

Francis Marion University Summaries of Institutional Effectiveness Reports of Academic Programs for 2004-2005

Institutional Effectiveness Report Summary	
Art Education.....	1
Biology	2
Business.....	3
Chemistry.....	4
Early Childhood Education	5
Elementary Education.....	6
English.....	7
English Composition.....	8
Library.....	9
Mass Communication.....	11
Master's in Applied Psychology.....	11
Mathematics.....	13
Physics.....	15
Political Science.....	16
Professional Writing.....	17
Psychology.....	18
Sociology.....	19
Speech.....	20
Teaching Materials Center.....	21
Theater.....	21
Visual Arts.....	22
Writing Center.....	24

Art Education Institutional Effectiveness Summary

The Art Education program uses performance on the Praxis exams, external evaluation of senior portfolios, external evaluation of senior art exhibitions, senior exit interviews and surveys, mid-point and final written and verbal of interns and student teachers for program evaluation, and an alumni survey to evaluate program effectiveness.

Improvements in place based on results from the 2003-2004:

- The faculty held study sessions in the Fall and Spring for an in-depth review of the curriculum for Art Education.
- Redesigned all art education courses to include methods in the teaching of content.
- Increased amount of writing in art education courses.
- Offered workshops and individual instruction on taking the PRAXIS II exam.
- Raised GPA requirements to 2.75 in education and art classes.

The following improvements are being planned based on the 2004-2005 data:

- Formal training of faculty on the nature and requirements for the PRAXIS II : Art Making exam.
- Further examination of curriculum structure with special attention to foundation courses and prerequisites.

Biology Institutional Effectiveness Summary

The Biology program uses an external examination, assessment of specified skills in biological sciences, applications of technology in classrooms, participation in student organizations, and student ratings of faculty in program evaluation.

Improvements in place based on results from the 2003-2004:

- Laser printers were installed in the Burroughs and Chapin Environmental Data Analysis Laboratory.
- Installation of equipment acquired from grants awarded last year by the Information Technology (IT) Committee has been completed. The equipment has been in use during this academic year in classrooms and in teaching labs of several different courses.
- Most of our instructors routinely update PowerPoint and other computer-aided multimedia presentation for their lectures or teaching labs. Work continues on the atlas of fungi, and it is progressing well.
- The results from a pilot study of the CPS (classroom performance system) e-instruction set ups in a small class (Biology 104 lab) were analyzed. The results indicated that this particular CPS wireless response system does not enhance student learning over traditional methods. Consequently, use of the system has been discontinued.
- Our field courses have been improved by the use of technological applications. Most notably, the field biology students in Costa Rica used camcorders to film field research and construct video clips for classroom presentations. Bat detectors were also used to illustrate foraging behavior in the field and to teach students the principles of bat echolocation.
- Arrangements were made for two of our faculty to participate in a natural sound recording workshop conducted by the Cornell Lab of Ornithology in Tahoe National Forest, California. This will add to their professional development and skills in field biology. The techniques learned will be put to use in several organismal- and conservation-related courses.
- Four new faculty members were hired this academic year.
- Websites with student resources and course information were created by two new members of our faculty.
- Summer laboratory courses were conducted for the Bridges to the Baccalaureate program.
- Office space and computer access have been improved for part-time and temporary teaching faculty.

The following improvements are being planned based on the 2004-2005 data:

- Develop strategies to improve departmental greenhouse facilities.
- Assess methods to increase membership and participation in Ecology Club.
- Burroughs and Chapin funds will be used for further laboratory-related improvements under consideration.
- We will continue to examine and apply traditional and new teaching strategies, especially with regard to new technologies and the potential improvements that they offer.

Business Institutional Effectiveness Summary

The School of Business uses a wide variety of archival data and exit interviews and surveys to assess the program.

Improvements in place based on results from the 2003-2004:

- The School of Business hired Dr. Charles Carpenter in Accounting and Dr. Yong Shin in MIS. These hires greatly strengthen the teaching, leadership, and scholarly output of our faculty.
- The Dean of the School of Business continues to work closely with the Director of the FMU Foundation in fund raising efforts.
- Enrollment numbers have steadily increased over the last five years. Encouraging all students who have interest in business to enroll in BUS 150 appears to have helped in increasing the number of business majors. Continuing to develop the advising system, improving the internship program, and helping to improve our placement services should add to the desire of students to major in business and pursue business careers. Also, to increase opportunities for business students to gain exposure to the business world, the business faculty support clubs and organizations for students. The Marketing Club is very active, inviting speakers and holding workshops on such timely topics as resume writing and etiquette. The Society for the Advancement of Management sponsored a student group in a national case competition in 2002 and developed a resume booklet for distribution to potential employers in 2003. Beta Gamma Sigma, the AACSB honorary society, regularly initiates our top students into this organization. This group successfully completed a canned food drive in fall 2004 for a local food bank.
- We have developed an internship program. We need to further develop this program from the business side as well as the student side. We see great opportunities here for our students. The marketing and management areas have taken the lead in the internship program. We hope to build on their successes by developing finance and MIS internship programs. The accounting and economics areas should follow suit in future years.
- We continue to encourage students to participate in international travel/study opportunities. We would like to have four or more business students involved every year in these exchange programs. Dr. Theuner hosts an international dinner for business students at a local Chinese restaurant. A local business person with extensive international experience speaks to this group.

- The focus of the summer retreat will be the establishment of a process to assess learning goals. We will host a consultant expert in the area who will guide us through the process of developing goals and means of measuring these goals as dictated by the new AACSB standards. This program will not only help us to satisfy AACSB requirements but will establish a structure for continuously evaluating and improving our curriculum.

The following improvements are being planned based on the 2004-2005 data:

- Obtain and maintain a critical mass of terminally qualified faculty members in each of the six business disciplines in which we offer majors.
- Establish an endowment fund for the School of Business.
- Increase enrollment, majors, credit hours, and graduates from the School of Business.
- Increase the opportunity for Business students to have work experience during their college career and improve placement activities provided for Business students.
- Increase the opportunity for Business students to have international educational experience during their college career.
- We would like to involve at least four students in the exchange programs each year.
- Maintain an up-to-date curriculum that prepares students for careers in Business.

Chemistry Institutional Effectiveness Summary

The Chemistry carries out detailed in-house examinations based on students' readings of articles in the organic, inorganic, physical and analytical chemistry, administers the MFAT, and faculty evaluations of student capabilities in written and oral presentations, computer literacy and recent research.

Improvements in place based on results from the 2003-2004:

- Chemistry prelab videos are now digitized and put on computers in Media Center.
- Nine new or updated Verification Programs are in place to check student's math in Chem 101-102 labs.
- Three new labs have been written for General Chemistry and for inclusion into a revised lab manual.
- Eighty new molecular modeling kits are now in use in Chemistry 101-102 & 150.
- A new Organic Chemistry Safety training videocourse was put into place this year.
- A new portable videopresenter has been ordered to go along with our portable LCD projector.
- Use of computer data acquisition with instruments has increased .
- "EndNote" bibliography software has been acquired and is used in courses and research.
- Additional copies and upgrades of Gaussian computational chemistry program have been purchased
- New molecular drawing programs for research.
- A High Performance Liquid Chromatograph given to us as a gift by Roche Carolina, Inc. several years ago has been made operational and has been incorporated into classes

- Several new equipment items, most importantly a solid state ultra-violet/visible spectrometer and a programmable oven have been acquired through a research grant to Dr. LeRoy Peterson
- A turbomolecular pump has been purchased to replace our present one when it breaks. The current pump is operating at about twice its expected 25,000 hour lifetime
- A Color Laser printer now in use.
- A new instructor (Dr. Jennifer Kelley) has been hired.

The following improvements are being planned based on the 2004-2005 data:

- Plans are being made for us to acquire a state of the art LC/MS/MS chromatograph-spectrometer as a gift from industry. Dr Kris Varazo will attend a workshop in Boston to acquire expertise in operating and maintaining the instrument
- A new polarograph has been ordered to replace the 1960's vintage one we have.
- Several digital Spectronic 20 spectrometers have been ordered for the general chemistry lab
- Several meetings with the chemists from Wellman Industries have occurred, with the main point of discussion involving a problem they have with one of their polymerization catalysts. One or more of our faculty and students may work on solving the problem.
- We still would like to get a computer upgrade for our NMR spectrometer, which would automatically optimize many electronic settings, allowing wider use in lab by students.

Early Childhood Education (Undergraduate) Institutional Effectiveness Summary

The Early Childhood Education program assesses goal attainment using students' thesis projects, employer surveys, the ECS Self-Reflection Survey, and the ECE Parent/Community Survey.

Improvements in place based on results from the 2003-2004:

Improvements at School Level

- Implementation of a new and more formal comprehensive assessment program.
- The capstone course was restructured and standards were raised.
- Implementation of more training in teaching students diverse cultural and socioeconomic backgrounds.
- Formal coordination with the new Center for Excellence for Working with Children of Poverty was begun.
- Establishment of a new Alumni Liaison Committee was begun.

The following improvements are being planned based on the 2004-2005 data:

- Implementation of the Work Sampling System approved by the SC Department of Education.
- Further curriculum refinement based on suggestions from the NCATE review.

Since the School of Education is in the processing of preparing its self-study and report for NCATE no planned improvements have been specified at this time. Plans will be made based on the IE results and those suggestions made by the NCATE evaluation.

Elementary Education Institutional Effectiveness Summary

The Elementary Education program evaluates student performance at four points during enrollment in the program using standardized exams, course performance, the in-class observations from the Teacher Development Curriculum, performance in student teaching, and passage of the professional exam.

Improvements in place based on results from the 2003-2004:

- Having students do the ECE Self-Reflection Survey allows students to consider their teaching experiences in the context of "best practices" prescribed by *NAEYC.
- Working with parents and childcare providers during a mini-workshop gives students the opportunity to lead individuals into laying a strong learning foundation for children. Kindergarten teachers, in particular, form a link with childcare providers, who are among children's first teachers.

The following improvements are being planned based on the 2004-2005 data:

- This area concerns Ed 723, a course that was specifically re-designed to address the special needs of preschool children. Because of a staff shortage, this course is difficult to offer on a regular basis. It will be recommended that an existing learning disabilities course be used to provide ECE students with teaching strategies to accommodate the needs of pre-school and primary level children with learning disabilities.
- In alignment with its greater attention to issues surrounding children of poverty, the School of Education is collaborating directly with the Francis Marion University Center of Excellence for Working with Children of Poverty, started in Fall 2004. The significance of the Center to the mission of the Unit is underscored by the Unit's inclusion of working with children of poverty as one of its eight areas of assessment and data collection. The teacher education program is currently incorporating modules developed through the Center of Excellence in courses across the program, with module implementation to begin Fall 2005.
- A faculty committee has been established to meet with School of Education alumni to form an Alumni Liaison Committee that will work to facilitate communication between the unit and its graduates, many of whom teach in the local region. Two of the Unit's ultimate goals are to have alumni become more active in providing feedback on the effectiveness of education programs and assist faculty in establishing program policies and procedures.

English Institutional Effectiveness Summary

The English program uses an elaborate scoring of papers from graduating seniors to assess success in achieving program goals the programs major goals. During the fall and spring semesters, students completing an advanced English seminar participate in exit interviews and completed questionnaires. The results from these procedures have been used to evaluate success in achieving other goals.

Improvements in place based on results from the 2003-2004:

Listed below are the planned improvements from the 2004-2005 institutional effectiveness report and the efforts made by the department to implement those improvements.

- Develop long-term goals for the English program that are consistent with the CLA strategic plan. The Advisory Committee has made progress on this goal over the past year. The chair will present the department with a strategic planning document in the fall semester of 2005. If all goes according to schedule, this document will be revised and approved by the end of the fall semester.
- Continue to upgrade office and instructional computers. The department allocated \$18,000 for technological upgrades during the 2004-2005 AY. Additionally, the department has sent delegates to other institutions to discuss recent technological advances. During the summer, the department will install new instructional technology in FH 108B, which will become an experimental classroom.
- Revise or eliminate English 799 from M.Ed. program. Although the department planned to eliminate this particular course, it did not do so because the School of Education has proposed eliminating the entire M.Ed. program in English.
- Creation of English 369: Sex, Gender and Literature. This course, which has been taught for many years as a special topics course, will supplement the literature program and the newly proposed program in gender studies.

The following improvements are being planned based on the 2004-2005 data:

- Hire replacements for retiring senior faculty members. During AY 2005-2006 at least two senior faculty members in English will retire. Hiring appropriate tenure-eligible replacements will be the department's primary goal.
- Assess the balance of temporary and permanent faculty. The English program has hired a number of permanent faculty over the past few years and continues to meet AAUP guidelines. Over the past year, however, the department has had difficulty filling temporary positions. Equally important, the university's enrollment has grown significantly and continues to grow. Over the next year, the department should assess its reliance on temporary positions and make appropriate recommendations for new tenure-eligible positions.
- Develop additional courses to support professional writing program. During the exit interviews, professional writing majors frequently report that they have limited options for upper-level courses. These students are sometimes compelled to complete courses (English 340, for example) that have no direct tie to their career goals. Over the next

year, PWAC and the Curriculum Committee should work to develop additional courses to support the department's fastest growing program.

English Composition Institutional Effectiveness Summary

The English Composition program uses portfolio evaluations, a writing survey, comparisons of writing performance in differing courses, and the PRAXIS I examination in its program evaluations.

Improvements in place based on results from the 2003-2004:

- We continued to use optional supplemental texts in composition classes. In the fall it was Brad Land's *Goat*, and in the spring we used Richard Rodriguez's *Hunger of Memory*. Brad Land visited campus to read from his work and meet with students. We held a colloquium on *Hunger of Memory*.
- We adopted a new handbook for all composition courses and new textbooks for English 111.
- We held faculty development workshops in fall and spring.
- We have completed the process of selecting a new set of sample papers for training faculty to score in our portfolio project. These papers were duplicated and placed in notebooks for the January 2005 assessment.
- We completed the editing and printing of *FINAL DRAFT*, our annual collection of outstanding student papers, in time to pass it out in summer composition classes.
- We updated English 111 lab policies and fine-tuned the lab calendar to allow for instructor/tutor meetings before each writing unit.
- We completed a study of ACCUPLACER placement, comparing student placement scores with performance in English 111 and 112. We determined that the test does a good job of predicting student performance.
- The program coordinator discussed with the department the results of the 2004 faculty assessment of the composition program.
- Meredith Love was selected to become the new Composition Coordinator, and JoAngela Edwins will become Writing Lab Coordinator/Assistant Comp. Coordinator.

The following improvements are being planned based on the 2004-2005 data:

- We continue to be troubled by the PRAXIS I failure rate and will consult with the English Department as well as the School of Education on ways of improving student performance.
- We will continue to attempt to get Academic Computing to improve the now temporary computer wiring in the Writing Lab.
- Next spring we will form a committee to examine new English 112 textbooks for adoption.
- In the fall, we plan to have Kathleen Blake Yancey, a writing consultant and Vice President of NCTE, visit campus in order to meet with the English Faculty and with the Swamp Fox Writing Project.
- We will use Ron Rash's *One Foot in Eden* as our supplemental community text in the fall. Rash will visit campus as a guest writer in October. In spring 2006, we will use Jon

Tuttle's play, *The Hammerstone*, as our supplemental text. The play will be produced on campus that semester.

Library Institutional Effectiveness Summary

The Library serves the pursuit of excellence in teaching and learning by providing Francis Marion University students, faculty, staff and regional citizens with access to scholarly information and other resources. By providing this access, the Library is able to uniquely contribute to that portion of the mission of the University which stresses its support of scholarly pursuits in the Pee Dee Region of South Carolina.

Improvements in place based on results from the 2003-2004:

- Expanded usage of consortia purchasing to avoid costs of electronic resources when purchased by individual libraries;
- Continued to be active participant in PASCAL, the Partnership Among South Carolina Academic Libraries;
- Expanded access to electronic information thanks to "Collegiate DISCUS," the access provided by legislative funding of this project through PASCAL and CHE
- Continued to be active participant in ALPSC, the Academic Library Portal for South Carolina, an eight-member consortium whose sole function is to identify and acquire a second-generation integrated library system. Such a system is currently being implemented by the participants, USC and their regional campuses, Clemson, South Carolina State, the Citadel, the College of Charleston, Florence-Darlington Technical College, Aiken Technical College, and FMU;
- Planned and implemented statewide annual LIBRIS Conference for all academic library employees, thereby aiding professional growth and development opportunities for FMU library staff members;
- Deleted a small number of periodical subscriptions as a result of departmental discipline-specific holdings evaluations and decisions;
- Converted library's web pages to conform to revised campus format requirements;
- Made changes in library's web pages to reflect changes in access and to facilitate information access;
- Expanded library's public relations operations to better promote library services to its customers;
- Added new shelving and shifted Bound Periodicals so as to allow for continued growth in this area (a five to seven year expansion allowance);
- Provided a Technology Forum program for faculty and staff. Program focused on digital resources and how to better use "Science Direct" resources;
- Provided an in-service for the English Department on electronic resources most applicable to their students' needs;
- Created a new logo for the library and began using it on publications, publicity items, etc.;
- Began project to replace all overhead lighting with more effective and more energy efficient bulbs (some areas were dark, especially stack sections where fixtures were few and far between);

- Added live green plants (palms) adjacent to main entrance so as to enhance the aesthetics of that area, especially as customers enter the facility, hence improving image of the library to its customers;
- Named the microforms and bound journals area the “E. Lorraine de Montluzin Research Room” in honor of a retiring faculty member who had used library resources extensively for her research and who had been a staunch advocate for library resources and strong effectiveness monitor during her thirty-one year tenure at FMU;
- Accepted a generous and open endowment from Dr. de Montluzin for purchasing books, thus supplementing support for monograph print resources, which staff and faculty assessments had found to be in need to updating;
- Continued to provide computer competent student workers for the Progress Energy Lab so as to better meet needs of customers seeking assistance;
- Began a campus-wide study of computer printing trends, costs, and needs so as to improve services while containing if not reducing costs;
- Upgraded all staff PCs to Windows XP machines;
- Upgraded microform reader/printer to more technologically advanced and efficient equipment; machine can also scan film and convert to digitized images.

The following improvements are being planned based on the 2004-2005 data:

- Complete training and “going live” of a second-generation integrated library system as part of an eight-member South Carolina academic library consortium which will share the system;
- Continue to monitor public computer printing costs and make decision regarding a card system or other cost recovery/containment method;
- Continue to seek ways to implement academic departmental liaison so that each academic department is linked to a librarian who works closely and deliberately with that discipline to improve and expand library services to that area;
- Continue to use appropriate professional growth and development opportunities to improve staff training, staff technological advancement, and staff’s ability to serve patrons;
- Continue to seek methods to improve funding for books and thereby acquire more books, while continuing to provide strong level of access to digitized information;
- Continue to expand public relations work so as to promote library services and how learners profit from those services and resources;
- Continue to upgrade microform reader/printers to more technologically advanced and efficient equipment;
- Maximize utilization of the myriad electronic resources to which the library provides access;
- Improve web presence so as to facilitate user interface and access;
- Plan for staffing replacements as retirements loom in the not-too-distant future;
- Continue and expand relationships with PASCAL, SOLINET, ALPSC, DISCUS, the Carolinas Consortium, and other consortia endeavors to contain or avoid costs, expand offerings, and improve programs;
- Identify ways to move or store certain ranges of abstracts that now receive extremely limited usage. Once this space is available, then relocating the Progress Energy

Technology Center to this area and possibly expanding number of computers there to address growing customer usage of and need for PCs. Then, with the old lab space available, to seek ways and means to develop that area into a vending room/coffee shop type facility so as to meet customer needs for such services.

Mass Communication Institutional Effectiveness Summary

The Mass Communication program uses four major methods for assessment of program effectiveness: reports from external news providers, external evaluation by community professionals, reports from a professional advisory committee, exit interview and survey, and faculty evaluation by students.

Improvements in place based on results from the 2003-2004:

- Significant increase in state-of-the art technological tools for student use in program development and production.
- Expanded the role of the professional advisory committee with an aim of securing a formal written report jointly from its members. We want to obtain the honor pledges signed by our prospective majors agreeing to abide by our honor code.
- Increased student and faculty involvement with local mass media systems.
- Updated the department's Web presence with shift to the University's content management system.
- Provided instruction in photojournalism within the department

The following improvements are being planned based on the 2004-2005 data:

- Continue upgrading media systems and technology.
- Continue examination of course prerequisites and overall curriculum.
- Continue to increase student internships with local mass media agencies.

Master's in Applied Psychology Institutional Effectiveness Summary

The Master's in Applied Psychology maintains the best practices for training set by the NASP/NCATE for School Psychology and the CAMPP and MPAC for Clinical/counseling Psychology using exit surveys, professional licensing and certification examinations, report logs and portfolios from practica, detailed reports, logs, portfolios and external supervisor ratings from internships.

Improvements in place based on results from the 2003-2004:

- To enhance recruitment efforts graduate brochures were revised and published.
- Last year's Institutional Effectiveness Report listed as a planning goal to add two scholarships available to graduate students. With the assistance of the Provost's Office

two scholarships were added this year. These are available to out-of-state and in-state students based on merit and are targeted at enhancing recruiting and retention efforts. It is too early to assess the efforts but the two incoming students on scholarship have an average GRE of 575 on Verbal and 615 for Quantitative. The GPAs of these two students averaged 3.6 in Psychology and 3.95 overall.

- A seventh psychology graduate assistantship was developed by the Counseling and Testing Center. In general the department has intensified efforts to use graduate assistantships to recruit graduate students.
- The planned early search for a clinical/counseling faculty member occurred with the highest rated candidate hired before the end of Fall semester. The hire ended a three-year search for a new clinical/counseling faculty member.
- MSAP alumni were surveyed as planned and the results were analyzed and reviewed by the Department. The Department held two planning sessions during the year to review the survey results and the feedback from the Clinical/Counseling Advisory Committee meeting. Discussions centered on: means to better prepare students for internship, how to infuse substance abuse training into currently taught classes, and a proposal was developed to move the school psychology option towards a specialist degree.
- In response to a favorable reaction by School Psychology Advisory Committee members for the development of a Specialist Degree Proposal, Drs. Broughton and Bridger developed a proposal for converting the 68 semester hour School Psychology Option of MSAP to a Master's/Specialist combination program. The proposal was presented to the department faculty during the fall 2005 term, and discussed further in the spring. The proposal is to be further developed and advanced to the university level during the coming academic year.
- Dr. Rebecca Lawson, Director of Counseling and Testing, in conjunction with Dr. Sam Broughton, Coordinator of School Psychology has developed a proposal for an Adult Disabilities Clinic to serve FMU students. The Clinic would offer an opportunity for school psychology students, under the supervision of faculty, to assess current FMU students for learning disabilities. This holds considerable training opportunities for school psychology students and perhaps at a latter date opportunities for clinical/counseling students.
- The new School Psychology pre-internship practicum (PSY 600E) which is scheduled to begin as a requirement for students beginning internship in fall 2006 was offered on a voluntary basis for interns beginning fall 2005 internships. The purpose was to pilot the practicum in order to discover difficulties and recommend improvements prior to requiring the practicum in 2006. Two of the 4 students scheduled to intern in fall 2005 opted to participate. School psychology faculty members are assessing the students' reactions and recommendations.
- During the current year the South Carolina Legislature approved two million dollars for the construction of a Center for the Child. Plans are moving forward for the construction and development of a Center. In the Center there will be a facility for a permanent developmental clinic that will provide diagnostic and intervention services for area preschool children that are experiencing developmental difficulties. This is yet another training opportunity for school psychology students. The school psychology option has operated an unfunded developmental diagnostic clinic during the fall semester for a number of years.

- A survey of employers of MASP graduates is planned for Fall of 2005.

The following improvements are being planned based on the 2004-2005 data:

- The Department will continue to seek ways to provide financial assistance to graduate students. Efforts will be made to increase the current \$3,000 per semester stipend paid to graduate students for assistantships.
- The Alumni survey and advisory committee meeting minutes will continue to be analyzed and serve as a focus for faculty discussions concerning program improvements. In particular, the Department will discuss how to approach substance abuse counseling training and discuss ways to evaluate student progress early in the program. The proposal for a Specialist Degree Program in School Psychology will be presented to Department faculty in final form and advancement toward university review and approval will be sought.
- The proposal for an Adult Clinic will be finalized and presented to Department faculty and the Provost for review.
- The department will review interpretation of GRE scores and explore ways that percentile ranks might be employed in regard to program entry criteria.
- Plans for a Center for the Child will continue in conjunction with the School of Education and FMU administration. Likely this year, revenue sources will be sought by the administration and building plans developed. The Department will participate in this planning.
- Review and improvement of the School Psychology Internship Contract format and content will be undertaken. Review of School Psychology Option course content in psychopathology also will be conducted.

Mathematics Institutional Effectiveness Summary

Students take an equivalent exam to the MFAT that is internally created and matches our undergraduate program and an exit survey for graduating seniors. Exit interviews/exit questionnaires of the graduating mathematics majors are used to assess the attitudes of those majors about how well their program of study prepared them for entry into their chosen fields. An alumni survey is used to assess the satisfaction of mathematics graduates with their program of study. The final examinations in various mathematics courses are used to determine the rate of success of students on questions requiring the use of graphing calculators. These tests are saved in a student portfolio. FMU math faculty will review the contents of the student's portfolio.

Improvements in place based on results from the 2003-2004:

- We have upgraded to MAPLE 8.0 for the fall. We also have two mathematics server computers that are used to “shadow” the PC-Labs. These servers have an image of the labs software but ease of re-installation. We are updating the server to interface with the two labs. This is critical for the Math 212 course. We will try to upgrade to Maple 9 for Fall 2005.
- We continue to monitor and improve Math 120 and Math 121. These courses, Math Modeling and Problem Solving, are algebra based courses (similar in content structure to

105 and 111) but with large technology and applications component. The student handbook was enlarged and improved. They are pre-requisites for Math 140, Business Calculus. We are conducting a test on student performance in Math 140 based on Math 121 as a prerequisite (instead of Math 111) If the test is successful, Math 121 might totally replace Math 111. We will attempt to modify our approach to word problems. We might introduce discrete dynamical systems to teach different types of word problems.

- We bought more TI-83 Plus and TI-73 calculators for students usage and we bought some TI-84 calculators for faculty use in the classroom. We also purchased TI Graph Links to interface faculty computers and the TI calculators. These have been installed. Further, TI Graph links are still being installed and updated in the student computer lab for student use.
- We continue a limited faculty development program for 2004-2005. Most involved technology and the use of the White Board with the Smart technology. We will be constructing two classrooms with this technology for mathematics faculty use.
- We received as part of a grant two classroom Smart Board installations for improved teaching
- We have purchased another 05 TI-83 pluses for student use and another 20 TI-73 for students in the 170 and 270 courses.
- The department received a grant to host an undergraduate research conference in Mathematics in April 2005. The results were highly successful.
- We established several working committees to improve the mathematics program and curriculum.
- FMU is a consortium school under a large NSF grant, Project INTERMATH. Project INTERMATH deals with interdisciplinary applications of mathematics in other disciplines. There has been a lot of work done between departments to create ILAPS, **Interdisciplinary Lively Application Projects**. Many are used by our faculty in class.
- The Senior Exit Survey was made a requirement in the Math 499 capstone course making a very likely a student will complete it and turn it in.
- The following courses were approved by the academic committee and will be taught during the next academic year:
 - Nonlinear Optimization that will be offered in Spring 2005
 - Special Topics, Offered as needed
- We offered Math 422 Nonlinear Optimization this spring with nine students. Exit surveys indicate the course was highly successful and the students enjoyed it.
- We approved the Math 499 capstone as a senior project course. This will allow our students to attend conference and make presentation on their projects. We are slowly working towards implementing this feature.
- The department submitted and received a MAA/NSF Undergraduate Research Conference mini- grant. Dr. Tom Fitzkee is taking the lead and Dr. Fox and Dr. West are PIs. We had five student presentations by FMU math majors.
- Dr. West is leading a committee to develop a plan to allow us to access and rate potential improvements to our general education course offering. See planned improvements section.
- Dr. Fox is continuing to be the Contest Director of the International Mathematical Contest in Modeling. Currently, many faculty serve as regional judges exposing them to student work in mathematical modeling.

- We are still planning new statistics courses to allow for a statistics collateral to meet future needs.
- The new computer labs have been a huge success.
- Dr. Allen named as Mamie Gray Professor of Mathematics for 2004-2005.
- Dr. Ramey named as Mamie Gray Professor of Mathematics from 2006-2009.
- Dr. Fox graduated from the SC Executive Institute.
- Dr. Ramey awarded the distinguished professor for 2004-2005.
- MSP Partnership grant with Sumter 17 School District awarded for 2004-2007. Jane Gower and Bill Whitmire delivered geometry content and sketchpad content to the mathematics faculty in 2004-2005 and will present algebra in 2004-2005.
- MS Renee Dowdy accepted the role as Director of the All Campus Tutoring center for 2004-2005
- Hired Sophia Waymyers, a female minority, to be a full time instructor.
- Dr. Fox submitted a grant to GE for interdisciplinary mathematics.

The following improvements are being planned based on the 2004-2005 data:

- Plan to modify the graduate program for secondary education to match the way we teach the curriculum. Due to a plan for the School of Education to suspend the secondary education MS degrees at FMU, we are examining avenues to continue to offer graduate our courses for re-certification or as a possible MS degree in mathematics or math related program.
- Plan is being developed to consider offering a collateral and eventually a minor in statistics.
- Plan to study the data from Math 121 and Math 140
- Plan to improve the scientific computing offerings
- Plan to improve mathematics placement of both freshman and transfer students by incorporating a placement exam that matches our curriculum at some time in the future.
- Plan and implement a methodology to assess general education performance in mathematics limiting the general education study to Math 111, Math 120, Math 121, Math 170, and Math 270.
- Install Maple 9.0 in mathematics lab.
- Install smart-board technology in two “math” classrooms for faculty use to teach/illustrate technology.
- Present at the 2005 Fall SCCTM lessons learned from this technology.
- Test our internal General Education Assessment plans.

Physics Institutional Effectiveness Summary

The Physics program uses in-house examinations, sets of laboratory reports in upper-level courses, papers on senior projects or internships, evaluation of formal presentations of reports for evaluation.

Improvements in place based on results from the 2003-2004:

- The proposed summer internship development has come to fruition. This academic year saw three students involved in internships at the Savannah River Site and one student

performed an internship at the Radiation Safety Office at North Carolina State University.

- The planned upgrade of the computer-based multi-channel analyzer for the nuclear laboratory has been made. This piece of equipment is now routinely used by students in the nuclear physics classes.
- The use of computers in the introductory classes and laboratories is now a standard part of the curriculum. In terms of both data acquisition and analysis of results, the incorporation of computers and associated hardware/software is proving to be a useful addition, primarily in the laboratory component of these introductory courses.
- The proposed course revision in the computational physics program was completed by Dr. Oczkowski, and included some new software for the computers in the computational laboratory.

The following improvements are being planned based on the 2004-2005 data:

- Dr. Smith has revised and updated the laboratory experiments for the Modern Physics course (PHYS 314) and plans to develop a new lab manual for student use.
- Computer-based lectures will be used in the Classical Mechanics course (PHYS 301).
- A set of new spectrometers has been purchased for student use, and plans are being developed for experiments in several courses.
- Changes to the South Carolina Physics Scholars Institute (SCSPI) are being considered, and a formal department meeting is being planned to discuss and implement proposed changes.

Political Science Institutional Effectiveness Summary

The Political Science program uses an internal examination given to graduating seniors, a survey of graduating seniors and theory papers from a required course.

Improvements in place based on results from the 2003-2004:

- A finished preliminary draft of the required paper in POL 395 (Political Theory) is now required in order to improve the quality of writing of students. The instructor of the course gives extensive written feedback on the preliminary drafts of the papers, which students must then revise and rewrite. This improvement was implemented in Summer 1997 and has met with considerable success. As a result, the POL 395 instructor decided to continue the practice.
- Additional funds have been allocated in most years, and in both 2002-03 and 2003-04 Technology Grant Program (TGP) money
- To support the ability of the faculty to maintain currency in the discipline, the department chair, as part of the departmental budget request, has asked for significant increases in travel and computer funds since 1997.

The following improvements are being planned based on the 2004-2005 data:

- The department will provide two workshops in 2005-06. The workshops will involve basic instruction in Microsoft Excel and Microsoft Power Point programs.
- The decision was made to call for, discuss, and possibly adopt changes in the measurement of this outcome through a process to be implemented in academic year 2005-06.
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Professional Writing Institutional Effectiveness Summary

The Professional Writing Advisory Committee began assessment activities with two pilot review cycles in spring and fall 2002. Since that time, we have conducted annual reviews during each fall semester to evaluate the effectiveness of the Professional Writing program. The evaluations include the following procedures: comparisons of pre-post-test scores in business writing, reviews of feedback from interns and internship sponsors, analysis of cognitive skills and expertise in portfolios, etc.

Improvements in place based on results from the 2003-2004:

- Ran a pilot system for administering pre-tests and post-tests that can measure student progress in ENG 305 Business Writing and provide additional data for our current program evaluation process. Administering pre-tests and post-tests began in summer 2004 and continued in fall 2004 and spring 2005.
- Began developing comparable pre-tests and post-tests for ENG 318 and ENG 405.
- Offered a new upper-level writing course to meet student needs identified in earlier program evaluations. The course, “The Rhetoric of Electronic Media” developed by Dr. Jennifer Kunka, ran as a special topics course in spring 2005 with an enrollment of 11.
- Continued planning a second special topics course, “Editing for Publication” to address additional student needs identified in previous program evaluations as well as this year’s evaluation.
- Developed a student release form giving the Professional Writing Advisory Committee permission to use students’ application portfolios for teaching, evaluation, and recruitment purposes.
- Added qualification requirements to program and course descriptions in the college catalog and to syllabi in ENG 305 Business Writing and ENG 318 Technical Communication. To qualify for a Professional Writing internship, students must earn an overall GPA of at least 2.33, a GPA in the major or minor of at least 3.0, and at least a B in ENG 305 and ENG 318.
- Began shifting advising responsibilities of Professional Writing majors to members of the Professional Writing Advisory Committee and others who teach ENG 305 Business Writing. The goal is to encourage majors and minors to review qualification requirements for internships early in their academic careers and work toward meeting them from the outset.

The following improvements are being planned based on the 2004-2005 data:

- Review potential 305 texts that can help us expand methods for teaching
- Collaborate to establish course content, texts, and potential assignments for a new course entitled “Editing for Publication.”
- Continue developing pre-tests and post-tests for ENG 318 Technical Communication and ENG 405 Advanced Business Communication.
- Develop a small packet of information for internship sponsors that can help prompt their effective interactions with interns in the workplace.
- Continue reminding students to plan for the internship’s pre-requisites.
- Develop an Advanced Technical Communication course that requires students to identify their own documentation project, develop an implementation plan, and then follow through as the lead writer, relying on classmates and subject matter experts as their reviewers.
- This course may also require international travel and study at the Centre for Alternative Technology in Machynlleth, Wales.

Psychology Institutional Effectiveness Summary

The Psychology programs rely upon an student evaluations, an exit survey and a lengthy in-house exit exam for program evaluation. Scholarship and community service are evaluated using information from annual reports by the faculty.

Improvements in place based on results from the 2003-2004:

- *Evaluation of new computer laboratory.* The laboratory was not fully operationalized for use by this class so evaluation has been postponed to Fall of 2005 and Spring of 2006.
- *Review of undergraduate curriculum.* There were major changes in the faculty and department structure during the past academic year. As a result a formal review of the curriculum was not undertaken. See Recommendation 1 for 2004-2005.
- *Workshops and training on BlackBoard.* Faculty members were offered workshop and individual assistance in use of BlackBoard. Six new courses were added to the BlackBoard Catalog.
- *Use of BlackBoard for Introductory Psychology.* A BlackBoard course designed for all students taking introductory psychology was developed.
- *Handout on Internet Use.* Students in the Introductory Laboratory were provided with guidance in the use of the internet.

The following improvements are being planned based on the 2004-2005 data:

- The undergraduate Psychology curriculum underwent major revisions during 1998-1999 academic year. The department will hold a retreat to begin examination of the undergraduate curriculum and begin discussion of a long-term strategic plan.

- Carry out the following measures of effectiveness of the new computer laboratory:
 - Survey of student satisfaction with new facilities
 - Student evaluation of appropriateness of new on-line support system
 - Faculty evaluation of usefulness and value of new equipment and lab
- If the ACAT Psychology exam is available, then it should be administered in the Spring, 2006 to revalidate the in-house exit exam.
- Some students desire a one-hour course in preparation for application to graduate school, but this would be problematic given the current teaching loads and number of required hours. It is recommended that the department work with the Psychology Club and Psi Chi chapter to hold a weekend session on preparing graduate school applications during September-October of 2005.
- The exit survey demonstrates our students are still not fully using the Internet resources that the department provides nor of all requirements of the University and the psychology program. It is recommended that the department begin development of an undergraduate manual modeled after those provided within the graduate programs in school and clinical/counseling psychology.
- The introductory psychology has been operational for over 10 years. There has not been a formal restructuring of the modules within the lab course during that time. All changes have been made by individual instructors. It is recommended that the experimental faculty, current teaching assistants and, if possible, former teaching assistants review the modules and prepare a proposal for restructuring of the course.
- The administration and evaluation of the portfolio system should be reviewed as part of work on curriculum development and long-range strategic planning.

Sociology Institutional Effectiveness Summary

The Sociology program uses a detailed senior exit interview and evaluation of required student research to evaluate the program..

Improvements in place based on results from the 2003-2004:

- We completed the first full two-year cycle of a new joint concentration in Criminal Justice with Political Science with high enrollments in all courses offered.
- Relying on administrative data and course rolls, we observe continued increases in the sociology minor.
- As noted above, we increased the number of courses in which students give oral presentations and raised the requirements in several of those courses.
- We hosted the Carolina Undergraduate Social Science Symposium for the first time in many years. A former FMU faculty member returned to give the keynote address. Eight sociology students presented research papers or posters. A group of seven biology students also participated in the poster presentation.
- The Sociology Club continued in increase its service and social activities.

The following improvements are being planned based on the 2004-2005 data:

Faculty have begun a long-term study and discussion of *Liberal Learning and the Sociology Major Updated*, recently published by the American Sociological Association. This document contains 16 comprehensive recommendations for undergraduate sociology curricula.

Speech Institutional Effectiveness Summary

In keeping with the goals of the General Education requirements the effectiveness of speakers were assessed during the persuasion portion of the required course in Speech.

Improvements in place based on results from the 2003-2004:

Obvious improvements were made in the evaluation process itself. While only students taking Speech 101 in the Spring of the 2004-2005 academic year were evaluated, nearly every Speech 101 student during the 2004-2005 academic year was evaluated (one section during the Spring semester was not evaluated). The larger sample size gave us more precise results. Additionally, through discussion Speech 101 instructors were able to create more uniformity across sections in the persuasive speech assignment. As this is the speech that was used for the program evaluation, such uniformity offers a more accurate and consistent assessment of the students. Based on last year's evaluations instructors were able to see those areas in which their students were most deficient and were able to make adjustments in their classes to better instruct and prepare students in those areas.

The following improvements are being planned based on the 2004-2005 data:

- While we met or benchmark of 65%, we recognize the need for continued and significant improvement. We need to continue to work toward ensuring that instruction in Speech 101 remains consistent across sections and across instructors. We recognize that a more consistent vision and application of the goals of Speech 101 will ensure that all students taking Speech 101 will receive similar instruction.
- We will continue to improve our class lectures and discussions in those areas where we find the greatest deficiencies. Knowing where students struggle most clearly helps equip those teaching Speech 101 to improve students' overall speaking performance.
- We will continue to evaluate our method of assessing the quality of the Speech program. We will consider evaluation methods that may offer results that can be tied more directly to the quality of instruction and student experience in Speech 101. Specifically, an evaluation process that includes pre and post-tests may offer more accurate assessment of the effectiveness of instruction than our current system of post testing only. We will explore the feasibility and potential value of developing and implementing such a system.

Teaching Materials Center Institutional Effectiveness Summary

During Spring Semester, 2004, a Student User's Survey was to be administered in each teaching methods course or block being taught in the School of Education. A total of 59 surveys were tabulated from students completing the survey. The elementary education students are not included due to the survey not given in classes of two professors. In addition, tally sheets were maintained during the year to determine the number of students who came into the Teaching Materials Center to use the available resources and also to determine the variety and number of resources that were checked out.

Improvements in place based on results from the 2003-2004:

Equipment inventory sheets for most pieces of equipment were revised to include: a list of all items, a photo with the items numbered, and replacement cost. This greatly decreased the number of items lost by the student checking out the equipment.

The following improvements are being planned based on the 2004-2005 data:

- The collection of non-print materials needs to be weeded for out-dated or little- used items. Then, newer materials need to be reorganized into the newly acquired space.
- Student assistants need to be trained on more of the equipment that students are checking out so they can help them more effectively.
- Have an orientation session to the Teaching Materials Center with students in the introductory education courses so that they know what resources are available to them before they take methods courses.

Theater Institutional Effectiveness Summary

The Theater programs uses in-house examinations, exit interviews, portfolio reviews, juried acting performances, juried direction of one-act plays and external examiners for evaluations.

Improvements in place based on results from the 2003-2004:

- Locally developed exit exam was used in assessemnt
- Exit interviews were revised and implemented.
- Portfolio reviews were carried out with external assistance.
- Juried acting performances were carried out.
- Juried direction of one-act plays.
- External examiners (NAST) evaluated entire program.

The following improvements are being planned based on the 2004-2005 data:

- The theatre arts faculty continues the process of refining this exam to reflect curriculum and faculty changes to ensure that the exam is thorough and complete.

- The theatre arts faculty continues the process of refining this survey process to reflect program changes and to ensure that the survey/interview format is thorough and complete.
- The theatre arts design faculty plans include continued emphasis on documentation of student work and creative efforts through University Theatre productions. Additionally, continued emphasis is being placed on computer aided design applications.
- No additional changes are planned at this time.
- As a result of discussions (with adjudicators) and indications from percentiles, Theatre 301: Directing I will continue not to have a scene for "public performance" as it has in past years. This will/should allow more class time for the purposes of instruction on movement, blocking, the creation of stage pictures, use of space, and working with actors as it relates to script analysis. The students will have more in-class scene projects, thus allowing for discussion and critiques from both the instructor and peers. Theatre 401: Directing II will then have the primary focus of the process of preparing for a presentation of the one-act project open to the public.
- As a result of the NAST visitation two issues were cited as "concerns." The first "concern" revolved around "the policy and cycle of awarding scholarships to students in October, after school had started in August..." (seen as counterproductive to student recruitment). The Provost and the department chair discussed this issue and are in agreement that the process of awarding scholarships should be more timely to assist in the recruiting process. Beginning fall semester 2005 the Department of Fine Arts will have the ability to award scholarships on an annual basis for the next full academic year. This will allow the program to better entice talented high school and/or transfer students interested in theatre at FMU.
- A second area of concern revolved around the over-use of the HFAC Theatre and the "lack of additional instructional space." The physical plant engineers and the chair have begun preliminary discussions as to the design and feasibility of a fine arts "annex" building to ease some instructional space need as well as other space needs.
- The theatre arts faculty will continue actions in the areas of instruction, scholarship/creative efforts, and service as fulfillment of faculty obligation to the University.
- Continual efforts are being made to improve publicity via local media and the University's Community Relations Office.
- The theatre arts faculty will continue to revise and further develop the current theatre arts alumni survey to more accurately gather needed information that will facilitate strengthening of the program and assisting current students upon graduation.

Visual Art Institutional Effectiveness Summary

The Fine Arts program makes use of performance appraisals, review of student portfolios, review of program growth and development, exit surveys and interviews, and alumni feedback for program evaluation.

Improvements in place based on results from the 2003-2004:

- Performance Appraisal: significant elaboration of procedures for evaluation of performance by students and the community's involvement in the process have been implemented.

- Portfolio Development and Review: Incorporation of suggestions offered by an external adjudicator.
- Program Growth and Development: Increased number of graphic workstations, display space in Graphic's Lab, obtained IT grant for new digital cameras and scanner, and additional hardware/software.
- Exit Survey and Interview: Revision of exit survey to better address the issues related to this department. There were no changes made to the exit interview process.
- Alumni Feedback: With input from the art faculty, Mr. Gately, the Visual Arts Coordinator, revised the Alumni survey before sending it out this fall. The document was streamlined to better address the issues related to this department.
- Annual Faculty Review and Evaluation: Improvements made within the last few years regarding greater faculty involvement in the art department's governance continue to help us in planning for future projects as well as for the usual semester expenditures. The items purchased through technology grants are incorporated into the appropriate courses and changes in coursework are reflected in course syllabi, archived in the chairman's office.

The following improvements are being planned based on the 2004-2005 data:

- Discussion is underway to implement a sophomore portfolio review. It is hoped that such a review would ensure that all foundation coursework required for art majors would be completed before any substantive exploration in the four major disciplines. Such a review would also be beneficial for scholarship determinations.
- The department has already acknowledged a need to implement a Senior Seminar Course, whereby all the senior exhibition requirements could be unified under one course heading.
- There are plans to replace the art trailer with a more permanent space. This space will be more secure thus allowing better (more valuable) equipment to be used in this space.
- Facilities
- There are plans to replace the art trailer with a more permanent space. This space will be more secure thus allowing better (more valuable) equipment to be used in this space.
- Course Additions / Revisions
- A proposal was developed by Greg Fry (Graphic Design) to introduce an internship course. This course has been approved by the university's academic committee and will allow three hours credit for legitimate internship experiences set up between the art faculty and local businesses and organizations.
- To address changes in marketplace and a need for better portfolio preparation, Mrs. Pompe (Photography) plans to develop two tracks within the Photography discipline. Art 208 and 308 will be revised to address analog photography where as Art 218 and 318 will be developed as digital photography. Additionally, Art 408 will be revised to accommodate students from either the analog or digital photography tracks.
- Mr. Gray (Ceramics) plans to develop an additional course in the area of ceramic sculpture. Also, plans are being developed to offer a ceramics course for non-majors.
- A Senior Seminar course is being developed by Mr. Anderson to act as a capstone course for all visual arts majors. This course will address many professional topics that are not

consistently address in the advanced studio courses and will be used to make senior exhibition requirements more uniform.

- Exhibitions
- Mr. Gray is coordinating a national juried ceramic exhibition to be held in the Hyman Fine Arts Center Gallery during the Spring 2006 semester. This exhibition will bring 30-50 pieces of ceramic art from across the nation on to campus. Furthermore, a visiting artist's lecture/workshop is being planned to coincide with the exhibition.

Writing Center Institutional Effectiveness Summary

The Writing Center carries out detailed surveys of the faculty and student users and collects detailed records on the numbers of students using the various services provided by the Center. The results demonstrate the wide appeal of the program and its value across most academic areas. Based on results from 2004-2005 the following changes were made:

Improvements in place based on results from the 2003-2004:

- The Writing Center has increased in total number of tutorials and user requests for the 2004-2005 school year, setting facility records in both categories.
- The Writing Center Workshop Series has continued successfully into the 2004-2005 school year.
- Six new tutors were recruited by the new director for the Fall 2004-Spring 2005 school year. GPAs for new tutors continue to average above 3.5.
- New tutors have been trained about collaborative learning strategies. Frequent informal training sessions are ongoing.
- Undergraduate tutors have received additional instruction on handling undiagnosed and diagnosed learning disabilities, tutoring in awkward situations, and addressing regional dialect issues.
- The PUC (Peer Undergraduate Coach) program has been established to help with training and mentorship of new tutors.
- Three old computers were replaced with newer computers cycling out of faculty offices.
- A new printer was purchased for the Writing Center with English department funds.
- Additional advertising materials have been generated by our professional writing intern this fall, including a new set of advertising flyers promoting the workshop series.
- The director and the chair of the English department have increased the base pay rate for undergraduate tutors for the 2004-2005 school year.
- The Writing Center Director has served on the Dove Commission to investigate renovation possibilities for Founders Hall.

The following improvements are being planned based on the 2004-2005 data:

- Investigate options for increasing the physical space of the Writing Center to meet growing student needs.
- Investigate options for increasing administrative staffing of the Writing Center to handle significantly increased student and faculty needs, including a summer stipend/appointment for the director and the appointment of an assistant director.

- Place completed VERB documents and exercises online.
- Continue investigation of email delivery for instructor notes.
- Initiate study of student retention and SAT scores in correlation with writing center usage.
- Implement plans to offer semi-monthly tutor training meetings during Fall 2005.
- Pursue naming possibilities for the Writing Center in conjunction with the university development office and the Dove Commission for the renovation of Founders Hall.