions. Students are taught to dissect questions, identify distractors and select correct answers. By learning to apply these skills before and during the test, students develop mental endurance techniques to help successfully complete extensive board exams and help them finish strong based on resources from Education Testing Service (ETS) and College Board.

Goals:

- Provide quality student-centered programs to ensure academic success and improve the first-year retention rate.
- Help students to understand why developing good test-taking strategies will be beneficial for their college years and future employment.

Objectives:
• Evaluate the benefits of proper test preparation
• Consider a wide array of testing strategies and assess the usefulness of each
• Discuss how to prepare for specific testing situations

**Learning Outcomes:**

• Students will be able to assess their test-taking skills and make a plan for improvement.
• Students will learn what test anxiety is and techniques to relax.
• Students will be able to identify and learn how to best prepare for the objective and subjective test.
• Students will learn test strategies to improve their test-taking skills before and during the test.
• Students will learn how to break down test questions and identify common traps.
• Students will be able to define common test-taking terms.
• Students will be able to apply test-taking strategies to all exams to help them raise their test scores and course grades.

**KPI #2 and #6**

TSP primarily aligns with KPI#13 - Goal 6 (increase overall university funding) as it relates to the services offered to the DSU community, Delmarva and the Atlantic region and KPI #2 - Goal 2 (percent of students obtaining gainful employment in 12 months) is addressed by providing credentialing certification exams that DSU students are able to complete; while working on their degree (i.e. sport management students can earn their athletic trainer certification and MBA students can earn their project management certification).

TSP does not address KPI #6 (contracts and grants) - Goal 3 (TSP partners and forge contract agreements with vendors, agencies, and other stakeholders. All contracts are reviewed and approved by the General Counsel and the VP of Finance).

**Closing the Assessment Loop**

TSP utilizing the built-in customer survey in Registerblast as to ensure our staff provides quality customer service to candidates, test publishers, and other stakeholders. The survey results are reviewed and changes/improvements are implemented based on feedback.
a) Customer surveys for testing and workshops.

b) Yes, we make changes based on the survey feedback.

c) We request all customers to complete a survey.

TSP focus on providing career specific test credentialing for workshop graduates. Review of TSP 30-60-90 Day reports and an annual review from May 2017 to May 2018 have identified current best practices and methodologies and future ones that can be implemented.

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report.

Closing the Assessment Loop: Please share one or two prime examples of your unit’s assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans. a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

Four Measures of Assessment:

- Customer Surveys
- Vendor Audits/Inspections
- Team Reflections/Discussions based on Irregularity Reports
- DAR Responses

Bibliography of Scholarly Products published in 2017-2018 by unit members. Colleges should just list the number of publication listed by the departments.

Dr. AYHC assisted in writing the CAS contextual statement for Testing Standards with Kristen Vickey and Dr. Jim Wollack.

Dr. AYHC submitted the proposal for 2017 conference presentations and upcoming presentation on test security, the evolution of testing and testing and the retention of black males (upcoming conference presentations in September and November 2018 and March 2019).

All required research and reviewed by a scholar committee for acceptance.

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

N/A
For graduate program annual reports  TABLE 1: Admissions Data: Please upload complete Table 1 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report.

N/A

For graduate program annual reports  TABLE 2: Graduate Student Enrollment by Program. Please upload Table 2 for Academic Years 2015-2018 in the Document Management section and connect to this section of the Annual Report (see template from SGS&R) and provide a narrative here regarding your student admission profile (Table I) and student performance over the last 3 years (AY 2015-AY2018)

N/A

For graduate program annual reports:  TABLE 3: Graduate Student Engagement/Productivity: Please report the number of graduate students engaged in each activity in 2015-2018 in the Document Management Section and connect to this section of the Annual Report. (See template from SGS&R)

N/A

For graduate program annual reports  TABLE 4: Graduate Student Information. For each activity indicated in TABLE 3, please provide student contact information along with faculty advisor/supervisor (See template from SGS&R). Upload in the Document Management section and connect to this section of the Annual Report. If the student has received gainful employment or a promotion during their graduate enrollment at DSU, please indicate this information in the space provided. If the student is matriculating into another graduate or professional program, please indicate the program, institution and enrollment term. If your activity required a field supervisor (rather than a faculty advisor), please note this in the comment section.

N/A
Goals without Outcome/Objective Relationships Specified

G 1: Communicate ideas in written, oral and visual forms using appropriate skills
Communicate ideas in written, oral and visual forms using appropriate skills.

G 2: Demonstrate critical and creative thinking skills
Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspectives.

G 3: Develop well-rounded, world citizens
Be ethical, collaborative, and productive citizens of a complex, and diverse world

G 4: Analyze career paths within textiles apparel and design industry
Analyze career paths within textiles apparel and design industry

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Apply knowledge of textiles and apparel product development
Apply knowledge of textiles and apparel in product development, marketing, sales, and consumption and analyze the roles of dress in consideration with historical, socio-cultural, and psychological factors.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 1: Research paper and presentation
Research paper and presentation. Students are evaluated on competency in merchandising research, marketing and consumer analysis, and the application to merchandising problem.

Source of Evidence: Project, either individual or group

Target:
Expect 75% of students receive a rating above good.

Findings (2016-2017) - Target: Not Met
Target Not Met:
All students participated in class discussions on the reading assignments. All students completed the research project. 30% of students received a
rating of excellent in the categories of problem identification, research, implementation and oral presentation (refer to oral presentation rubric). 40% of students received a rating of good; 30% of students received a rating of average.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Faculty expectations of student inquiry and presentation skills**

*Established in Cycle:* 2016-2017
Faculty should discuss their expectation on the inquiry projects and whether the presentation skills are what holds students bac...

**Incorporate technical design component in HMEC-205**

*Established in Cycle:* 2016-2017
Because of the current industry emphasis on technical design, the program is implementing learning about specs (A technical draw...)

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**SLO 2: Exhibit knowledge of textiles and communicate competently**

Utilize knowledge of fiber, yarn, and fabric in textile product development and learn how to communicate professionally in textiles and apparel marketing.

**Relevant Associations:**

**DSU Learning Goal Associations:**  
1 UG Student Learning Goal: Competent Communicators

**Related Measures:**

**M 2: Students evaluated on quality of work completed**
Fabric & Fiber swatch, Mid-term test, and Final test. Students evaluated on the quality of completion of fabric & fiber swatch book. Student received a rating of excellent (5), good (4), average (3), poor (2), or inadequate (1).

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**  
75% of students receive a rating above good.

**Findings (2016-2017) - Target: Partially Met**
Target partially met:  
All students took tests and completed swatch book. 60% of student received 70 points out of 100 points for both exams. For swatch book, 20% of students received a rating of excellent 40% of students received a rating of good; 30% of students received a rating of average, and 10% of students received a rating of poor.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Faculty expectations of general science, fiber content and fabric structure**
Established in Cycle: 2016-2017
Faculty emphasis on general science knowledge at the earlier levels. Need to develop various observation techniques to identify ...

SLO 3: Evaluate product quality and identify consumer needs
Evaluate product quality, serviceability, and regulatory compliance standards, and identify consumer needs and wants to align with product development and communication for profitable product lines.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 3: Comprehend basic merchandising math concepts and assortments
Comprehend basic merchandising math concepts and merchandising assortments. Students were evaluated on completion of exercise problem in 5 chapters. Also, student took 5 chapter tests and on cumulative final test.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
Expect 75% of students will get the right answer for the target tests

Findings (2016-2017) - Target: Partially Met
Target partially met
All students took tests and completed the project. 70% of students received answered 75% of the questions correctly. 30% of students received below "D" grade for the tests. Some of poor performance students did not completed a pre required course, College Algebra.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Academic advising to include College Algebra recommendation
Established in Cycle: 2016-2017
Academic advisor must advise students to take College Algebra before students take HMEC-307: Quantitative Merchandising. Facult...

M 4: Comprehend domestic and international labeling laws
Comprehend labeling laws and regulations for domestic and international market. The score of chapter quizzes were reflected students' comprehension of reading assignments. Students took a mid-test and a final-test. Case analysis was evaluated a rating of excellent (5), good (4), average (3), poor (2), or inadequate (1).

Source of Evidence: Writing exam to assure certain proficiency level
Target:
Expect 75% of students will get the right answer for the target quizzes and tests.

Findings (2016-2017) - Target: Partially Met
Target partially met:
All students participated in class discussions on the reading assignments and case analysis. All students took chapter quizzes and tests. 70% of students received "B" or better grade for the tests. 30% of students received "C" grade or the tests.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Faculty focus on mass production in the global economy
Established in Cycle: 2016-2017
In order to improve students’ learning, faculty needs to focus on mass production in the global economy, the relationship qualit...

SLO 4: Evaluate interplay of systems in textiles and apparel industries
Evaluate the dynamic interplay of political, cultural, and economic systems that impact global Textiles and Apparel industries.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 5: Comprehend past influence on present and future trends of global apparel production
Comprehend the historic development and influence on present and future trends of the global apparel production and distribution sectors. Students took a mid-test and a final-test. Group project was evaluated a rating of excellent (5), good (4), average (3), poor (2), or inadequate (1).

Source of Evidence: Project, either individual or group

Target:
Expect 75% of students will get the right answer for the target tests, and B or better grade on group projects.

Findings (2016-2017) - Target: Met
Target met:
All students took tests and completed the project. 80% of students received "C" or better grade for the tests. 90% of students received "B" or better grade on the projects.
SLO 5: Apply career plan and job search strategies to worldwide opportunities
Apply career plan and job search strategies to diverse opportunities in worldwide textiles and apparel industries and demonstrate strong skills and leadership in interdisciplinary, multidisciplinary teams.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

M 6: Professional attitudes and skills
Professional attitudes and skills. Student were evaluated on their weekly reports, mid-term supervisor evaluation, and final supervisor evaluation.

Source of Evidence: Student course evaluations on learning gains made

Target:
100% of students received "C" or better grade for HMEC-402 (Field Experience in TAS).

Findings (2016-2017) - Target: Met
Target met:
Some students had a hard time to fine an internship site. However, all student successfully completed tasks 100% of students received "C" or better grade for the course.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Faculty survey of internship supervisors
Established in Cycle: 2016-2017
In order to understand industry expectation, faculty needs to conduct a survey of internship supervisors, and create opportuniti...

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Academic advising to include College Algebra recommendation
Academic advisor must advise students to take College Algebra before students take HMEC-307: Quantitative Merchandising.
Faculty should discuss class expectation at the earlier levels. Faculty need offer more help sessions. Faculty need revised a project in which students able to develop marketing, media and communication plans, and strategies based on research and objective-setting.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High
Faculty expectations of general science, fiber content and fabric structure
Faculty emphasis on general science knowledge at the earlier levels. Need to develop various observation techniques to identify fiber content, yarn structure, and fabric structure.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Faculty expectations of student inquiry and presentation skills
Faculty should discuss their expectation on the inquiry projects and whether the presentation skills are what holds students back at the earlier levels. Perhaps a restatement of the performance standard is indicated. Also, faculty should emphasize research methods, and so students will be able to perform primary research through the documented gathering of evidence and secondary research through selection of review of appropriate literature.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Faculty focus on mass production in the global economy
In order to improve students' learning, faculty needs to focus on mass production in the global economy, the relationship quality standard of clothing and pricing. Faculty should discuss the outlets where students experience international markets.
Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Comprehend domestic and international labeling laws |
Outcome/Objective: Evaluate product quality and identify consumer needs

Faculty survey of internship supervisors
In order to understand industry expectation, faculty needs to conduct a survey of internship supervisors, and create opportunities for industry contact by sponsoring guest lectures and field trips. Also, faculty encourage students to take responsibilities for their own learning.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Professional attitudes and skills | Outcome/Objective: Apply career plan and job search strategies to worldwide opportunities

Incorporate technical design component in HMEC-205
Because of the current industry emphasis on technical design, the program is implementing learning about specs (A technical drawing of a garment showing construction details along with a table of measurement) in HMEC-205: Flat pattern and Design course.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Research paper and presentation | Outcome/Objective: Apply knowledge of textiles and apparel product development
Mission / Purpose

Title III is committed to providing a mechanism for coordinating the activities designed to strengthen programs to retain and prepare students for high-demand occupations and graduate study. Also, it is continuing to strengthen programs, services, and activities in support of the University. This includes: monitoring goal achievement and the attainment of objectives; ensuring compliance with federal regulations and statutes; articulating and clarifying the purpose of Title III to activity directors; and preparing and submitting reports as required. Therefore, the Title III programming efforts will support through funding the University's mission and vision of strengthening and improving programs that increase retention and graduation rates; and, that expand programs that educate undergraduates in the advance sciences, technology, liberal arts, and professional studies arenas in order to provide an education for the people of the State of Delaware, the region, and globally. In addition, the major focus of Title III is to fund activities that facilitate an increase in the retention and graduation rate of the institution. However, with additional funding resources, the Title III Program aspires to be able to fund activities that encourage students to continue their educational pursuits in graduate studies. This directly links to the student satisfaction with an institution and ultimately increases the retention and graduation rates.
Given in this report are the Title III Program Activities and how they relate to the University's Strategic Plan Institutional Goals for Fiscal Year 2007 - 2011, which continues
to apply to the HBCU Grant Program--Grant Period: 2012 - 2017. The SAFRA Grant Program (Grant Period: 2015 - 2020) and HBGI Grant Program (Grant Period: 2014 - 2019) are built on the Goals and Objectives given in the new "Strategic Goals and Objectives-Pride 2020."

**Goals without Outcome/Objective Relationships Specified**

**G 1: Supervise the Title III Office Operations.**

1. Supervise and administer the operation of the Title III Office for the grant period(s).

**G 2: Submit all internal and external reports.**

2. Submit all reports (internal and external) as designated for the grant period(s).

**G 3: Develop and administer accounting methods.**

3. Develop and administer accounting methods related to Title III for the grant period(s).

**G 4: Employ key personnel for Title III Office.**

4. Employ key personnel for Title III Office--Title III Coordinator/Director, Assistant to Coordinator/Director, and Title III Program Specialist.

**G 5: Title III staff professional development.**

5. Title III Office staff will attend professional development workshops/conferences each year.

**Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 1: Monitor grant activities goal achievement.**

1.1 Monitor goal achievement of Title III and Institutional goals of all activities.

1.2 Maintain files and records pertaining to Title III.

1.3 To act as a liaison between Activity Directors and the institutional leadership.

1.4 Administer the activity budget, requisitions for all purchases, and travel requests/forms forwarded to the Program Coordinator

1.5 Ensure the development of an effective evaluation system, internal and external.

**Connected Document**
- *Title III Unit Goals and Objectives 2012 - 2017*

**Related Measures:**

**M 1: Monitoring, evaluating, and approving report submissions.**

All requisitions, travel requests, inventories, Quarterly Reports, Time and Effort Reports, Interim Performance Reports (where applicable), and Annual Performance Reports (APR) will be submitted by the Activity Directors to the Title III Office for approval.

Source of Evidence: Administrative measure - other
Connected Document
• Title III Unit Goals and Objectives 2012 - 2017

Target:
All Activity Directors (100 percent) will submit for approval complete, correct, and timely reports.

O/O 2: Prepare and submit correct and timely reports.
2.1 Prepare internal and external reports.
2.2 Prepare internal and external based on data collected.
2.3 Ensure Title III Quarterly, Time and Efforts, Interim Performance, and Annual Reports are completed in a correct and timely manner.

Related Measures:

M 2: Prepare and submit all required reports.
Submit all Title III Program Office reports--Phase I and II, Interim Performance Reports (where applicable), Annual Performance Reports, Carryover Reports, Endowment Reports, as designated (both internal and external).

Source of Evidence: Administrative measure - other

Target:
All required reports (100 percent) will be submitted complete, correct, and timely.

O/O 3: Maintain compliance in internal and external regulations.
3.1 Maintain compliance with grant and fiscal regulations (internal and external).
3.2 To assess the utilizations of program financial resources to ensure fiscal accountability.
3.3 Assist Central Receiving in meeting requirements for equipment.

Related Measures:

M 3: Develop and administer accounting methods related to the Title III grant activities.
Develop and administer accounting methods related to Title III to be in compliance with internal (University) and external (U.S. Dept. of Edu.) policies and procedures.

Source of Evidence: Administrative measure - other

Target:
Title III Program Office will assess/evaluate 100 percent of the accounting methods and/or systems utilized for compliance--both internal and external.

O/O 4: Employ Title III Program Staff (Yearly)
1.1 Employ a Title III Program Coordinator/Director.
1.2 Employ a Title III Program Coordinator Assistant.
1.3 Employ a Title III Program Specialist.

Related Measures:

M 4: Employ key Title III Program Staff yearly.
Employ key Title III Program staff--Coordinator/Director, Assistant to Coordinator, and Program Specialist--yearly.

Source of Evidence: Administrative measure - other

**Target:**
Each Title III Program Office staff positions (100 percent) will be staffed yearly.

**O/O 5:** Professional Development for Title III staff.
5.1 Attend Technical Assistance Workshops and other professional development workshops/seminars/conferences.

**Related Measures:**

**M 5:** Title III personnel will attend professional development workshops yearly.
Title III personnel will attend professional development conferences/workshops (both internal and external) yearly.

Source of Evidence: Activity volume

**Target:**
Each Title III Program Office staff will attend at least two (2) professional development workshops/conferences yearly.
Mission / Purpose

Delaware State University is committed to protecting the rights of its faculty, staff and students to ensure that policies and procedures are implemented in complete fairness and within the full scope of the law. The Office of Title IX serves as policy, education, and awareness avenues for Delaware State University concerning sexual misconduct, discrimination, retaliation, disability, and harassment. Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Delaware State University adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. Delaware State University will not discriminate against any employee, applicant for employment, student or applicant for admission.

Goals without Outcome/Objective Relationships Specified

G 1: Meet Federal, State, and Local Mandates

Meet Federal, State, and Local Mandates concerning Sexual Misconduct and Title IX awareness throughout the campus community.

G 3: Collaboration will campus units

Collaborate with all campus units that center around sexual misconduct, harassment, and discrimination to create a smooth process for reporting, education and awareness.
G 2: Education, Safety, and Awareness

Educate the campus community about Sexual Misconduct, Harassment, and Discrimination, through learning how to report an assault, understanding their due process, and implementing programs to create awareness.

Create a safe campus environment through education and awareness.

Increased the amount of bystanders from 82/2016 to 96/2017 giving a total of 188 bystanders.

SLO 1: Education Awareness

Educate the students on the university policy process involving sexual misconduct.

Relevant Associations:

DSU Learning Goal Associations:
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

Strategic Plan Associations:
Delaware State University
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.

Related Measures:

M 1: Education and awareness
The students were given a pre-test about domestic violence. We polled 78 students. This pre-test demonstrated that they were unfamiliar with the terminology of domestic violence. The pre-test also demonstrated they were not aware of the scope of domestic violence that occurs within their age group. This was our highest type of sexual misconduct which occurred on the campus during the 2016-17 year. During our orientations and presentation on sexual misconduct, we will take out time to talk about domestic violence specifically and add scenarios, and examples that are synonymous with our campus community.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Target:
Increase our bystanders to 150 over two years, we reached 188 bystanders this past year.

Findings (2016-2017) - Target: Met

We asked students if they were interested in becoming a bystander, and they took the pledge and became bystanders. We gave them the information and the strategies to help them become effective bystanders. Students are to help prevent a sexual assault without putting themselves or someone else in harms way.

SLO 2: Programming
Create programs and activities to help the students understand all the aspects of Title IX. Title IX Presentations were made in all the following areas: New Student Orientation, New Student Employee Orientation, New Employee Orientation, and Welcome Back Week.
The presentations were specific to the different terms, and what determines which sexual assault category has been violated such as: domestic violence, sexual assault, non consensual contact, rape, stalking, sexual harassment.

**Relevant Associations:**

**DSU Learning Goal Associations:**

3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Strategic Plan Associations:**

Delaware State University

2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
Mission / Purpose

The mission of the Chemistry and Biochemistry Department is to (i) provide its students with a mastery of content and foundation in chemistry theory and practice that is grounded in student learning goals, experimentation, computer technology, and oral and written communication skills, (ii) provide research opportunities for students outside the classroom to foster research and new discovery that brings financial resources and vitality to the university, (iii) instill a foundation of cognitive skills necessary to engage in life-long learning and intellectual growth, Sperry and (iv) help prepare students to assume leadership positions in their personal lives and careers.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action 1
Action

Implementation Status: Planned
Priority: High

Annual Report Section Responses

Executive Summary (1-2 pages)
The Department of Sociology and Criminal Justice continued to grow in terms of number of majors. However, this continuous increase in students has not resulted in increased faculty. The shortage of faculty continues to put a strain on the department in terms of meeting student demands, including offering sufficient courses for academic progress and providing sufficient advising and mentoring. Despite this staffing deficiency, the faculty and staff have worked collaboratively to advance the department. The primary goal of the department continues to be improving student learning and readiness for graduate school and professional employment. To this end, the department focuses on faculty support and development, curriculum and course coverage and development, and student success. The current status and efforts to improve each are described below.

Faculty Support and Development: During the 2016-2017 academic year, the department was comprised of 8 faculty teaching and advising 352 majors. The majority of faculty members in the unit are junior faculty, including 5 Assistant Professors. Only two faculty members are tenured, including one Professor (who was on sabbatical Spring term) and one Associate Professor (who also serves as chair). In an effort to improve retention and student success, the department created an Instructor/Retention Specialist (classified as a Lecturer II) position. This position is responsible for teaching all University Seminar courses, mentoring freshman, and supporting the IDP process. In order to come closer to offering sufficient and appropriate courses to meet the
student demand, the Instructor/Retention Specialist taught two Introduction to Sociology courses and faculty taught a total of five courses as overloads. The department also supplemented full-time faculty with four adjuncts who taught a total of 10 courses.

Despite these efforts, the department continues to fall short of meeting student demand. At least 10 additional courses need to be taught each academic year to ensure sufficient academic success for students. The most concerning impact of insufficient faculty is the extraordinarily high student faculty ratio. The student to faculty ratio is 50:1. The department student to faculty ratio has increased and is three and a half times greater than the DSU average student to faculty ratio and two and a half times higher the MSCHE recommended ratio.

Despite the extraordinary teaching demand, faculty remain on schedule for promotion and tenure. One faculty member was promoted to Associate Professor and one earned tenure. Faculty also fulfilled research, publishing, and service obligations. Faculty worked on three grant proposals for external funding. Faculty published a total of three peer reviewed journal articles and two book reviews. Two additional articles have been submitted for publication and one evaluation report was produced for another university. In addition, SCCJ faculty conducted eight presentations to a wide range of groups, including professional discipline specific conferences (Urban Affairs Association and ISSA), community groups, and DSU functions (CAHSS Roundtable, NFO). The department faculty provides extensive service to the University, professional organizations, and the community. In total, faculty provides service to 23 organizations and committees.

One of the primary achievements of the department during this academic year was the development of the Individual Professional Development plan, including promotion and tenure rubrics. The SCCJ IPDP is in compliance with the CBA and provides faculty with a process to ensure continued productivity and professional development.

Curriculum and Course Development: The department continued the work initiated by the curriculum committee last year. Three new courses were developed and approved (two special topic courses and Internship II). Both sociology and criminal justice curriculum were revised to reflect the termination of previously required math courses. The new curriculum allow students to tailor their courses of study by requiring additional SCCJ 300/400 electives.

Student Success: Of greatest concern, is student success. The department continues to ensure and improve student success through a number of efforts. The department continuously seeks opportunities for students to expand their experiences. The primary ways include the Soc/CJ Club, NOBLE, Study Abroad and Internships. The Soc/Club is comprised of 25 students and hosted two job fairs for the NY State Police. It also hosted several guest speakers and recruiters from federal law enforcement agencies. The DSU NOBLE (National Organization of Black Law Enforcement Executives) is the only collegiate chapter of the professional organizations. Twelve students attended the national conference in July 2016. NOBLE participated in job fairs and hosted several speakers. Students assisted the parent chapter of NOBLE with fundraising and sponsored a career fair. The department co-sponsored two Re-Entry Simulations; one for professionals and one for students. The department offered Study Abroad for the third year and 7 students traveled to London. Sixty-three students participated in internships with professional organizations and 46 participated in courses addressing sustainability.

Graduation and Placement: The ultimate goal of the department is to graduate our majors and connect them to graduate and law school or professional employment. In
2016-2017, 70 students graduated, including 66 criminal justice majors and 4 sociology. Eight (16%) of the seniors plan to attend graduate school or law school Fall 2017. Half of them were accepted to at least one school at the time they completed the survey, including Wesley College, Kean University, and Wilmington University. Another 17 (34%) plan to attend graduate or law school in the future. Twelve (24%) of the graduating seniors had been offered and accepted professional positions. Three seniors were hired by service and advocacy organization, two by the military, two by city or state agencies, and five by a corporation.

Assessment: Assessment of student learning and department activities is key to improving student success. Student learning goals and objectives are assessed and revised annually. The findings from the student learning assessment are used to guide curriculum and course changes as well as initiate new activities to improve student success (see attached Action Plan). All measures are direct measures. Review of student learning assessment findings coupled with discussions among faculty have led to a desire to examine transfer of knowledge as students progress through the academic program. Faculty are continuously frustrated that students in upper level courses do not recall skills and information taught in previous courses. We believe that this lack of transfer of knowledge and skills negatively effects student learning outcomes. The faculty agreed that exploring this issue will be the program focus for 2017-2018. At the first department meeting of the academic year, the chair of the department assessment committee will work with faculty to design an assessment process.

**Unit(s) Profile**

II. DEPARTMENT PROFILE

a) Personnel (Faculty/Professional and/or Classified Staff)

i) List by rank or title and in alphabetical order all full or part-time employees, including adjuncts.

Professor:

Dr. Michael A. Katz-Accounting  
Dr. Bernadette M. Ruf-Accounting  
Dr. Youngsik Kwak-Finance (interim chair)

Associate Professor:

Dr. Bridget Anakwe-Accounting  
Dr. Jan E. Christopher-Economics  
Dr. Nandita Das-Finance  
Dr. Nancy Ning-Finance

Assistant Professor

Dr. Susan Muzorewa-Accounting

Visiting Professor

Ms. Valeri Pepper-Accounting  
Mr. Wade Robinson-Economics

Adjunct:

Dr. Lynda Murray-Jackson-Accounting  
Dr. Vincent Ikwuagwu-Accounting  
Mr. Mark Nehra-Finance
Mr. Peter Gaertner-Finance

Classified Staff
Raquel Farmer

ii) List all personnel changes (new faculty, professional and/or classified staff, retirements, leaves, etc.)

Dr. Richard F. Bieker retired as of January 2017.

b) Centers (list specialized areas of instruction, research, or service)
   · University Center for Economic Development & International Trade (UCEDIT)
   · Economic Development Leadership Institute (EDLI)
   · Center for Homeland Security Research

"KPI # 1 and #10". Note: This section refers to undergraduates and their participation in undergraduate research, study abroad, service learning, internships, experiential learning and sustainability activities and courses. You must upload IRPA spreadsheet in the Document Management section and connect to this section of the Program Annual Report. See attached.

Connected Document
   • KPI 1 and 10 Sociology and Criminal Justice 2017

Closing the Assessment Loop: Please share one or two prime examples of your unit's assessment activities. A complete assessment report is due October 30th and should be reported for each measure in WEAVE under Findings and Action Plans.
   a) List one or two examples of how the unit used assessment results/findings to plan changes (initiatives) designed for improvements? b) Have these changes been implemented? If not, when will they be implemented? c) When does the unit plan to conduct the assessments again to ascertain whether or not these changes (initiatives) have made a difference?

ETS standard examinations for Business practices has shown us that problem based learning strategies implemented during this past year has had significant effects on student comprehension, as evidenced by increased scores on the national exam.

Future activities will be aimed at exercising pre assessments so that we may be able to assess student learning throughout the semester.

The Department of Sociology and Criminal Justice systematically examines student learning by assessing the student learning objectives annually. The findings are discussed and areas of improvement are identified. The student learning objectives assessment findings are supplemented by additional student learning assessment initiatives undertaken by individual faculty members. Based on the 2015-2016 academic program student learning assessment findings and the department assignment findings reported in WEAVE, an Action Plan was developed. The Action Plan guided the work of the department during the 2015-2017 academic year. Allowing the Action Plan to guide the department's activities ensured that department goals were achieved. For more detailed information on the work of the department, see the Action Plan below and the Unit Initiatives discussed above under #3.
At the end of every academic year, the faculty meets to review the Action Plan updates and any new assessment data. This year the faculty focused on the trends in student learning findings across academic years. The preliminary findings are presented at the end of the this section. Two primary trends were noted. First, revising student learning measures to direct measures appears to provide a more accurate assessment of student learning. The data tables below show two examples. Prior to 2015-16, student learning related to understanding sociological and criminological theories was measured by final course grades, an indirect measure. In 2015-16, the measures were changed to direct measures. The data below shows that the direct measure more accurately differentiates student learning related to understanding theories.

Undergraduate Program Information: Please use the Excel template (sent by email) for reporting details about each undergraduate program in your department. Submit data for each program as separate rows in the spreadsheet and include the Department Name in the top section. You must upload the spreadsheet in the Document Management section, connect to this section, and state “see attached” below.

See attached.
Mission / Purpose

The overall mission of Fleet Services / Transportation is to provide professionally, timely and at the highest level of quality services for students, faculty and staff.

Goals without Outcome/Objective Relationships Specified

G 1: Admissions Processes
   Implement best practices that ensure efficient, effective, graduate admissions process.

G 2: Academic Quality
   Review and implement policies and procedures to ensure the quality of our academic programs.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Student Services and Records Management
   Implement and maintain a records management system for all currently enrolled graduate students consisting of admissions data, student progress to degree, admission to candidacy, defense of thesis or dissertation, time to degree, and graduation.

   Relevant Associations:

   DSU Learning Goal Associations:
   7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement online interactive exercises
   Implement online interactive exercises to provide additional practice for students.

   Established in Cycle: 2015-2016
   Implementation Status: Planned
   Priority: High

   Projected Completion Date: 08/24/2017
   Responsible Person/Group: Dr. Joe Amoako
   Additional Resources Requested: $500 to purchase software
   Budget Amount Requested: $0.00 (no request)
Mission / Purpose

The mission of the Chemistry and Biochemistry Department is to (i) provide its students with a mastery of content and foundation in chemistry theory and practice that is grounded in student learning goals, experimentation, computer technology, and oral and written communication skills, (ii) provide research opportunities for students outside the classroom to foster research and new discovery that brings financial resources and vitality to the university, (iii) instill a foundation of cognitive skills necessary to engage in life-long learning and intellectual growth, Sperry and (iv) help prepare students to assume leadership positions in their personal lives and careers.

VISION:

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Implement online interactive exercises

Implement online interactive exercises to students needing additional practice.

Implementation Status: Finished
Priority: High

Projected Completion Date: 05/27/2016
Responsible Person/Group: Bina Daniel
Additional Resources Requested: Textbook,
Budget Amount Requested: $0.00 (no request)
Mission / Purpose

The Mission of the Assessment Office is to oversee a holistic assessment process at the institution. This Office works collaboratively with units to ensure that they have efficient and sustainable assessment plans. This includes verifying that units are collecting data that are used to improve programs/services and enhance student learning. This office works closely with the Information Technology and Institutional Research units to facilitate data collection and reporting. Furthermore, this Office contributes to the assessment of strategic initiatives and supports efforts to attain and maintain various accreditations. The Assessment Office serves as the primary source for assessment resources, workshops, training, and recent directives from accrediting bodies. Lastly, this Office assists units with the analysis and reporting of assessment data for the purpose of demonstrating that the institutional mission of "integrating the highest standards… in its … programs and preparing students to become capable and productive leaders" is being carried out and that units are supporting the initiatives laid out in the University's current and future Strategic Plans.

Vision Statement:
Mission / Purpose

In support of the mission of Wells College to "equip students for lifelong learning," Career Development Services (CDS) assists students in developing skills and gaining experiences they will need for future success in academic and work settings. CDS provides the resources for students and alumnae to explore career, post-graduate education and employment opportunities. The Wells College Internship Program, coordinated through CDS, allows students to "practice the ideals of the liberal arts" by applying classroom learning in real life situations. As a member of the National Association of Colleges and Employers (NACE), the CDS staff has agreed to apply the association's professional standards to facilitate excellence in the creation, maintenance, and delivery of programs and services; to understand the legal responsibilities inherent in working with students and employers; and adhere to the spirit and intent of equal opportunity laws in all activities.

VISION
Wells College is ...... 
Mission was adopted in 2014 and revised in ....
Mission / Purpose

The mission of the Chemistry and Biochemistry Department is to (i) provide its students with a mastery of content and foundation in chemistry theory and practice that is grounded in student learning goals, experimentation, computer technology, and oral and written communication skills, (ii) provide research opportunities for students outside the classroom to foster research and new discovery that brings financial resources and vitality to the university, (iii) instill a foundation of cognitive skills necessary to engage in life-long learning and intellectual growth, Sperry and (iv) help prepare students to assume leadership positions in their personal lives and careers.

VISION: To eliminate poverty.
Mission / Purpose

The mission of the Chemistry and Biochemistry Department is to (i) provide its students with a mastery of content and foundation in chemistry theory and practice that is grounded in student learning goals, experimentation, computer technology, and oral and written communication skills, (ii) provide research opportunities for students outside the classroom to foster research and new discovery that brings financial resources and vitality to the university, (iii) instill a foundation of cognitive skills necessary to engage in life-long learning and intellectual growth, Sperry and (iv) help prepare students to assume leadership positions in their personal lives and careers.

VISION:
dfdfdf

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Schedule meeting with business partners at the start of spring term

Schedule meeting with business partners at the start of spring term (January) and end of summer (August). The summer meeting can be a full-day meeting while the January meeting can be couple of hours, if there are time constraints. Follow-up with business contacts to match students with available enrichment opportunities.

Established in Cycle: 2015-2016
Implementation Status: In-Progress
Priority: High

Projected Completion Date: 03/31/2017
Responsible Person/Group: Jane Doe
Budget Amount Requested: $0.00 (no request)
Mission / Purpose

Testing, testing.

Student Learning Outcomes/Objectives, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: asdf

Relevant Associations:

asdf

DSU Learning Goal Associations:

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: asdf

Source of Evidence: Capstone course assignments measuring mastery

Target:
dghjdgjfhgd

Findings (2016-2017) - Target: Met
dfgdf
Mission / Purpose

OMA mission and vision is as follows:
Mission / Purpose

To education students who are content creators across a broad range of digital platforms.
Mission / Purpose

The mission of the Chemistry and Biochemistry Department is to (i) provide its students with a mastery of content and foundation in chemistry theory and practice that is grounded in student learning goals, experimentation, computer technology, and oral and written communication skills, (ii) provide research opportunities for students outside the classroom to foster research and new discovery that brings financial resources and vitality to the university, (iii) instill a foundation of cognitive skills necessary to engage in life-long learning and intellectual growth, Sperry and (iv) help prepare students to assume leadership positions in their personal lives and careers.

VISION:
Mission / Purpose

We want everyone to be HAPPY.
Mission / Purpose

In support of the mission of Wells College to "equip students for lifelong learning," Career Development Services (CDS) assists students in developing skills and gaining experiences they will need for future success in academic and work settings. CDS provides the resources for students and alumnas to explore career, post-graduate education and employment opportunities. As a member of the National Association of Colleges and Employers (NACE), CDS facilitates excellence in the creation, maintenance, and delivery of programs and services; understands the legal responsibilities inherent in working with students and employers; and adheres to the spirit and intent of equal opportunity laws in all activities.

VISION
The vision of Career.....

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1:Citation Methodology- Chicago Style
Student demonstrates understanding of the Chicago citation methodology including required content, order of information and punctuation for footnotes, endnotes, and bibliography with few errors.

SLO 1:Demonstrate Understanding and Use of Chicago Citation Methodology
The Chicago Citation Method is the citation method used in the field of history. A working knowledge of this style is important for the production of history papers by documenting the source of information used. Students will progress over the course of study as a history major with the accurate and appropriate use of the Chicago Citation Method. It is expected that students will increase their proficiency in the use of this citation method over the course of their study as a history major.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 1:Customer Satisfaction Survey
This survey is solicited from all stakeholders via online webpage. It is a 20 item closed ended and open-ended satisfaction survey about the effectiveness of Career Services staff and resources. Results are aggregated and analyzed during June of each other by the Assistant Director of Career Services and shared with all staff members at the annual retreat. A copy of the survey is attached.

Source of Evidence: Client satisfaction survey (student, faculty)
Target:
asdfsaf

Findings (2017-2018) - Target: Met
asdfsaf
Mission / Purpose

The Department of Training's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

To develop the Departments workforce capability in order to enable its students to become leaders and to make their mark on the world by:

· providing structured initial training;

· updating and improving skills on a structured and continuous basis;

· Developing leadership capacity;

· Reducing the skills bottlenecks, especially in priority and scarce skills areas;

· Improving low-participation rates;

· Correcting distortions in the distribution of access to education and training; and

· Improving the quality and efficiency in the training system and its sub-systems.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1:Hire and retain quality staff members

Give top priority to recruitment, professional development, and compensation for quality staff and administrators.

SLO 10:Continue to develop and define performance measures to enhance departmental and university efficiencies.

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.
The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 2: Faculty Excellence**

To develop a comprehensive plan for reinvestment in its faculty to meet its goals of reducing compensation gaps and increasing the number of tenure-track faculty. This plan on faculty development will include investments in applied institutional research about effective pedagogy, effective practices in student engagement, and ways to improve educational outcomes.

**SLO 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.**

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.

· The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 3: Educational Excellence**

The emphasis of this section is (a) the excellence of faculty teaching, (b) international and public engagement aspects of education, and (c) the health and well-being of students. The strategic plan implies that the university should give special attention to enhancing faculty teaching, enriching opportunities in the international and public engagement arenas, and promoting students' overall health and well-being. The health and well-being of students deserve special attention, because increasing reports indicate that excessive stress is negatively affecting students' learning.

**SLO 3: Educational Excellence**

· Create and sustain a culture that supports teaching excellence in all academic units.

· Strengthen institutional structures that promote innovations both centrally and within colleges and programs.
· Provide a more unified and shared educational experience for undergraduates and graduates.

· Strengthen the educational impact of international opportunities and experiences for students.

· Promote the health and well-being of students (undergraduate, graduate, and professional) as a foundation for academic and life success.

· Strengthen efforts to attract, train and educate an excellent and diverse body of undergraduate students.

· Strengthen the capacity of graduate and professional programs to recruit and educate a diverse body of the very best students.

**SLO 9:Reduce existing achievement gaps**

· Set clear goals and performance benchmarks that can be the basis for accountability for achieving these results

· Work will need to occur at each of the points in the educational pipeline where leakages are occurring.

· Detailed analyses are necessary to distinguish between system wide goals and measures in these areas, and more specific metrics appropriate for individual universities.

**SLO 10:Continue to develop and define performance measures to enhance departmental and university efficiencies.**

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.

· The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 4:Excellence in Research, Scholarship and Creativity**
This section emphasizes the importance of raising the quality and stature of select departments to a position of academic leadership and of providing support for research, scholarship, and creativity in a careful, strategic, and cost-effective way. The latter is particularly important because of the increasing costs of research, the competitive environment for external support for research, and the financial pressures on areas with less potential for external funding (i.e., humanities and the arts).

**SLO 4: Excellence in Research, Scholarship and Creativity**

- Increase the number of departments or graduate fields that have achieved world leadership in their areas.

- Build and maintain world leadership in a select set of departments within the following broad areas: humanities and the arts; life sciences and agricultural sciences; physical sciences and engineering; social sciences; and professional schools and programs.

- Strengthen support for and recognition of important interdisciplinary areas, while ensuring excellence in disciplines as a foundation.

- Significantly improve institution-wide services for the administration and support of research grants (including government, foundation, and industry funding).

- Maintain and selectively strengthen in cost-effective ways of the core infrastructures for research, scholarship, and creativity, including in particular libraries and shared research facilities.

- Encourage productive, mutually beneficial collaborations between faculty and students in academic-based programs and faculty and students at Colleges and Graduate Schools.

**SLO 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.**

- The DSU should train the faculty that works to internationalize curricula and the experiences of students.

- The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

- The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 5: Excellence in Public Engagement**
Public engagement refers to the proactive involvement of faculty, students, and staff designed to have an impact on the world outside the university, from local to global communities. It subsumes the full panoply of ways that Cornell's faculty, staff, and students make meaningful contributions to local, societal, and global issues (e.g., problems of environmental sustainability, health, and poverty), from participating in public discourse or the performing arts to applied research and formal extension programs. Conceiving of the university's outreach mission as "public engagement" is an important shift because it recasts that mission in broader and more inclusive terms.

**SLO 10:** Continue to develop and define performance measures to enhance departmental and university efficiencies.

- The DSU should train the faculty that works to internationalize curricula and the experiences of students.

- The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

- The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 6: Staff Excellence**

Staff excellence is a critical component in virtually all of the university's academic and nonacademic activities. From postdoctoral fellows to supervisors to administrative assistants and the custodians, staff are essential to achieving the central mission of the university. Many staff, in fact, have daily contact with students and contribute significantly to the overall educational experience of students (e.g., in career, health, counseling, and advising services). DSU's core values suggest the creation and maintenance of a workplace that provides respect, dignity, and fairness to all employees across all job classifications and units. Moreover, DSU has a history of constructive relations with its academic and nonacademic and union and nonunion staff, as reflected in its commitment to a fair and humane workplace. Due to budgetary reductions, however, the recent period has been marked by staff reductions through retirements, attrition, and layoffs, and this has generated heightened levels of uncertainty among staff.

**SLO 10:** Continue to develop and define performance measures to enhance departmental and university efficiencies.

- The DSU should train the faculty that works to internationalize curricula and the experiences of students.

- The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.
· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

G 7: Enhance student opportunities for "active learning"
Substantial evidence exists to indicate that student involvement in research and community activities increases retention, enhances learning, contributes to building skills and habits of collaboration and problem-solving, and increases chances for success after graduation. Accordingly, the DSU will develop specific plans and programs to enhance opportunities for undergraduate and graduate students to link classroom learning to research and community participation, including service, as part of their educational experience.

SLO 7: Enhance student opportunities for "active learning"

· The DSU Should develop specific plans and programs to enhance opportunities for undergraduate and graduate students to link classroom learning to research and community participation, including service, as part of their educational experience.

· The DSU has within it many institutions with exemplary programs in undergraduate research and service; these need to be translated to best-practice models and replicated throughout the system as a distinctive teaching and learning 'brand' for the DSU.

· Need for an improved infrastructure for applied research on training programs.

SLO 8: Expand student outreach

· The DSU will continue its leadership in reaching out to new populations of students, beginning with expansion of "early outreach" efforts to high schools.

· The Early Assessment Program needs to be deepened and extended, and strengthened through systemic partnerships with school districts throughout the state.

SLO 9: Reduce existing achievement gaps

· Set clear goals and performance benchmarks that can be the basis for accountability for achieving these results

· Work will need to occur at each of the points in the educational pipeline where leakages are occurring.
· Detailed analyses are necessary to distinguish between system wide goals and measures in these areas, and more specific metrics appropriate for individual universities.

**SLO 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.**

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.

· The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 8: Expand student outreach**

The DSU will continue its leadership in reaching out to new populations of students, beginning with expansion of "early outreach" efforts to middle schools. The great success of the Early Assessment Program needs to be deepened and extended, and strengthened through systemic partnerships with school districts throughout the state.

**SLO 8: Expand student outreach**

· The DSU will continue its leadership in reaching out to new populations of students, beginning with expansion of "early outreach" efforts to high schools.

· The Early Assessment Program needs to be deepened and extended, and strengthened through systemic partnerships with school districts throughout the state.

**SLO 9: Reduce existing achievement gaps**

· Set clear goals and performance benchmarks that can be the basis for accountability for achieving these results

· Work will need to occur at each of the points in the educational pipeline where leakages are occurring.

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SLO 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.

· The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

G 9: Reduce existing achievement gaps
Closing existing achievement gaps requires attention first to closing expectations and performance gaps among administrators and teachers, from elementary school through the university. The DSU needs to continue to focus on preparation of adequate numbers of well-trained teachers and to work with leaders and the community colleges to create the structures needed to sustain effective learning strategies in our schools and to effect seamless educational transitions for students.

SLO 9: Reduce existing achievement gaps

· Set clear goals and performance benchmarks that can be the basis for accountability for achieving these results

· Work will need to occur at each of the points in the educational pipeline where leakages are occurring.

· Detailed analyses are necessary to distinguish between system wide goals and measures in these areas, and more specific metrics appropriate for individual universities.

SLO 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.

· The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.
· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**G 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.**

The Delaware State University cannot accomplish all that must be done by acting on its own. To meet the future needs of the State of Delaware, the DSU will need to be strategically linked with state policy leaders, community college, and University of Delaware leaders; the business community; and the broad philanthropic community. The DSU alumni network is a rich resource to connect to those stakeholder groups, and needs to be part of the strategy-building to accomplish this goal. Issues that require such partnerships and state-level attention include building state policy capacity, funding, and statewide educational structures to better align curriculum, increase student preparation for college, and improve student transitions across educational sectors.

**SLO 10: Continue to develop and define performance measures to enhance departmental and university efficiencies.**

· The DSU should train the faculty that works to internationalize curricula and the experiences of students.

· The DSU needs to continue to expand its graduate and professional program offerings in order to meet the workforce needs of the state.

· The DSU will need to develop a systematic plan to expand its training capacity through university extension programs to promote better models for meeting the needs for continuing education and retraining of working men and women.

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**G 1: Hire and retain quality staff members**

Give top priority to recruitment, professional development, and compensation for quality staff and administrators.

**O/O 1: Hire and retain quality staff members**

· Hire for attitude, train for skills.

· Accomplished by maintaining a caring and fair work environment.
· Staff morale is the most critical segment to the success of the area.

· Only with the right personnel, can the other goals can be reached.

**G 2: Faculty Excellence**

To develop a comprehensive plan for reinvestment in its faculty to meet its goals of reducing compensation gaps and increasing the number of tenure-track faculty. This plan on faculty development will include investments in applied institutional research about effective pedagogy, effective practices in student engagement, and ways to improve educational outcomes.

**O/O 2: Faculty Excellence**

· Increase the size and quality of faculty in strategically important academic areas.

· Significantly increase the diversity of faculty through new hires and enhanced retention efforts.

· Ensure competitive faculty compensation.

· Develop and implement policies to retain highly valued faculty.

· Devise and implement new mechanisms or policies for rewarding outstanding faculty and for continually assessing faculty performance as scholars and teachers.

· Foster an exciting intellectual environment by providing opportunities for more dialogue and engagement.

· Develop ways to enable faculty to focus their time on being highly productive in their core academic activities (research, scholarship, and creativity; teaching; public engagement).

**G 5: Excellence in Public Engagement**

Public engagement refers to the proactive involvement of faculty, students, and staff designed to have an impact on the world outside the university, from local to global communities. It subsumes the full panoply of ways that Cornell's faculty, staff, and students make meaningful contributions to local, societal, and global issues (e.g., problems of environmental sustainability, health, and poverty), from participating in public discourse or the performing arts to applied research and formal extension programs. Conceiving of the university's outreach mission as "public engagement" is an important shift because it recasts that mission in broader and more inclusive terms.

**O/O 5: Excellence in Public Engagement**

· Make public engagement a distinctive feature of education at DSU.
· Construct a unified concept and vision for the university's public engagement mission.

· Develop rigorous, systematic evaluations of all outreach and extension programs.

· Strongly connect public engagement to on-campus research and educational strengths.

· Promote stronger collaborations and partnerships between the university and stakeholders that can make use of and strengthen DSU's research (e.g., business, K-12 schools, nonprofit organizations, government).

**G 6: Staff Excellence**

Staff excellence is a critical component in virtually all of the university's academic and nonacademic activities. From postdoctoral fellows to supervisors to administrative assistants and the custodians, staff are essential to achieving the central mission of the university. Many staff, in fact, have daily contact with students and contribute significantly to the overall educational experience of students (e.g., in career, health, counseling, and advising services). DSU's core values suggest the creation and maintenance of a workplace that provides respect, dignity, and fairness to all employees across all job classifications and units. Moreover, DSU has a history of constructive relations with its academic and nonacademic and union and nonunion staff, as reflected in its commitment to a fair and humane workplace. Due to budgetary reductions, however, the recent period has been marked by staff reductions through retirements, attrition, and layoffs, and this has generated heightened levels of uncertainty among staff.

**O/O 6: Staff Excellence**

· Give priority to retention of highly qualified staff in valued positions as the university reorganizes to address budgetary constraints.

· Attract a talented and diverse workforce to DSU.

· Be an exemplary employer across the entire spectrum of staff.

· Provide job skill training to staff in a variety of venues.

· Sustain and, wherever possible, enhance flexibility in the workplace and workforce.

· Work with the local community to keep the DSU to live and work.
Goals without Outcome/Objective Relationships Specified

G 2: Goal 2 goes here
Description

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Goal 1 goes here
A description of Goal 1 goes here

SLO 1: Objective 1
A description of this would go here.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Measure 1
Measure 1 related to Objective 1 Goes here with details about the project itself.

Source of Evidence: Project, either individual or group

Target:
A target for Measure #1 related to Objective #1 goes here.

Findings (2016-2017) - Target: Partially Met
My findings related to that target for this cycle would be entered here along with some additional information related to the data.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan for Partially Met Target
Established in Cycle: 2016-2017
I said we partially met the target, so I need to draft an action plan for how to meet the target next year here.

Student Learning Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 2: Objective 2

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 1: Measure 1
Measure 1 related to Objective 1 Goes here with details about the project itself.

Source of Evidence: Project, either individual or group

Target:
REPEAT TARGET WOULD GO HERE

Findings (2016-2017) - Target: Met
REPEAT FINDINGS WOULD GO HERE

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan for Partially Met Target
I said we partially met the target, so I need to draft an action plan for how to meet the target next year here.

Established in Cycle: 2016-2017
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Measure 1 | Outcome/Objective: Objective 1
Mission / Purpose

University College is devoted to enhancing the first year experience for freshman students at Delaware State University by serving as the premier resource for connecting incoming students with the academic components of the institution, faculty, staff and campus-wide resources. University College provides the guidelines and oversight of University Seminar I & II. The following is the common syllabus of the course sequence of University Seminar. Individual departments and instructors will provide additional syllabi, outlines, schedules, and assignments.

I. COURSE DESCRIPTION:

University Seminar is a two semester, general education comprehensive core course requirement that focuses on assisting first year students in a seamless transition from high school to college, and in becoming familiar with Delaware State University. University Seminar is specifically designed to develop academic skills including critical reading, thinking, listening, writing and speaking, as well as using the academic library and pertinent technology. As a result of this course, each student should come to realize that the university is a unique culture grounded in tradition and history and guided by shared assumptions and expectations of students, professors, and administrators. The strands and goals of the General Education Program are embedded in the class activities, providing each student the opportunity to cultivate the critical thinking skills and knowledge necessary to become globally competitive.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Essential Attitudes
IV. COURSE GOALS/OBJECTIVES/LEARNING OUTCOMES:

Opportunities will be provided for self-evaluation through assessment of career possibilities and basic learning strategies, including behavior-time management, note taking and problem solving. Knowing the history of the University, feeling connected to the University and having a common freshman year, educational experience are important goals of this course. The course goals/objectives are parallel to many of the General Education Across-the-Curriculum (A-t-C) learning outcomes.

Goal 1:

Essential attitudes & behaviors that promote academic success

SLO 1: Goal 1: Essential attitudes & behaviors that promote academic success

Objectives

1. · Develop networking skills, community building and rapport with faculty in one’s chosen major.
2. · Develop good and positive academic attitudes and behaviors that yield to academic course rationale and personal responsibility and accountability
3. · Demonstrate effective academic skills (critical thinking, reading, and writing, speaking, and listening) in completing course assignments.
4. · Understand that behavior and time management is essential to academic and career success.
5. · Reach an understanding of his/her strengths and weaknesses as a learner.
6. Become familiar with the University catalogue, student handbook, and academic advising process.

Relevant Associations:
University Seminar is a General Education Core Course
The Core---

those courses that all students must complete because they are fundamental to all learning and basic to the mission of the University. The Core provides students with the knowledge and habits of mind that they will need in order to accomplish their academic goals in all major programs. A grade of "C" or better is required in all Core courses.
Core Course # | Core Course Name     | Credits Name
-------------|----------------------|-------------
XXXX-191     | University Seminar I | 1           
XXXX-192     | University Seminar II|             

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:
Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.2 Use enrollment management best practices to increase overall enrollment to 5,000 students
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:

**M 1: VII. ATTENDANCE, CLASS PARTICIPATION**

VII. ATTENDANCE, & CLASS PARTICIPATION

Attendance is required in every class and is a product of mutual and reciprocal respect among students themselves and between students and the instructor. Early departure, as well as anticipated absences, should be coordinated with the instructor prior to class. Successful completion of this class will be strongly correlated with class attendance and active participation.

Source of Evidence: Activity volume

**Target:**
Freshman Forum Participation

**G 2: Information literacy and Technology**

**Goal 2:**

Information literacy & technology
SLO 2: Goal 2: Information literacy & technology

1. · Develop skills and habits to use the web in a responsible scholarly way and technology communication etiquette
2. · Demonstrate through research, written, and/or oral communication knowledge of career choices.
3. · Utilize computer technology for information gathering and report presentation.
4. · Have a general understanding and knowledge of General Education course offerings, requirements of their selected major programs

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
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Strategic Plan Associations:
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Related Measures:

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VII. ATTENDANCE, & CLASS PARTICIPATION

Attendance is required in every class and is a product of mutual and reciprocal respect among students themselves and between students and the instructor. Early departure, as well as anticipated absences, should be coordinated with the instructor prior to class. Successful completion of this class will be strongly correlated with class attendance and active participation.
Source of Evidence: Activity volume

**G 3: Critical Thinking and Problem Solving**

**Goal 3:**

Critical thinking & problem solving

**SLO 3: Goal 3: Critical thinking & problem solving**

1. Develop an analytic frame of mind that integrates critical thinking with study skills and an appreciation of the liberal arts
2. Examine conflict resolution techniques and life style choices that can improve the quality of one's life and relationships with others
3. Evaluate and resolve moral and ethical dilemmas.

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**

Delaware State University

2.1 Increase retention and graduation rates by at least two percent annually for the next five years
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**Related Measures:**

**M 1: VII. ATTENDANCE, CLASS PARTICIPATION**

VII. ATTENDANCE, & CLASS PARTICIPATION

Attendance is required in every class and is a product of mutual and reciprocal respect among students themselves and between students and the instructor.
Early departure, as well as anticipated absences, should be coordinated with the instructor prior to class. Successful completion of this class will be strongly correlated with class attendance and active participation.

Source of Evidence: Activity volume

**G 5:AA Experience**

**Goal 5:**

**African American experience**

**SLO 5:Goal 5: African American experience**

1. Understand the history of Delaware State University relative to the African-American experience.

**Relevant Associations:**

**DSU Learning Goal Associations:**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**

**Delaware State University**

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**Related Measures:**

**M 1:VII. ATTENDANCE, CLASS PARTICIPATION**

**VII. ATTENDANCE, & CLASS PARTICIPATION**

Attendance is required in every class and is a product of mutual and reciprocal respect among students themselves and between students and the instructor. Early departure, as well as anticipated absences, should be coordinated with
the instructor prior to class. Successful completion of this class will be strongly correlated with class attendance and active participation.

Source of Evidence: Activity volume

G 6: Student Engagement

Goal 6:

Campus involvement & Community engagement

SLO 6: Goal 6: Campus involvement & Community engagement

1. Demonstrate an active participation in university and/or larger community activities.
2. Engage in collaborative group activities

Relevant Associations:

DSU Learning Goal Associations:
  1 UG Student Learning Goal: Competent Communicators
  2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
  3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
  4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:

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  2.1 Increase retention and graduation rates by at least two percent annually for the next five years
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  2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:

M 1: VII. ATTENDANCE, CLASS PARTICIPATION

VII. ATTENDANCE, & CLASS PARTICIPATION

Attendance is required in every class and is a product of mutual and reciprocal respect among students themselves and between students and the instructor.
Early departure, as well as anticipated absences, should be coordinated with the instructor prior to class. Successful completion of this class will be strongly correlated with class attendance and active participation.

Source of Evidence: Activity volume

**G 7: Multicultural Awareness**

**Goal 7:**

Multicultural awareness

**SLO 7: Goal 7: Multicultural awareness**

1. Develop and demonstrate a clear idea of how diversity touches and enriches each of our lives.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Strategic Plan Associations:**
Delaware State University
1. Increase retention and graduation rates by at least two percent annually for the next five years
2. Use enrollment management best practices to increase overall enrollment to 5,000 students
3. Expand and enhance quality programs, services, and activities to enrich the student experience.
4. Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

**Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**G 4: Wellness**
Goal 4:

Wellness

O/O 4: Goal 4: Wellness

I. Explain how a healthy lifestyle impacts success and self-esteem.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Strategic Plan Associations:

Delaware State University
2.1 Increase retention and graduation rates by at least two percent annually for the next five years
2.2 Use enrollment management best practices to increase overall enrollment to 5,000 students
2.3 Expand and enhance quality programs, services, and activities to enrich the student experience.
2.4 Produce and place graduates in the workplace and/or graduate and professional programs to enable them to become productive leaders in an increasingly global community

Related Measures:

M 1: VII. ATTENDANCE, CLASS PARTICIPATION

VII. ATTENDANCE, & CLASS PARTICIPATION

Attendance is required in every class and is a product of mutual and reciprocal respect among students themselves and between students and the instructor. Early departure, as well as anticipated absences, should be coordinated with the instructor prior to class. Successful completion of this class will be strongly correlated with class attendance and active participation.

Source of Evidence: Activity volume
**Mission / Purpose**

**Mission Statement**

The Department of Wellness and Recreation is committed to providing outstanding educational and instructional programs, services and facilities to Delaware State University students, faculty, staff, and the local Dover community. The Department will provide recreational activities and programming that strengthen the campus community by promoting personal health, safety and wellness.

**Component Areas**

**Adapted Recreation**

Recreational opportunities for physically challenged and disabled students are offered through our department. Activities such as swimming and weight training can be arranged with individual instruction and assistance.

**Aquatics**

Recreational swimming is available in the Wellness & Recreation Center Pool. Lap swim, open swimming, and special aquatic programming are also made available to all WRC members.

**Group Fitness**

Group fitness sessions are held in the WRC and are available to all current members. Sessions are offered at various times throughout the week and admittance is on a first-come, first-served basis. Individuals at beginner, intermediate, and advanced fitness levels are welcome to participate.

**Informal Recreation**
The WRC is available for "walk-in" informal recreation at specified hours. Ample time is available for fitness conditioning, lap and open swimming, as well as court sports such as basketball, volleyball, badminton, and indoor soccer.

**Intramural Sports**

Intramurals sports are designed to provide a flexible, yet structured environment in which to participate. Sports are co-recreational (men/women) and are offered in either tournament or league format.

**Personal Training**

Our Hornet Personal Training program is a phenomenal coeducational opportunity for students to gain real world experience as personal trainers that complements their academics training while simultaneously providing high caliber service to the DSU campus and local community.

**Special Events**

This area is unique in that each activity is held in one day or over a brief period of time. The programs offered are designed to promote health and wellness in all of our members.

**Sport Clubs**

These groups share a common interest in a sport activity and have gained university recognition via the Department of Wellness & Recreation. The sport club program is student initiated and organized with an emphasis placed on participation.

**Student Staff Development**

The department of Wellness & Recreation annually employs approximately 60 student staff to help with the delivery of its programs. The development of our student staff is a significant priority for the department. This program encompasses a multitude of training areas, leadership opportunities, recognition avenues and special activities.

**Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**G 3: Program and Service Development**
Programs and services are the primary means by which we will interact with students and impact the University. We will constantly strive for the highest level of quality in every program and service.

**SLO 1: American Red Cross CPR/AED Certification**
Support the Student Staff Development initiative area for work place safety to include a formalized recertification process focusing on theoretical knowledge and practical skill testing for Adult CPR/AED and First Aid.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 4: Certification of All Student Staff Members**
This objective was met by certifying all student staff members for the Department of Wellness & Recreation.

Source of Evidence: Administrative measure - other

**Target:**
100% of student staff members will be certified by October 30th each year.

**Findings (2010-2011) - Target: Met**
100% of student staff members were certified by December 22, 2010.

**SLO 10: Special Events**

Offer a minimum of 12 special events throughout the 2011-2012 academic year that promote fitness activity, health and wellness.

**Related Measures:**

**M 8: Special Events Hosted**
We met the objective by hosting the following events for the academic year 2010-2011.

1. Faculty/Staff Flag Football Game
2. Cardboard Board Race
3. Pool Olympics
4. Six Flic - Float Events
5. All Star Weekend Basketball Event
6. Fall Semester Pool Party
7. Senior Olympics
8. Annual Blood Drive
9. Two Delawell Health Screenings
10. Zumba 2-Day Training
11. BodyPump 3-Day Training
12. BodyFlow 3-Day Training
13. RPM 2-Day Training

Source of Evidence: Activity volume

**Target:**
Host ___ special events throughout the course of the 2010-2011 academic year.

**Findings (2010-2011) - Target: Met**
The Department of Wellness & Recreation hosted the following special events during the 2010-2011 academic year:

- Faculty/Staff vs. Students Flag Football Game
- Cardboard Board Race
- Pool Olympics
- Six (6) Flick -n- Float Events
- All Star Weekend Basketball Event
- Includes Faculty/Staff vs. Students Basketball Game
- Fall Semester Pool Party
- Senior Olympics
- Annual Blood Drive
- Two (2) Delawell Health Screenings
- Zumba 2-Day Training
- BodyPump 3-Day Training
- BodyFlow 3-Day Training
- RPM 2-Day Training

**G 4: Professional Development**

Our greatest asset is our people. Professional development is the intentional effort to enhance an employee's performance - professional, administrative, student - through work-related training.

**SLO 1: American Red Cross CPR/AED Certification**
Support the Student Staff Development initiative area for workplace safety to include a formalized recertification process focusing on theoretical knowledge and practical skill testing for Adult CPR/AED and First Aid.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
**Related Measures:**

**M 4: Certification of All Student Staff Members**
This objective was met by certifying all student staff members for the Department of Wellness & Recreation.

Source of Evidence: Administrative measure - other

**Target:**
100% of student staff members will be certified by October 30th each year.

**Findings (2010-2011) - Target: Met**
100% of student staff members were certified by December 22, 2010.

**SLO 2: Student Leader Round Table**
Conduct one student leader roundtable session for all student staff in the Department of Wellness & Recreation each semester. Student staff will have a curriculum on leadership skill development focused on supervision of peers, professional behavior, conflict resolution, and risk management issues.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**SLO 3: Student Staff Training Program**
Develop student staff training program to incorporate peer facilitation of training objectives.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 6: Employee Training Program**
We met the objective by creating and implementing a comprehensive employee training program for all student staff employees.

Source of Evidence: Efficiency

**Target:**
Create and implement a comprehensive employee training program for all student staff employees that includes recurrent monthly trainings and regular weekly trainings.
Findings (2010-2011) - Target: Met

Conducted 7 monthly meetings with all student staff members that reviewed pertinent work-related topics:
* Emergency Procedures
* Customer Service
* Conflict Resolution
* Job Specific Skills Review
* Leadership

Conducted bi-weekly student staff supervisor meetings designed to develop the supervisor team as leaders within the department.

M 16: Student Leader Roundtable Discussions
Conduct one student leader roundtable session for all student staff in the Department of Wellness & Recreation each semester. Student staff will have a curriculum on leadership skill development focused on supervision of peers, professional behavior, conflict resolution, and risk management issues.

Source of Evidence: Student course evaluations on learning gains made

G 5: Collaboration and Communication
Collaboration is a sincere effort by an individual or department to join forces with another to achieve a shared outcome. Communication is the key to effective collaboration. We will utilize effective communication and strategic collaborations to enhance our organizational performance each year.

SLO 16: Supervisor Team Meetings
Schedule recurrent meetings with all members of the supervisor team to ensure proper communication is occurring at all times.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 9: Conducted Supervisor Meetings
We met this communication objective by conducting weekly meetings with both professional staff and supervisor staff.

Source of Evidence: Efficiency

Target:
Schedule and conduct bi-weekly meetings with student supervisor team.
Findings (2010-2011) - Target: Met
Scheduled and conducted bi-weekly supervisor team meetings on Tuesdays at 11am.

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 3: Program and Service Development

Programs and services are the primary means by which we will interact with students and impact the University. We will constantly strive for the highest level of quality in every program and service.

O/O 22: Implement Facility Management Software
Research, purchase and implement facility management software for Wellness & Recreation Center.

Related Measures:

M 15: Implement Facility Management Software
We met this objective by purchasing and implementing EZFacility.

Source of Evidence: Service Quality

Target:
Purchase and implement facility management software by December 22, 2010.

G 4: Professional Development

Our greatest asset is our people. Professional development is the intentional effort to enhance an employee's performance - professional, administrative, student - through work-related training.

O/O 11: Professional Development Opportunities
Ensure 100% of the department full-time staff participates in a minimum of four (4) developmental experiences or activities throughout the 2016-2017 academic year.

Relevant Associations:

Strategic Plan Associations:
Delaware State University
6.6 Create a culture of accountability, high performance and service excellence.
Related Measures:

**M 14: Professional Certifications and Workshops**
We met the objective by completing the following professional workshops and events:

Jordin Williams
1. NIRSA National Conference (National Award Recipient)
2. NIRSA Regional Conference
3. HBCU Summit (Presenter)
4. DSU Student Affairs Professional Development Program (Committee Chair and Award Recipient - 4 Professional Development Workshop)

Kristin Trout
1. DSU Student Affairs Professional Development Program (Award Recipient - 4 Professional Development Workshops)
2. Les Mills Sh'Bam Certification
3. ACE Personal Training Certification
4. NASM Personal Training Certification
5. NIRSA Regional Conference
6. Les Mills Quarterly Event

Jon Stewart

Source of Evidence: Professional standards

**Target:**
All professional staff members must participate in a minimum of four (4) certifications or professional development workshops throughout the course of the 2010-2011 academic year.

**Findings (2010-2011) - Target: Met**
The professional staff members participated in the following activities to meet their certification/workshop requirements:

Jordin Williams
1. NIRSA National Conference (National Award Recipient)
2. NIRSA Regional Conference
3. HBCU Summit (Presenter)
4. DSU Student Affairs Professional Development Program (Committee Chair and Award Recipient - 4 Professional Development Workshop)

Kristin Trout
1. DSU Student Affairs Professional Development Program (Award Recipient - 4 Professional Development Workshops)
2. Les Mills Sh'Bam Certification
3. ACE Personal Training Certification
4. NASM Personal Training Certification
5. NIRSA Regional Conference
6. Les Mills Quarterly Event

Jon Stewart
1. DSU Student Affairs Professional Development Program (Award Recipient - 4 Professional Development Workshops)
2. American Red Cross Instructor-Trainer Certification
O/O 12: Maintain Professional Certifications
Ensure all professional staff maintain current professional certifications.

O/O 13: Educational Sessions
Offer a variety of educational sessions each semester for student staff.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Other Outcomes/Objectives, without Goals, along with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 14: Program Collaboration
Collaborate on at least 8 programs throughout school year.

Related Measures:

M 12: Participation in Welcome Days
We met this objective by hosting one department sponsored event for each New Student Orientation session offered.

Source of Evidence: Administrative measure - other

Target:
Collaborate with OSLA to offer activities during Welcome Days at DSU.

Findings (2010-2011) - Target: Met
The Department of Wellness & Recreation participated in Welcome Back Days by offering a variety of recreational activities in the WRC on Thursday Night.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Hiring plan

Meet with VP for Student Affairs to develop hiring plan for Group Fitness Instructors. The hiring plan will be finalized by August 15, 2010 so that the interview process can begin and hiring can be finalized by the start of the Fall 2010 semester.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Responsible Person/Group:  Jordin Williams & Group Fitness Coordinator

Additional Resources Requested:  Assistance from HR for hiring of independent contractors
Mission / Purpose

The Women's and Gender Studies (WGS) Minor is an interdisciplinary program that offers students a theoretical understanding and appreciation of the historical and societal issues involving all peoples. The program's mission is to equip students with the all skills adequate to appreciating all of human diversity beyond what they may experience at Delaware State University; motivate students to pursue their interests in matters related to identity and power relations regarding the intersection of race, class, gender, ethnicity, and sexuality; and provide diverse learning experiences that advance the call for social justice for all peoples, with a specific emphasis on people of African and minority descents.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Communication Skills

The WGS program offers students opportunities to be effective communicators of human diversity with regard to the theories concerning women and gender that have shaped, defined, and redefined individuals historically and across cultures as well as national and global regions.

SLO 1: Communicate effectively about human diversity
Students will communicate effectively about human diversity with regard to the theories concerning women and gender that have shaped, defined, and redefined individuals historically and across national and global cultures and regions.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators

Related Measures:

M 1: Written Assignment

INSTRUCTIONS
Write a paper of five to seven pages on a current issue pertinent to women's
and gender studies. Your paper includes the theory of intersectionality and knowledge of feminism, womanism, sexism, and other applicable terminologies of feminist discourse. It is also evidence of your ability to think critically, analyze thoughtfully, and communicate cogently and coherently on the subject and its related subtopics.

Your paper’s purpose is primarily to inform and secondarily to persuade.

Your paper’s audience is college students.

The number of sources to be cited parenthetically and referentially is eight to ten and adheres to the discipline in which you are majoring.

Due Dates

First meeting to discuss assignment: during the penultimate semester of graduation

Formal outline: at the beginning of the second week of the semester of graduation

First draft: by Mid-term week

Final draft: during Finals week

Assessment Rubric

Source of Evidence: Written assignment(s), usually scored by a rubric

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The student's work exceeds the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented engage in shuttle diplomacy, which means that it goes back and forth between theories, as well as theories and empirical evidence. The truth upon which the topic and/or situation, and explanations indicate a high level of understanding contrasting and/or conflicting perspectives.

sufficiently relevant to the complexities of the topic and/or situation, and some explanations indicate a low level of understanding contrasting and/or conflicting perspectives.

The student's work is above average regarding the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented engage somewhat in shuttle diplomacy, which means that it goes back and forth between theories fairly well, as well as theories and empirical evidence. The truth upon which the topic and/or situation, and explanations indicate an above average level of understanding contrasting and/or conflicting perspectives.

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The student's work fails the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented fail to engage in shuttle diplomacy, as well as theories and empirical evidence. The work presents no evidence of truth, connections, and/or commonalities.
the main evidence. The truth upon which the main perspective relies is sound, useful, and embracing of connections and commonalities.

The student's work is well grounded in a specific discipline, refers accurately to other disciplines, and skillfully utilizes out-of-class experiences. The evidence presented goes beyond expectations and thoughtfully engages the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences.

Diverse Experiences

The student's work is somewhat grounded in a specific discipline, with adequate reference to other disciplines and out-of-class experiences. The evidence presented meets standard expectations and is sufficiently thoughtful in its engagement of the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences.

Insufficient evidence presented and what is presented does not engage in the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences.
Composition

The student's writing excels in the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

The student's writing is above average in the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

The student's writing meets the standards of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

The student's writing does not meet the basic expectations in the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation does not comply with the student's disciplinary style.

G 2: Critical Thinking

The WGS program offers students opportunities to become critical thinkers about the intersection of race, class, gender, ethnicity, and sexuality as tools of liberation/oppression in the social construction of identities regarding self and others.

SLO 2: Critical thinkers with regard to intersectionality

Students minors will be able to demonstrate the skills of critical thinkers with regard to the intersection of race, class, gender, ethnicity, and sexuality as tools of liberation/oppression in the social construction of identities regarding self and others.

Related Measures:

M 1: Written Assignment

INSTRUCTIONS

Write a paper of five to seven pages on a current issue pertinent to women's and gender studies. Your paper includes the theory of intersectionality and knowledge of feminism, womanism, sexism, and other applicable terminologies.
of feminist discourse. It is also evidence of your ability to think critically, analyze thoughtfully, and communicate cogently and coherently on the subject and its related subtopics.

Your paper’s **purpose** is primarily to inform and secondarily to persuade.

Your paper’s **audience** is college students.

The number of sources to be cited parenthetically and referentially is **eight to ten** and adheres to the discipline in which you are majoring.

**Due Dates**

*First meeting to discuss assignment*: during the penultimate semester of graduation

*Formal outline*: at the beginning of the second week of the semester of graduation

*First draft*: by Mid-term week

*Final draft*: during Finals week

**Assessment Rubric**

Source of Evidence: Written assignment(s), usually scored by a rubric

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the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style. Documentation does not comply with the student's disciplinary style. 

G 3: Active Inquirers

The WGS program allows students to become active inquirers of the social, economic, political, moral, spiritual, and ethical issues that have influenced variations in women's and men's experiences across nations, cultures, time, class, race, sexuality in the call for social justice for all peoples.

SLO 3: Active inquirers with regard to the social, economic, political, moral, spiritual, and ethical issues

Students will be able to apply knowledge of active inquirers with regard to the social, economic, political, moral, spiritual, and ethical issues that have influenced variations in women's and men's experiences across nations, cultures, time, class, race, sexuality in the call for social justice for all peoples.

Related Measures:

M 1: Written Assignment

INSTRUCTIONS

Write a paper of five to seven pages on a current issue pertinent to women's and gender studies. Your paper includes the theory of intersectionality and knowledge of feminism, womanism, sexism, and other applicable terminologies of feminist discourse. It is also evidence of your ability to think critically, analyze
thoughtfully, and communicate cogently and coherently on the subject and its related subtopics.

Your paper's purpose is primarily to inform and secondarily to persuade.

Your paper's audience is college students.

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Due Dates

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The student's work is well grounded in a specific discipline, refers accurately to other disciplines, and sophisticatedly utilizes out-of-class experiences. The evidence presented goes beyond expectations and thoughtfully engages the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences.

Diverse Experiences

The student's work is grounded in a specific discipline, refers accurately to other disciplines, and skillfully utilizes out-of-class experiences. The evidence presented meets standard expectations and thoughtfully engages the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences.

Composition

The student's writing excels in the main perspective. The student's writing is above the main perspective. The student's writing meets the requirements of the main perspective. The student's writing does not meet the requirements of the main perspective.
the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

G 4: Information and Technology
The WGS program allows students to be able users of information and technology as separate media that continue to evolve throughout multiple societies and cultures.

SLO 4: Use aptly the skills of information and technology
Students will be able to use aptly the skills of information and technology as they continue to evolve throughout multiple societies and cultures.

G 5: Learning Skills
The WGS program allows students to become competent demonstrators of their collaborative, independent, and integrative learning skills.

SLO 5: Competent collaborative, independent, and integrative learning skills
Students will be able to demonstrate competence of skills with regard to collaborative, independent, and integrative learning.

Related Measures:
M 1: Written Assignment

INSTRUCTIONS
Write a paper of **five to seven** pages on a current issue pertinent to women's and gender studies. Your paper includes the theory of intersectionality and knowledge of feminism, womanism, sexism, and other applicable terminologies of feminist discourse. It is also evidence of your ability to think critically, analyze thoughtfully, and communicate cogently and coherently on the subject and its related subtopics.

Your paper’s **purpose** is primarily to inform and secondarily to persuade.

Your paper’s **audience** is college students.

The number of sources to be cited parenthetically and referentially is **eight to ten** and adheres to the discipline in which you are majoring.

**Due Dates**

*First meeting to discuss assignment:* during the penultimate semester of graduation

*Formal outline:* at the beginning of the second week of the semester of graduation

*First draft:* by Mid-term week

*Final draft:* during Finals week

**Assessment Rubric**

Source of Evidence: Written assignment(s), usually scored by a rubric

<table>
<thead>
<tr>
<th>General Education Criteria</th>
<th>Advanced: 4</th>
<th>Proficient: 3</th>
<th>Satisfactory: 2</th>
<th>Unsatisfactory: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interdisciplinary Learning</strong></td>
<td>The student's work is highly reflective of the ability to engage learning across interdisciplinary contexts. Terms are well defined, examples are relevant to the topic.</td>
<td>The student's work is reflective of the ability to engage learning across interdisciplinary contexts. Terms are well defined, examples are relevant to the topic.</td>
<td>The student's work is somewhat reflective of the ability to engage learning across interdisciplinary contexts. Terms are satisfactorily defined, examples are relevant to the topic.</td>
<td>The student's work is barely reflective of the ability to engage learning across interdisciplinary contexts. Terms are weakly defined, some examples are irrelevant to the topic.</td>
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Intersectional Understanding

The student's work exceeds the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented engages in shuttle diplomacy, which means that it goes back and forth between theories, as well as theories and empirical evidence. The complexities of the topic and/or situation, and explanations indicate a high level of understanding contrasting and/or conflicting perspectives.

The student's work is above average regarding the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented engages somewhat in shuttle diplomacy, which means that it goes back and forth between theories fairly well, as well as theories and empirical evidence.

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The student's work meets the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented engages somewhat in shuttle diplomacy, which means that it goes back and forth between theories fairly well, as well as theories and empirical evidence. The work presents no evidence of truth, connections, and/or commonalities.

The student's work fails the challenge of confronting insights, findings, methods, techniques, language, and modes of thinking across multiple social issues. The evidences presented fail to engage in shuttle diplomacy, as well as theories and empirical evidence. The work presents no evidence of truth, connections, and/or commonalities.
Diverse Experiences

| The student's work is well grounded in a specific discipline, refers accurately to other disciplines, and sophisticatedly utilizes out-of-class experiences. The evidence presented goes beyond expectations and thoughtfully engages the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences. | The student's work is somewhat grounded in a specific discipline, with adequate reference to other disciplines and out-of-class experiences. The evidence presented meets standard expectations and is sufficiently thoughtful in the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences. | Insufficient evidence presented and what is presented does not engage in the values and assumptions, problem-solving, skill-sets, and sensibilities to the differences in culture and living experiences. |
Composition

The student's writing excels in the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

The student's writing is above average in the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

The student's writing meets the standards of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation complies with the student's disciplinary style.

The student's writing does not meet the basic expectations in the use of Standard English, which includes vocabulary, usage, diction and style, grammar and mechanics, and spelling. Documentation does not comply with the student's disciplinary style.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Quintessential Diversity Roundtable

"Quintessential Diversity Roundtable" is a humanities project because of its overarching emphases on gender, race, sexuality, and ethnicity, which are not synonymous with racism, a social construction that violates the recognition of all "beings as created equal." It is seeking to promote public dialogue on human rights that are non-negotiable in the call for human dignity. The project is intended to examine the ways in which religious, historical, literary, and philosophical texts have been used to invent laws and perpetuate mores that oppressed and denied Americans' access to basic human rights and an acceptable quality of life.

The project is structured to host six round tables: three during the fall 2015 semester and three during the spring 2016 semester. Each roundtable includes a panel of two faculty and two students:
- Tuesday, September 22, 2015, 7:00 pm: "To Be or Not to Be: What Literary History Teaches on Suicide." Discussion on the representation of suicide of famous literary figures who committed suicide.

- Tuesday, October 20, 22, 2015, 7:00 pm: "Surviving Violence in Relationships: Sex and Gender." Discussion on the problems faced by lesbians, bisexuals, gays, transgenders, queers, intersexuals, and asexuals.

- Tuesday, November 17, 2015, 7:00 pm: "Taking a Stand for the Right to Life: When the Law as Fiction Is Obviously Limited." Discussion on suicide bombing, euthanasia, mass murder, and mass suicide.

- Tuesday, February 23, 2016, 7:00 pm: "When Dating Goes Wrong: The Ethics of Relationships." Discussion on dating violence, blind dating, and the pitfalls of social media dating.

- Tuesday, March 22, 2016, 12:00 noon - 6:00 pm: "Celebrating Women's History: Focus on Native American Heritage, Migration, and Women in the Workplace." Discussion Native American women's achievements and current challenges that they and women in the workplace.

- Tuesday, April 19, 2016, 7:00 pm: "Because Knowledge Empowers: What World Religions Teach about Temperance, Moral Responsibility, and Individual Choices." Discussion on alcohol abuse, sexual assault, and individual responsibility.

The project is partially funded by the Delaware Humanities Forum and the Office of Provost, Delaware State University.

**Established in Cycle:** 2014-2015  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** The project's launch was successful with the
audience's response giving the average rating of "excellent."

**Projected Completion Date:** 04/20/2016

**Responsible Person/Group:** The faculty of the Women's and Gender Studies Minor

**Additional Resources Requested:** Program's Resources: (1) the minor will be significantly enhanced with its own budget that would afford special speakers during Women's History Month. (2) A monthly speaker's series that is free and open to the public that would enrich both the campus and local communities while enhancing the University's image as addressing the needs of its diverse campus and local communities. Faculty Resources: (1) additional course offerings would avoid scheduling conflict. The program has twenty-eight declared minors, some of who have graduated without completing the required number of courses due to scheduling conflicts. (2) Conference attendance and participation would help keep faculty abreast of the evolving scholarship in this field. Students' Resources: students' educational experiences would be enriched by conference attendance and participation and field trips.

**Budget Amount Requested:** $30,000.00 (recurring)