

Francis Marion University
2006-2007 Institutional Effectiveness Summary Report

The University's academic departments complete an annual assessment to evaluate their "success in meeting program goals and missions" The data are drawn from assessments that departments and divisions develop to clarify their program goals, assessment methods, results and evaluation, and planned and completed improvements. The improvements that programs made in 2006-2007 based on their findings during 2005-2006 are listed below as are the improvements the programs plan to implement during 2007-2008 based on this year's assessments.

Biology

Improvements in Place in Biology

1. As indicated earlier, the HP Tablet PCs and lab data acquisition technology did not appear to improve (or curtail) learning compared to traditional methods; however, because students apparently enjoyed most of these new methods, we now include them on a regular basis in these labs.
2. Renovation of LSF 209 from a small classroom to a multiple-use cell physiology-pharmacology teaching and research laboratory has been completed.
3. Our subcommittee to study the feasibility of a master's degree program in the biological sciences has made significant progress by outlining preliminary curriculum that the department has approved, but which is still under further study.
4. Our subcommittee has designed a protocol to assess how successful students are in meeting science-related goals of general education. The assessment was done this year.
5. We hired a new faculty member who will begin teaching in Fall 2007.
6. Office space was created for two faculty members hired last year.
7. Many excellent biologists/speakers from organizations outside of FMU gave presentations at FMU's Science Colloquium, which was supported in part by the Women and Minorities Funds.
8. Installation of a redesigned condenser has improved the imaging capabilities of one our video microscopy systems so that a wider range of camera types can now be used to effectively capture images.
9. A student worker was hired to help us manage our greenhouse.
10. Our cell culture preparation room was re-organized to better facilitate cell culture work for both teaching and research.
11. The new fluorescence microscope, flurometer, and other spectroscopy-related equipment were installed in our new cell physiology-pharmacology research/teaching laboratory, and research projects involving students have been under way.

Planned Improvements for Biology

1. Starting next year our most critical needs will be to 1) provide more teaching laboratory space to accommodate the rise in student enrollment (mostly pre-nursing students), 2) provide more space for laboratory research use, and 3) study and assess the possible need for hiring new faculty that may arise from changes in our teaching load and/or the possible offering of a master's degree program in the near future.
2. Because of the space constraints that we are experiencing and our commitment to support FMU's nursing program, issues 1) and 2) currently are in the forefront. The following are two solutions that we are still working on in this regard.
3. Convert excess space in MSB-222 (freshmen biology teaching lab) into a wet lab for research use.
4. Convert MSB-221 (currently temporary offices for faculty and storage space) into a teaching laboratory to help relieve LSF-210 from unwieldy multiple use (4 different laboratory courses are currently taught in this lab, a room mostly designed for teaching microbiology). This has become a critical space utilization and course scheduling problem in part because of the continuing rise in enrollment of pre-nursing students taking microbiology.
5. In addition, the following issues are important matters that we plan to implement to further improve our department:
6. Devise a solution to further improve the management of our greenhouse facilities.
7. Consider possible ways to increase membership and participation in Ecology Club.
8. Burroughs and Chapin funds will be used to support further improvements of our teaching laboratories and research efforts.
9. We will continue to examine and apply traditional and new teaching strategies, especially with regard to new technologies and the potential improvements that they may offer.
10. Complete the feasibility study for a master's degree program.

School of Business

Improvements in Place for School of Business

1. Obtain and maintain a critical mass of terminally qualified faculty members in each of the six business disciplines in which we offer majors.
2. For the 2006 - 2007 year, the School of Business hired Dr. Hari Rajagopalan, in Management, Dr. Ken Crocker in Marketing, Ms. Amy Whicker in Computer Science, Dr. Scott Kelly as assistant director of the Kelley Small Business Institute, and for the spring 2007 term only, Dr. Larry Paquette in Accounting, Mrs. Beth Vargara in Management, and Dr. Trisha Bezmen in Economics. In addition, Dr. Rodger Holland in Accounting and Dr. Hubert Seltzer in management will be joining us fall 2007. These hires greatly strengthen the teaching, leadership, and scholarly output of our faculty.
3. Establish an endowment fund for the School of Business.
4. The Dean of the School of Business continues to work with the Director of the FMU Foundation in fundraising efforts. The state legislature continued operation and funding of the Kelley Small Business Institute and the newly formed Non Profit Institute.
5. Increase enrollment, majors, credit hours, and graduates from the School of Business.

6. Enrollment numbers have remained steady over the last five years. Encouraging all students who have interest in business to enroll in BUS 150 appears to have helped in guiding our students as they chose a major. 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. Delta Sigma Pi is very active, inviting speakers and holding workshops on such timely topics as resume writing and etiquette. Beta Gamma Sigma, the AACSB honorary society, regularly initiates our top students into this organization. The FMU chapter for Beta Gamma Sigma has been named a premier chapter for the past four years.
7. Increase the opportunity for Business students to have work experience during their college career and improve placement activities provided for Business students.
8. 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.
9. Increase the opportunity for Business students to have international educational experience during their college career.
10. We continue to encourage students to participate in international travel/study opportunities. In 2006 and 2007, four School of Business students studied in Germany. We would like to have four or more business students involved every year in these exchange programs.
11. Maintain an up-to-date curriculum that prepares students for careers in Business.
12. The School of Business continues to develop a process to assess learning goals. In spring 2007, Dr Kay Lawrimore, the chair of the school of business's assessment of learning committee, attended an AACSB conference on assessment of learning. The assessment of learning committee continues to be very active in developing rubrics to evaluate our programs and has determined the ETS exam will continue to be administered in the capstone BUS 458 course along with the revised Dean's exit survey for graduating seniors. At the summer retreat, this process will be refined. Also at the retreat, each discipline will review prerequisites, courses, and requirements within the areas to determine if changes need to be made. Results from the trial study of the rubrics will be shared with the faculty for use in this curriculum evaluation process.

Improvements Planned for School of Business

1. Obtain and maintain a critical mass of terminally qualified faculty members in each of the six business disciplines in which we offer majors.
2. In the 2007 - 2008 year we will seek faculty members in, economics, management (Non Profit, productions operations management), and marketing. We will again seek a person to head up the area in non-profit management. We will seek a new Ph.D. in marketing to bring that high demand area to three terminally qualified faculty members.
3. Establish an endowment fund for the School of Business.
4. We will continue to pursue funding for School of Business initiatives.
5. Increase enrollment, majors, credit hours, and graduates from the School of Business.
6. We will work to increase enrollments at the University and in the School. School faculty members participate in the reception for scholarship recipients held in the spring, the Guidance Counselor Bus Tour in the summer, summer orientations for freshmen and transfers, the

summer move-in of freshmen in August, and Open Houses in fall and spring. Each of the university-sponsored programs is designed to increase enrollments and retention.

7. Increase the opportunity for Business students to have work experience during their college career and improve placement activities provided for Business students.
8. We plan to improve the process, encourage more local businesses to become involved, and encourage more business students to take advantage of this program. With approximately 70 percent of our students holding part time or full time employment to support the funding of their education, the benefits of an internship is sometimes a hard sell.
9. Increase the opportunity for Business students to have international educational experience during their college career.
10. We would like to involve at least four students in the exchange programs each year.
11. Maintain an up-to-date curriculum that prepares students for careers in Business.
12. The focus of the summer retreat will be the establishment of a process to assess learning goals. We will also continue to develop discipline specific learning 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.

Chemistry

Improvements in Place for Chemistry

1. A "SmartBoard" has been installed in LSF 304 and is being utilized in classes that meet in that room.
2. Data from the department's Ultra-Violet-Visible Spectrophotometer are now computer acquired.
3. A shared Departmental Network Hard Drive has been installed
4. The Department's chemical inventory is now on the new shared Network Hard Drive
5. The Department's wireless network system has been updated
6. Additional data acquisition computers have been installed in the General Chemistry labs
7. Routine maintenance has been completed on numerous computers and scanners.
8. The National Science Foundation research grant awarded to Dr. LeRoy Peterson, Jr. funded for collaborative undergraduate research with the University of South Carolina has completed its third year, and has been renewed for three more years.
9. Drs. LeRoy Peterson, Allen Clabo, and Kris Varazo are mentoring student research programs utilizing funds from the Women and Minorities Grant.
10. Dr. Kris Varazo has been awarded an EPSCOR-IDEA grant, and work has begun this fall.
11. A new temporary instructor has been hired beginning in the Fall 2007 semester.
12. The optics and circuitry of one of the Departments Fourier Transform Infra-Red Spectrometers have been renovated.
13. A new Cold Trap Rotary Evaporator has been purchased using money from the Women and Minorities Grant, and is now installed in the student research lab
14. A new vacuum pump has been purchased and installed on the Gas Chromatograph-Mass Spectrometer, and a backup pump is now available
15. Programmable ovens have been purchased for research into hydrothermal syntheses of new inorganic-organic network materials.

16. A new turbomolecular pump for the Gas Chromatograph/Mass Spectrometer has been purchased to eventually replace the one currently in use, which has outlasted its 25,000 hour projected lifetime by more than 100 per cent.
17. A distilled water tap has been run into the Organic Laboratory and Prep Room in LSF.
18. Upgrade work has been completed on the fume hood exhaust ductwork on the roof of the McNair Science Building.
19. General Chemistry Laboratory Data Verification Programs are now available on-line.
20. General Education Assessment quizzes for Chemistry 101 and 150, were administered in the Fall of 2006, and the results tabulated.
21. The latest versions of American Chemical Society Standardized Exams have been acquired for all classes which use them.

Planned Improvements for Chemistry

1. Plans are underway for a Chemistry Tutoring Program to be paid for by the Women and Minorities Grant.
2. A new software upgrade is available for our NMR Spectrometer which would allow faster and more efficient acquisition of spectra plus allow new types of spectra and data treatment that is currently unavailable to us.
3. Recruitment of chemistry majors through a High School Senior Invitation/Visitation Program is planned.
4. Additional Gas Chromatographs are needed for the Organic Laboratory.
5. The General Chemistry Pre-lab videotapes are dated and plans are underway to produce new ones.
6. New Spectronic-20's, pH meters, and conductivity bridges are needed.
7. More data acquisition devices and computers are needed.
8. A new balance is needed for the Organic Chemistry Laboratory
9. A new Teflon-diaphragm vacuum pump is required in the student research lab to be dedicated to the Double Manifold Schlenk Line for inert atmosphere work.
10. A used Gas Chromatograph with a Phosphorus-Nitrogen Detector is available and would be useful in the Environmental Chemistry Lab
11. Renovation of the third floor McNair laboratories is needed.
12. Discussion has been undertaken about the feasibility and desirability of special course sections for nursing students, and/or for trailer sections of General and organic Chemistry classes.
13. The feasibility and desirability of putting General and Organic Chemistry Laboratory Manuals on-line, as read-only Adobe Acrobat files has been discussed.
14. Discussion of a possible Biochemistry Laboratory Program has begun.
15. Secretarial help is needed on the third floor of McNair/LSF.

School of Education

Improvements in Place for Education

1. Changed the EduMate assessment system to a more user friendly system that is more readily able to generate the data needed to assess and track teacher candidates.
2. Updated the student teaching and clinical handbooks.
3. Reviewed the Education and Economic Development Act passed in 2005 to initiate program adjustments to meet the requirements of this legislation.

4. Reviewed and adjusted advisement procedures to be more efficient.
5. In the undergraduate Elementary program, ELE 301, Teaching Reading and ELE 401, Assessing Reading, were consolidated to make one course, EDUC 312, Teaching and Assessing Reading. EDUC 311, an assessment course, was added as a new course. An Elementary Education Committee was also formed to focus on policies and procedures specific to the program. A suggested course sequence was also developed.
6. In the undergraduate Secondary program, all standards were revised to reflect SPA standards as well as reduce the number of credit hours for candidates. The format of the Secondary Education Program Sheets was also revised to reflect these changes. A suggested course sequence was also developed.
7. In the graduate programs, there are no substantial changes in place; however, there are several proposed changes in progress for the upcoming 2007-2008 academic year. (See next section.)

Planned Changes for School of Education Programs

1. Revise the Conceptual Framework and Mission Statement of the School of Education to reflect more emphasis on knowledge, skills, and dispositions (Appendix I)
2. Revise the rubrics being used to assess candidates at various checkpoints
3. Revise the checkpoints at which these rubrics will be assessed
4. Adopt a system of collecting and scoring student work samples electronically (Live Text)
5. Revise the Capstone Sequence (EDUC 797/8/9) in the graduate program
6. Add a course in the graduate program to provide a correlated study of divergence and other learning profiles (i.e. Poverty)
7. Refine middle school course to prepare for candidates entering the newly created middle school program

Bachelor of Arts in English

Improvements in Place for Bachelor of Arts in English

1. Continue to upgrade office and instructional computers. The department allocated \$18,000 for technological upgrades during the 2006-2007 AY. Additionally, the department secured funding for one additional smart classroom.
2. Revise hiring procedures for tenure-track faculty. During the 2005-2006 AY, several members of the department raised concerns about the department's hiring procedures. The Advisory Committee met to discuss these concerns and developed a series of suggestions for improvement, which was approved by the department in Fall, 2006, and implemented during the 2006-2007 AY.
3. Develop a "Fiction Festival" for the university and surrounding community. The university president has allocated significant resources for the development of a Fiction Festival, which was held on campus on November 9-11. The Festival was a tremendous success. The funding for 2007-2008 has been increased to \$50,000. To date, the event has been scheduled and the contracts have been issued to the readers. The Fiction Festival will become a major extra-curricular activity for the department and will be integrated with several of the department's academic programs.

Planned Improvements for Bachelor of Arts in English

1. Hire qualified replacements for vacant and soon-to-be vacant positions. For several years, the department has been unable to hire a faculty member to coordinate the teacher certification

program. Once the future of the certification program has been determined, filling this position must be a top priority. Additionally, the department will experience at least one retirement during the next AY. Consequently, the department will need to meet in August to identify needs and draft job notices.

2. Work with School of Education to determine future of secondary certification program. Although the department graduated four majors with secondary certification during the 2006-2007 AY, numbers in secondary certification programs across campus remain troubling low. The principal difficulties appear to be the excessive number of hours required for certification, the difficulty of scheduling the block courses offered by the School of Education, and the competition of alternative certification. Over the next academic year, the department needs to monitor closely the actions of the South Carolina General Assembly concerning alternative certification. The department also needs to work closely with the School of Education to reduce the number of hours required for certification without damaging the integrity of the English major.
3. Continue to invest in technological upgrades. During the 2007-2008 academic year, the department will continue to upgrade office and instructional computers and seek funding for an additional smart classroom
4. Investigate the feasibility of an exchange program with an Irish university.

English Composition

Improvements in Place in English Composition

1. We continued to use optional supplemental texts in composition classes. In the fall, the supplemental text was *House of Sand and Fog* by Andre Dubus III. This text was coordinated with Dubus' visit for the Pee Dee Fiction Festival, and we were able to coordinate a colloquium with Dubus for the composition students to meet the author and ask questions. In the spring semester, our supplemental text was *Ecology of a Cracker Childhood* by Janisse Ray. Ray visited FMU in March, and students were able to meet with her to discuss her work and ask questions.
2. FWAC reviewed and revised the Student Attitude Survey.
3. We conducted a fall workshop for the English Department faculty on assessment, asking the faculty to reflect upon questions they have about the effectiveness of the writing curriculum and students' perceptions of the composition program. This workshop generated ideas that were then explored in greater detail by FWAC to create our new writing program assessment.
4. We conducted a spring workshop for the English Department faculty on responding to student writing. The faculty viewed a short film by Nancy Sommers of Harvard University, based on her findings from a four-year longitudinal study of student writing and instructor response to student writing. This film then led into a discussion of methods and approaches to responding to student work.
5. We held an orientation for new English Department faculty, introducing them to the composition courses, English 111 Lab policies, the Writing Center procedures, and departmental policies.
6. We reviewed textbooks for English 200 and updated the recommended textbook list.
7. Dr. Edwins, Assistant Composition Coordinator & Director of the English 111 Writing Lab, held a mid-semester training session for the lab tutors to encourage conversation about tutoring issues and provide extra support for lab tutors.
8. After receiving persistent complaints about uncomfortable and broken furniture in the English 111 Writing Lab, Dr. Edwins researched the cost of new furniture and met with vendors.
9. We completed the editing of *Final Draft*, our annual collection of outstanding student papers, adding discussion questions to each of the essays.

10. We conducted an evaluation of the composition program and presented those findings to the department in the spring semester.

Planned Improvements for English Composition

1. We will continue to talk to Academic Computing about improving the now temporary computer wiring in the English 111 Writing Lab.
2. In the fall, we will form a committee to examine new English 111 textbooks for adoption.
3. We will host a colloquium in the Fall 2007 semester with Tobias Wolff, author of the Fall 2007 supplemental text *This Boy's Life*. In Spring 2008, we will use Toni Morrison's *The Bluest Eye* as our supplemental text and will hold a colloquium.
4. We will create a brief "Guide to Composition and the English Department" for our new faculty that will include course descriptions and goals as well as sample syllabi, assignments, and important policies.
5. We will write additional text to be included in *Final Draft*. This text will elaborate on subjects such as placement into the composition program, course descriptions, course goals, plagiarism policies, and other issues important to composition students.
6. We will conduct a workshop on themed English 200 class for all faculty in fall. In the spring semester, we will prepare a workshop on the new FMU academic dishonesty policy and current research on preventing plagiarism.
7. We will explore possible options for collecting student writing electronically to aid in our student writing assessment.
8. 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.
9. We will discontinue the use of floppy disks in the English 111 Writing Lab and require all students to purchase a USB drive for use in the lab.

Professional Writing

Improvements in Place for Professional Writing

1. Adopted 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.
2. Began developing comparable pre-tests and post-tests for ENG 318 and ENG 405.
3. Re-offered a new upper-level writing course on "The Rhetoric of Electronic Media" developed by Dr. Jennifer Kunka as a special topics course.
4. Continued discussion of 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.
5. Continued 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.
6. Developed additional service learning projects requiring collaboration among students, faculty in multiple courses, and the staff of Clemson University's outdoor education trail to expand students' opportunities to interact professionally in work environments.

Planned Improvements for Professional Writing

1. Establishing "The Rhetoric of Electronic Media" as a regular course offering.

2. Discussing the required qualifications of faculty who can teach future Business Writing courses and perhaps the "Editing for Publication" course when it's approved.
3. Continue reminding students to plan for the internship's pre-requisites.
4. Continue developing 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.
 - a. This course may also require international travel and study at the Centre for Alternative Technology in Machynlleth, Wales. Note: *This item is on hold until Dr. Hanson finishes the SACS accreditation project.*
 - b. Continue integrating assignments that foster awareness of interpersonal dynamics and cultivate organizational communication skills.
5. Discuss the potential contributions of an introductory course in rhetorical theory in light of other offered courses, programs, and program goals.
6. Review program goals and make revisions, as needed, to ensure they reflect the findings of annual program evaluations over several years.

Theatre Arts

Improvements in Place for Theatre Arts

1. Developed internal developed exit exam.
2. Exit interviews have been constructed and used.
3. Portfolio reviews continue to be carried out.: The design faculty continues to supervise student development in the design/technology track, working toward the enhancement of the student portfolios.
4. Juried direction of one-act plays.
5. External examiners (NAST). As required by NAST to maintain full university accreditation, the theatre arts degree program completed its self-study/renewal process in October 2004.
6. In March 2005 the NAST Commission on Accreditation voted to continue Francis Marion University in "good standing."
7. Based on annual faculty reports the department continued actions in the areas of instruction, scholarship/creative activity and service as fulfillment of faculty obligation to the University.
8. Extended archival records - audience attendance records.
9. The 2007-2008 University Theatre season included:
 - i. *The Taming of the Shrew*: Director: Best; October 25-27, 2006
 - ii. *Dear My Beloved*: Director: Gourley; April 10-12, 2007
10. In lieu of a February production, the University theatre will host the 2008 Palmetto Dramatic Association on campus.
11. Annual alumni survey continues to be modified for online administration.

Planned Improvements for Theatre Arts

1. 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. In addition, the faculty hopes to refine the exam to evaluate transfer students more fairly, as some of their core courses may not reflect the same requirements in certain areas expected by the instructors at this institution.

2. Exit interviews. 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. Due to input from this set of interviews, theatre faculty is discussing the addition of a capstone course to further educate students about expectations and opportunities in the theatre world.
3. Portfolio reviews. 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.
4. External examiners (NAST).
 - a. 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 timelier to assist in the recruiting process. Beginning fall semester 2005 the Department of Fine Arts had the ability to award scholarships on an annual basis for the next full academic year. This schedule allows the program to better entice talented high school and/or transfer students interested in theatre at FMU. As a result of these changes, at least two scholarship offers had been made by January 1, 2007.
 - b. A second area of concern revolved around the over-use of the HFAC Theatre and the "lack of additional instructional space." Francis Marion University received a \$10 million grant from Drs. Bruce & Lee Foundation to build a performing arts center in downtown Florence. FMU will partner with the City of Florence to build the Francis Marion University Center for the Performing Arts. This facility, estimated to cost over \$20 million, is projected to include a 900-seat multi-purpose theatre, a small black box theatre, office space, and instructional space. The completion date originally projected for late summer 2008 has been moved to 2009 (at the earliest). The position of Performing Arts Center director should be filled by the end of June 2007.
5. Continual efforts are being made to improve publicity via local media and the University's Community Relations Office.
6. Recruitment and Scholarships
 - a. The University administration is currently in the process of developing an annual event to be used primarily to raise scholarship money for music and theatre students. Hopefully, the inaugural event will occur in September 2007.
 - b. Theatre faculty have discovered the best way to recruit new students is to get them on campus and into our facilities. Therefore, FMU will be hosting the Palmetto Dramatic Association (PDA) competition in February 2007 and in February 2008. The PDA competition involves 20+ high schools and over 1000 high school students involved in one-act play performance and other dramatic/forensic competitions. Hosting this event requires us to suspend our February production for two years. In order to compensate for the lack of the third production, our Spring production will be larger than usual so as to provide the same number of performance opportunities during the semester. In addition, the theatre majors will be heavily involved in running the PDA competition and getting experience in stage management and technical theatre.

History

Improvements in Place for History

1. Consistent with planned improvements in the History Program IE Report, 2005-06, p. 4, the History Program proposed in fall 2006 three new courses: Hist. 309 Europe, 1814-1914; Hist. 331 Modern British Isles; and Hist. 332 The British Empire. The courses received faculty approval in November 2006 and will appear in the FMU *Catalog*, 2007-2008. Consistent with student requests for expanded course offerings, these new courses enhance the chronological and geographical reach of courses offered in the Department of History.
2. Consistent with planned improvements in the History Program IE Report, 2005-06, p. 4, the Department Chair investigated the possibility of installing in another of the classrooms traditionally used by the Department of History the hardware and software necessary for a second “smart classroom”. With the support of the Provost and other institutional sources, technology for a second “smart classroom” was installed in FH210B and was operational by the beginning of Spring Semester 2007. As anticipated, the History Faculty found the new technology available in FH210B valuable for classroom instruction. Students also use the technology for their in-class presentations.
3. Consistent with planned improvements in the History Program IE Report, 2004-2005, p. 4 and the History Program IE Report, 2005-2006, p. 4, the History Faculty focused attention on sagging student ratings of instruction in history courses (FMU Student Rating Form, question #7). Members of the Department reviewed their individual student ratings for Fall 2005 and Spring 2006, identified particular weaknesses, and addressed those weaknesses during the 2006-07 school year. As a result, student ratings of instruction in history courses for Fall 2006 and Spring 2007 met the outcome set in the History Program Institutional Effectiveness Plan

Planned Improvements for History

1. Consistent with planned improvements in the History Program IE Report, 2005-2006, p. 4, the History Program undertook in fall 2006 a tenure track search for an Europeanist with a specialization in twentieth century Europe. The search for the tenure track appointment proved unsuccessful, and the Department recruited a well qualified adjunct to teach upper division courses in twentieth century Europe. At some point in future, the Department will revisit the matter of a tenure track appointment in twentieth century Europe.
2. The History Program will begin a search in fall 2007 to fill a tenure track slot vacated by a retiring faculty member who taught Old South, New South, African-American History, and South Carolina History. The History Faculty has decided that the new hire for this position must be qualified to teach in the same areas. Because of FMU’s geographical location, courses in Southern History and South Carolina History are essential, and every respectable history program must have upper division course work in African-American History. To provide an added dimension to the capability of the History Faculty, the job description will include preparation in Public History. Over the years, lay groups—such as the Mars Bluff Society, the South Carolina Tobacco Museum, the Greater Florence Chamber of Commerce, and the Francis Marion Trail Commission—have sought help and advice from the Department of History. A faculty member with preparation in Public history can respond to the needs and interests of the regional community. The expectation is that the new hire will engage in community outreach in addition to traditional teaching assignments on campus. To respond to student interest in expanded learning options and to take advantage of opportunities

made available by the SACS Quality Enhancement Plan (QEP), the new hire will develop internships and service learning projects for students in history.

3. In advising sessions, through informal conversations, and on the Exit Questionnaire, students continue to express interest in Ancient History. In response, the History Faculty has decided to modify the course description for History 203, European History to the French Revolution. As presently described, the course begins with the High Middle Ages. The description will be modified to include the ancient Greek and Roman antecedents of European culture. If possible, the proposed modification will be put through the faculty approval process in time for the revised description to appear in the FMU *Catalog*, 2008-2009.

James A. Rogers Library

Improvements in Place for Library

1. Continued implementation of a second-generation integrated library system as a member of ALPSC, the Academic Library Portal for South Carolina, an eight-member consortium whose sole function was to identify and acquire a second-generation integrated library system. During FY 2005-2006, such a system was implemented by the participants--USC, Clemson, South Carolina State, the Citadel, the College of Charleston, Florence-Darlington Technical College, Aiken Technical College, and FMU;
2. Brought up FMU node of "PASCAL Delivers" early in 2007, in conjunction with 36 other PASCAL partners to date, including 13 with full lending and borrowing functionality, of which FMU is one of the 13 and posting a lending to borrowing ratio initially of 10 to 6;
3. Discovered that FMU holds almost 55,000 unique bibliographic records in the combined "PASCAL Delivers" database and its current thirty-seven academic libraries' holdings; thus we have almost 55,000 titles that no other PASCAL library owns (has loaded into the massive state database
4. Via PASCAL began planning towards integration of a group of seven state private colleges whose library systems were not compatible with the ALPSC's system; the seven will now migrate to a shared system from the same ALPSC's vendor (Innovative Interfaces, Inc, or "IIL");
5. Via PASCAL added SCILS group (twelve of the state's 16 technical college campuses) to the "PASCAL Delivers" partnership;
6. Noted continued increase of electronic access statistics during the fiscal year, from 143,000 in FY 2004-05 to more than 170,000 during this fiscal year;
7. Implemented organization restructuring for FY 2006-2007, based on pending staff retirements and the opportunity to reinvent our staffing structure; fifteen of our twenty-three staff members were impacted directly by these changes, which were approved by the administration and deemed overdue improvements in how we are structured; intended outcome was to improve services and afford staff greater leadership and creativity opportunities;
8. Continued to evaluate Serials operations in terms of restructuring and whether Serials should remain under Reference or move to Technical Services;
9. Continued to use consortia purchasing to avoid costs of electronic resources when purchased by individual libraries;
10. Continued leadership role in PASCAL, the Partnership Among South Carolina Academic Libraries;
11. Expanded access to electronic information thanks to "Collegiate DISCUS," the access provided by legislative funding of this project through PASCAL and the South Carolina Commission on Higher Education
12. Worked to maintain state funding for "Collegiate DISCUS" and other PASCAL initiatives;

13. Began planning for expansion of the Progress Energy Technology Center, writing a grant proposal for replacement of 2002 computers and the addition of twenty wireless lap tops plus relocation of the lab to a more spacious area in the Library;
14. Offered wireless access throughout library facility;
15. Offered color printing to services provided for customers
16. Planned and implemented 2007 statewide annual LIBRIS Conference for all academic library employees, thereby aiding professional growth and development opportunities for FMU library staff members;
17. Discontinued a small number of periodical subscriptions as a result of departmental discipline-specific holdings evaluations and decisions;
18. Revamped extensively library's web pages so as to simplify and expand access to myriad digital resources and traditional library services;
19. Continued to emphasize library's public relations operations to better promote library services to its customers;
20. Continued 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);
21. Continued to provide computer competent student workers for the Progress Energy Lab so as to better meet needs of customers seeking assistance;
22. Compacted abstracts collections so as to create larger area for expansion of Progress Energy Technology Center;
23. Relocated 12 inch shelving from circulation collection to Special Collections so as to meet need for increased archives housing;
24. Replaced worn, frayed and soiled carpet on main staircase, thereby improving appearance and safety;

Planned Improvements for Library

1. Increase "Universal Borrowing" and "PASCAL Delivers" services as other South Carolina institutions join the network; this includes existing III customers---Winthrop, Coastal Carolina, Furman, Wofford, Presbyterian College, Lander, Bob Jones, and other state colleges—and members of SCILS, the dozen or so technical colleges that migrated last year to the second generation integrated library system provided by SIRSI; currently there are 37 participants in the database creation and 13 full functional sites, including FMU's Rogers Library;
2. Continue to refine restructuring of library staffing so as to provide enhanced services and enable staff to expand leadership skills and increase opportunities for creative solutions within the various areas of services;
3. 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;
4. Continue to use appropriate professional growth and development opportunities to improve staff training, staff technological advancement, and staff's ability to serve patrons;
5. 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;
6. Continue to expand public relations work so as to promote library services and how learners profit from those services and resources;
7. Maximize utilization of the myriad electronic resources to which the library provides access;
8. Continue to enhance web presence so as to facilitate user interface and access;

9. Plan for staffing replacements as retirements take place at end of the fiscal year;;
10. Continue and expand relationships with PASCAL, SOLINET, ALPSC, DISCUS, the Carolinas Consortium, Sci-Finder Scholar Group, South Carolina Science Direct Buyer's Club, and other consortia endeavors to contain or avoid costs, expand offerings, and improve programs;
11. Institute a new staff development opportunity consisting of monthly reviews of professional literature
12. Institute a new staff development opportunity involving staff-originated annual interactive day of team building, campus involvement, and outside presenters;

Mass Communications

Improvements in Place for Mass Communication

1. Our participation in the MAPP program with our most senior required course using pre- and post testing established a method of student outcome measurement.
2. The presence of student-produced programming on Channel 11 was significantly expanded in frequency and quality.
3. We developed a comprehensive curriculum skills ladder, identifying the communication skills sets that are to be introduced, reapplied or advanced for each skills course and a description of connectivity between courses.
4. We promoted participation in the university's honors program and increased the number of our students who joined honor societies.
5. The number of our faculty participating in conferences, consulting and publishing increased.
6. We offered students multiple cultural events during the year and surveyed their responses.

Planned Improvements in Mass Communication

1. A priority for making improvements in the program next year is to launch a formal plan for communication with the Department's alumni. The current hope is to establish an on-line interactive platform but nothing has been discounted, including a print newsletter. Our hope is to get feedback from our alumni to help assess our program, provide networking between our younger and older graduates, to convey continuing information about our program and circulate alumni notes and/or message boards.
2. We are also planning on adding one or two courses to the Department's curriculum. The most advanced proposal will be a Media Ethics course that will separate the existing course, Media Law and Ethics, into two courses. The new course has been approved by the Department faculty. We are also considering course proposals on video production for public relations and announcing for the media.
3. With a permanent broadcast journalism professor on staff, we hope to expand the technology available to students as well as additional lab opportunities for broadcast journalism courses.
4. We hope to continue working with the Department of Fine Arts to establish a visual journalism minor offered cooperatively.
5. We will seek to get each of our faculty to participate in at least one professional conference and continue to offer their considerable abilities to the surrounding community.
6. We will seek to get our faculty to participate more fully on university-wide committees.
7. In 2007-2008 the Department will continue work on the goals from past years.

Mathematics

Improvements in Place for Mathematics

1. The Department has been awarded an IT grant to upgrade to MAPLE 11 which includes Clickable Math which refers to Maple 11's remarkable set of user-interface features that makes common mathematical operations as easy as pointing and clicking. Maple 11 provides both computational power and a new-generation user interface that allows students and new users to become proficient with Maple without the burden of learning commands and their related syntax. The result is that instructors can spend their time teaching mathematics rather than the tool.
2. The Department has been awarded an IT grant to purchase and implement MATLAB and several Toolboxes into our upper level courses, including Math 304. MATLAB is the language of technical computing at leading engineering and science companies and the standard software at more than 3,500 universities worldwide.
3. 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 proves successful, then Math 121 might totally replace Math 111.
4. Due to increased demand of Smart BOARD equipped classrooms by faculty, we are equipping more classrooms with Smart BOARD technology. LSF306 will be equipped with a Smart BOARD Symposium and we have purchased a 94" Smart BOARD.
5. The Department was given \$20,000 as a part of the Women and Minorities in Science and Math Initiative to recruit, retain, and graduate more women and minorities in science and mathematics. These funds allowed the Department to send students to local, regional, and national conferences; fund a Praxis Preparation Workshop; support the Francis Marion Undergraduate Mathematics Conference, Pee Dee Regional High School Mathematics Competition, Sandhills Region IV Science Fair.
6. Department faculty had many scholarship accomplishments including Dr. Fangjun Arroyo receiving a Summer Research Award. Nine faculty members made presentations at local, regional, and national conferences.
7. We established several working committees to improve the mathematics program and curriculum. The Math 111 Assessment Committee created and assessed ten problems that were included in daytime, lecture classes. The Mathematics Placement Committee has improved the method of placing incoming students into appropriate mathematics courses. The Curriculum Committee proposed dozens of catalog changes which were approved for the 2007-08 Catalog.
8. Department faculty is providing contract courses funded by University of South Carolina for Aiken and Chesterfield school districts.
9. We are involved with a Curriculum Project with the School of Education to produce modules for every standard from K through 8th grade.
10. The Department submitted and received a third NSF Undergraduate Research Conference mini-grant.

Planned Improvements for Mathematics

1. The Department hopes to hire an Assistant Professor of Mathematics with a PhD in Mathematics Education to teach mathematics courses required for majors in Early Childhood Education, Elementary Education, Middle School Mathematics Certification, and Secondary Mathematics Education Certification.
2. The Department plans to host an American Mathematics Competition for 8th graders as a part of the Women and Minorities in Science and Mathematics Initiative.
3. The Department plans to interact more with undergraduate mathematics majors through more interesting Math Club events and informal meetings with faculty during lunch.
4. The Department will continue assessment of Math 111 for General Education requirements.

Nursing*Improvements in Place for Nursing*

1. All students complete HESI achievement tests on completion of each clinical course as well as in Pharmacology. Action plans outlining remediation are developed with students who do not achieve at an acceptable level. Course content may be altered to improve performance when trends are recognized.
2. Graduating seniors complete exit testing as a predictor of their success on the NCLEX-RN. Board endorsements are held on those who do not perform at an acceptable level and those students are required to participate in remedial action.
3. Faculty have attended numerous development courses/workshops to improve teaching and program delivery.
4. Nursing faculty have served on faculty senate and university committees.
5. One faculty member has earned tenure.
6. Revision of the Senior Capstone Course to include clinical experiences in the Acute Care Settings as well as working with a Preceptor in an area of interest of possible employment.
7. Established a Nursing Alumni Association and a newsletter.

Planned Improvements in Nursing

1. Purchase of two (2) Adult Patient Simulators, which will enhance student learning.
2. Junior students will have clinical experiences at a nursing home facility to
3. enhance their understanding of the Geriatric Population.
4. Development of a computer based Math Program, which will allow the
5. student to test on-line and remediate if needed.
6. Adoption of a Fundamentals Textbook that has a Virtual Nursing Lab
7. available on the internet. This will allow the faculty and students to identify
8. areas of "needs improvement".
9. Development of an Honor Society for FMU Graduates.
10. Adoption of a Behavioral Inventory Test (HESI) to assist with the
11. identification of High risk students.
12. Development of a WEB site that will enhance exposure of the generic and RN-BSN programs. Also will allow for the development of on-line courses.

Physics and Astronomy

Improvements in Place for Physics and Astronomy

1. The department continues to offer the South Carolina Physics Scholars Institute (SCPSI), which serves to introduce outstanding high school seniors to the Physics program at FMU and serves as a recruiting tool. This year's group of 39 students was the largest to date. The number of these who have committed to FMU is not known accurately at this time.
2. Dr. Englehardt has modified the Advanced Computational Physics (PHYS 416) to include more class time spent on student computational projects. He has also introduced a new programming language, Vpython, which facilitates the use of real-time graphical representations (animations) of physical processes.
3. Several new laboratory experiments have been implemented in various courses.
4. Dr. Anderson has made several revisions to the Quantum Physics course (PHYS 401), including placing a greater emphasis on the historical development of quantum theory.
5. Dr. Fulmer was instrumental in establishing a wireless computer network on the first floor of the Leatherman Science Facility. This capability enhances instruction in several ways, both in lectures and laboratory courses.
6. There have been several equipment upgrades in the Nuclear Laboratory, along with revisions to some of the experiments.
7. The department now has sufficient laptop computers and associated hardware that each laboratory course can be operated with much less "competition" for these resources.

Planned Improvements for Physics and Astronomy

1. A new course PHYS 397 Research in Physics was proposed and approved by the faculty. This course would allow for variable credit for undergraduates to participate in research with a faculty member. It is anticipated that this course would be listed in the 2007-2008 university catalog.
2. Efforts were made to re-establish internship opportunities for the Health Physics majors at Progress Energy's Brunswick Nuclear Power Plant. A (successful) meeting was held with plant representatives in February 2007.
3. Dr. Anderson has been working toward the installation of a Linux server to augment the department's computational physics program. This addition will allow students to access software previously unavailable to them and should increase the department's computational power by an order of magnitude.
4. Dr. Myers plans to continue developments toward the establishment of a collateral in Astronomy. This includes a new course, ASTR 202--Voyage through the Solar System.

Political Science

Improvements in Place for Political Science

1. The political science internal exam has been given since Fall 1997. In Fall 2003 the internal exam was completely revised by the program faculty. The revised exam was modified in Spring 2006 to allow students to omit ten (of sixty) questions on the test. This modification was adopted to make the test a better and fairer evaluation of students' knowledge of political science. The program faculty again modified the test before its administration in Fall 2006 by deleting several questions, re-writing several questions, and adding several new questions in order to update the test. The

changes were made to improve the test by eliminating vague or 'bad' questions, clarifying other questions, and adding some timely questions to the test.

2. The new Outcome 2 was adopted by the program faculty in May 2004 and there have now been three evaluations done in academic years 2004-05, 2005-06, and 2006-2007, all with successful results.
3. A finished preliminary draft of the required paper in POL 395 (Political Theory) is required in order to improve the quality of analysis and 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 has continued the practice and it has resulted in better theory papers, as evidenced by the evaluation data in Table 3.
4. 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. In 2006-2007 an additional \$500.00 was included in the department's budget to be utilized as needed. Some of the additional monies were used to create a special technology supplies budget.
5. In addition, department faculty applied for and received a grant to purchase a Smart Board technology system for one of the classrooms used by department faculty. Because of the acquisition of this new technology, a workshop on the use of the Smart Board and the use of Power Point through the Smart Board was substituted for the Power Point workshop the faculty had said it would do in academic year 2006-2007. The workshop on Microsoft Excel was not done. Instead, in 2007-2008 there will be a workshop on using Excel through the Smart Board.
6. To support the ability of the faculty to contribute to the body of knowledge 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. Because of increased funding program faculty have received department travel funds as well as technology resources as needed. In addition program faculty have access to grants for both scholarly research and travel to professional conferences through the University.
7. Program faculty continue to share their expertise both with the members of the university community and the broader community through various means. These means include the giving of presentations on scholarly topics and communication with representatives of the media on issues and topics related to faculty members' areas of specialization. As evinced by the data for 2006-07, these activities are ongoing and extensive.
8. This is not relevant in 2006-2007 for this new outcome.

Planned Improvements for Political Science

1. The political science faculty met at the end of Spring 2007 to evaluate our progress on this outcome. The faculty was disappointed that the benchmark was not met for this outcome in either semester, but did take note that there has been steady upward progress in average test scores on the internal exam in recent years. The faculty decided to administer the internal exam only once a year to the students in POL 395 in the Spring semester.
2. The political science faculty was pleased with the results of the administration of the technology survey in Spring 2007. These results indicate students are making good use of the technology resources the program makes available and benefitting from this use, though perhaps not as much as they have benefitted in the past. These resources will continue to be maintained and upgraded as funds become available to the department.

3. The political science faculty is pleased with the results of the first three evaluations of Outcome 2. All benchmarks for measures 1, 2, and 3 were exceeded. The program faculty believes that no changes need to be made for 2007-08.
4. A number of improvements in this outcome have been implemented in recent years. Since the benchmarks for this outcome were all exceeded for 2006-07 no additional improvements will be put in place for 2007-08.
5. The political science faculty met in May 2007 to evaluate our progress on this outcome. The faculty was pleased to note that we had exceeded the benchmark of 50 points. In order to enable faculty to become proficient in additional instructional technologies, the political science program will provide workshops in 2007-08. The workshops will involve instruction in the use of the Smart Board and especially the use of Microsoft Excel through the Smart Board.
6. The political science faculty met in May 2007 to evaluate our progress on this outcome. The faculty was pleased to note that we had exceeded the benchmark of 40 points. The faculty decided to make no changes at this time.
7. The political science faculty met in May 2007 to evaluate our progress on this outcome. The faculty was pleased to note that we had exceeded the benchmark of 75 points. The faculty decided to make no changes at this time.
8. When the program faculty met in May 2007 a new outcome (to be designated Outcome 7) was added to the program effectiveness plan. The new outcome is "Political Science faculty will provide quality instruction in every class." The benchmark is that all program faculty will receive an average rating of 2 or better on student evaluations in both Fall and Spring semesters in response to question number seven on the student evaluation form. Question number seven is "Overall, the quality of instruction was:" with the possible responses of excellent (1), good (2), fair (3), and poor (4). The department chair will compile the data for this outcome based on the student evaluation results for each faculty member as provided by the administration.

Psychology

Improvements in Place for Psychology

1. The department prioritized the various laboratory/classroom changes developed by the faculty and the provost has given his approval for the plan. The highest priority was given to the remodeling of the children's lab into a Common Area for graduate students and student involved in advanced research and video/computer equipment for the interview and observation rooms. The new equipment has been funded by the Instructional Technology Committee and the media center staff is assisting in ordering the appropriate equipment. The Provost has said that an attempt to carry out these two options during the summer of 2007, but no guaranteed.
2. The professors teaching research methods (Psychology 303) and the required advanced laboratory courses (Psychology 321, 322, 323) have begun to develop new coordinated plans for each course.
3. Included the following issues for faculty August 2006 retreat:
4. All planned issues planned for the Summer retreat were discussed. The following actions came from those discussions:
 - a. Agreement to a series of seminars on course development during 2007-2008.

- b. An online system for recruiting research participants and maintaining participation records was made operational in Spring 2007.
 - c. An undergraduate manual was not produced.
 - d. Faculty discussed turn-around time for student assignments at two departmental meetings and the Chair agreed to address the issue.
 - e. The department decided to drop the use of portfolios as an instructional tool in Psychology 220 and as an aspect of program evaluation.
 - f. Major changes were made in the course numbering of the graduate courses.
 - g. Changes in sequencing of courses in the clinical/counseling graduate track.
 - h. Changing the master's program from a part-time to full-time program was rejected.
5. The decision to hold ongoing seminars will facilitate the development of a strategic plan.

Planned Improvements for Psychology

1. Student dissatisfaction with the career planning continues at an unacceptable rate. The department should hold two focus groups to attempt to seek a solution to this problem. First, the students taking Senior Seminar this fall could serve as a focus group to gain the suggestions and perceptions of students completing the program. Second, a random sample of students enrolled in Psychology 302 or 303 who have completed the Careers course could be used to give the suggestions and perceptions of students who have committed, but are in the early stages of development. Finally, a review of the literature on expectations and goals of students in the liberal arts should be done. The results from the focus groups and literature review should be used to formally modify the Careers course and/or modify the curriculum.
2. Make access to SPSS 15.0+ Base available on all departmental laboratory and research computers.
3. Provide "poster" sized printings for students participating in the poster fairs conducted at the conclusion of Fall and Spring terms.
4. Include student concerns over career planning in discussion of a strategic plan. The department should formally examine the viability of offering one of the "applied" options that have been undertaken in other liberal arts psychology departments.
5. Overall our students demonstrate competence in the areas we specify in our goals, however, there are a small percent of students whose writing and problem solving skills are of concern to the faculty. Given these concerns the following actions are recommended:
 - a. Obtain scores on the MAPP to determine if these subjective concerns are valid.
 - b. Examine the feasibility of inclusion of a study skills unit within the Careers course.
 - c. Investigate funding for formal and applied research in improving performance of handicapped and minority students.

Masters of Science Applied Psychology

Improvements in Place for MSAP

1. This year a clinical faculty member was named to be Coordinator of the Clinical/Counseling Option.

2. The Department successfully completed a search for an experimental psychologist in the area of cognitive psychology. A highly qualified psychologist will be joining the Department in the Fall of 2007.
3. Analysis of the curriculum and the reassignment of one of the school psychology faculty to administrative duties resulted in the Department requesting a new faculty position in school psychology to enhance the development of the School Psychology portion of the MASP program and prepare for moving to a specialist degree. The position was approved and a new school psychology faculty member has been hired to begin in the Fall of 2007.
4. Major revisions of the Psychology Department's portion of the graduate catalog were undertaken during 2006-2007 as the result of program evaluation data from previous years and evaluation of MPAC and NASP/NCATE accreditation standards. Courses were renumbered to reflect the strictly graduate nature of the program and to more clearly delineate course sequences and prerequisite relationships. Some course titles were revised to more clearly describe course content. The first assessment course, which previously had been offered for both clinical/counseling and school psychology students, was revised into two separate courses to accommodate divergences among the specialties. Courses within the final 30 semester hours of study for School Psychology option students were renumbered to the 700 level to reflect the specialist level training that these courses represent. The Substance Abuse Counseling Concentration was discontinued.
5. A formal plan to create a specialist degree was presented this year to the Department and the administration. The Department approved a proposal and the Provost's Office has assisted the Department in reviewing accreditation issues.
6. An Institutional Review Board has been established and is chaired by a senior Psychology faculty member. The IRB will review all human subject research and will add considerably to the Department's research efforts.
7. A Psychology faculty member has been appointed as a NASP/NCATE program approval/accreditation reviewer.
8. A faculty retreat was held prior to the Fall 2006 semester and important strategic planning occurred.
9. The Department maintained recent gains in terms of improving financial assistance to graduate students. The Department now offers or works with other University offices (Counseling Center, Career Center) in offering eight graduate assistantships and 5 scholarships. Fund raising for the Dr. Gary W. Hanson Scholarship continued this year. A golf tournament to benefit the scholarship was hosted by the FMU Foundation rising over \$30,000 to be split with a University endowed chair. While it has not been finalized, plans are for the Scholarship to benefit Psychology graduate students.
10. A new and enhanced graduate governing body was approved by the University to review graduate curriculum, review admissions, etc. This Graduate Council will replace the current Graduate Advisory Committee and allow curriculum changes to move from the Department to the Graduate Council, Faculty Senate and then the entire Faculty. The Graduate Council will be University wide with a majority of members from academic units with graduate degrees. Curriculum review remains under the direction of faculty both in the Department and at the University level.
11. The Department continues to be central in the development of the Center for the Child. Highlighted activities related to the Department include:
 - a. A floor plan was developed to include a clinic with four assessment/intervention rooms with observation capabilities. The clinic will be used to train school and clinical /counseling graduate students. The floor plan also includes two FMU classrooms

contiguous to preschool classrooms. Such provides for the opportunity for faculty to lecture FMU students and then pull back a curtain and directly observe from the classroom preschool children. Faculty estimated that ten graduate courses and seven practica will have graduate training activities at the Center. Since the program currently has no campus clinic, the Center for the Child has tremendous possibilities to improve graduate training.

- b. A Child Care Director was selected.
- c. Psychology faculty continue to play central roles in the development of the Center. The Chair of the Department serves as Director of the Center and other faculty have been central to architectural plans.

Planned Improvements for MASP

1. The Department will request approval to hire and again search for an experimental psychologist with expertise in biological issues.
2. A senior clinical faculty member plans to retire and the Department will request approval to replace the individual with either a clinical or counseling psychologist. Institutional Effectiveness Reports and the curriculum will be reviewed and discussions will be held as to whether to hire a clinical or counseling psychologist.
3. Efforts to endow the Gary W. Hanson Scholarship will continue with the goal of being able to offer scholarships by 2008-2009.
4. Program recruitment efforts will be emphasized. Plans are to develop a new flyer to be distributed to psychology programs across the country. The application process will be reviewed to consider revisions as to requirements and the application process.
5. Development of a specialist degree in school psychology will continue. Additional catalog course descriptions and numbers will be modified as a result. On the basis of analysis of NASP domains and feedback from several years of graduate exit interviews, a new course addressing systems level intervention and crisis intervention will be proposed. The Department will continue to work with the Provost's Office and Office of Graduate Programs to determine university and program requirements for bringing a specialist degree to reality. The new school psychology faculty member will be actively incorporated into program development and planning activities.

Sociology

Improvements in Place for Sociology:

1. Switch to violent offender data set in Sociology 202
2. Replace data analysis projects in 331 and 341 with case study projects more consistent with some students' levels of research skills.
3. Increased emphasis and materials in matters of style for sociology course research papers.
4. Enlarged study guides for several 300- and 400-level courses.
5. In Sociology 403, increased use of materials and class time devoted to interpreting summary statistics.
6. New course, Sociology 346-Crime and Organizations, to meet student requests for choice in Criminal Justice courses and add coverage or organizational issues, previously a gap.

Planned Improvements for Sociology

1. In Sociology 202, reduce scope of research project; place greater emphasis on logical and interpretive aspects of research process
2. Provide more coverage of use of statistical analysis software in 407 and 419.
3. Increase number and variety of data sets used in assignments in 303.
4. In 403, treat one class meeting per week as “lab” session to increase students’ data analysis abilities, more independent application of selection and interpretation skills.
5. In 425, more focus upon contemporary theoretical perspectives and emphasis upon application to substantive issues.
6. Expand the formal evaluations of class presentations.
7. Devote more class time to expectations for class presentations.

Speech

Improvements in Place for Speech Course

1. The primary improvement is in our assessment method. The new system gives us a much clearer picture of the course's impact on the students' abilities to prepare and present a speech.
2. I believe it was also helpful to have the skills and guidelines for Speech 101 formally written and distributed to all instructors at the beginning of the academic year. This serves as a backdrop on which instructors may design and/or re-tool their course. This is particularly useful for maintaining consistency given the variety of different instructors that teach the course each year. These guidelines are included in an appendix to this report.

Planned Improvements for Speech Course

1. The fact that our assessment of the Speech courses for the 2006-2007 academic indicates that nearly 80% of students evaluated improved from their performances on their first major speeches to their last major speeches is very encouraging. It indicates we have a very effective course.
2. Of course there is always room for improvement. Because this was our first experience with the new assessment process, it is too early to look for meaningful trends within the specific evaluations. The variations in staffing make this difficult as well. However, I do believe that over time analysis of the specific evaluations may point to particular areas that need more and/or more clearly focused attention. Further, outside any course-wide consistencies, individual instructors may see consistent problems in their specific sections and can adjust their lesson plans accordingly.
3. In summary, we have an effective course as well as an effective means to assess it. Over time, when we have more evidence to analyze, we will be able to locate areas of weakness and fine-tune our course for even greater effectiveness.

Visual Arts

Improvements in Place for Visual Arts

1. The Graphic Design is making Typography a requirement and is building in an additional web based design course. With these additions, studio electives will be taken within the discipline thus giving students more experience and preparation.

2. Address these issues in the Senior Seminar Capstone course. Involve professional from the community in course lecture to provide options and role models.
3. Implement a Sophomore Review process to challenge students to work harder in the foundation courses and develop greater skills and critical thinking abilities
4. The degree plan has been revised and is now up to date with the proposed course changes and additions. Also, student degree audits are now available on line and are being utilized by faculty advisors
5. Continue posting class schedules and office hours. Remain available to students as possible. Support the faculty we have and seek out the best new faculty we can find.
6. With the eminent construction of the Performing Arts Center and a new School of Business / School of Education Building, space may become available on campus to address some of our needs. There has been discussion of an addition to the Fine Arts Building, but several other construction projects must be completed on campus before attention is brought to our expansion. The Graphic Design faculty has applied for a technology grant to update all the equipment in the Mac Lab. Student access will continue to be a problem as long as rooms are over booked and the numbers of majors increases. Additional funding for more student lab assistants will also be difficult to procure, as the increase in student wages will necessitate a cut back in hours. Solutions will still be sought however, as the seriousness of this matter is well understood by the arts faculty.

Improvements Planned for Visual Arts

1. The Senior Exhibition will continue to be a culminating experience for the Visual Arts major. With the establishment of the capstone course, Senior Seminar, exhibitions will be coordinated with consistent standards applied to all disciplines. The department will begin offering this course in the 07-08 academic year.
2. The faculty plans to broaden contact with professionals by seeking new opportunities in the internship program and by expanding the opportunities within the artist and lecture series.
3. It is planned that students entering the visual arts program will undergo at least three distinct portfolio reviews as the progress through the program.
4. Discussion continues regarding the implementation of a sophomore portfolio review. Mr. Gately has produced a document establishing policy for this procedure and has shared it with the faculty. A final draft is pending. 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 could also be beneficial for scholarship determinations.
5. The department will continue to use an external reviewer to provide valuable feedback on the graduating senior exhibitions. Graphic Design majors will undergo an additional portfolio review at sites off campus.
6. Senior Seminar will be offered for the first time in the 07-08 academic year. The course will be grandfathered in. Current students will be strongly encouraged to participate. Students beginning the program or transferring into the program from that point on will be required to take the course before graduation.
7. Professor Gray (Ceramics) plans to develop an additional course in the area of ceramic sculpture thus creating a dual track within the ceramic discipline and allowing students to pursue either ceramic sculpture or pottery. Also, plans are being considered to develop a ceramics course for non-majors.
 - a. Equipment – The Mac Lab is scheduled to be upgraded every three years. The last upgrade occurred four years ago, so improvements are overdue. The faculty await results from the grant application.

- b. Facilities - There are still plans to remove the art trailer and the photo studio contained within. A temporary location may need to be found in another building until the department can secure permanent space in another building or an addition to the Hyman Fine Arts Center is approved. All space plans will be contingent upon the construction of the Performing Arts Center and the School of Business/School of Education building and the resulting spaces that may come open.
8. Exit Survey and Interview The exit survey continues to be one of our most valuable tools for assessment. While some changes were made this year to streamline the document additional changes are being explored. At present the document is a series of questions designed to elicit responses on a variety of topics. Answers are in the form of short written responses. While these are helpful, it is our estimate that some numerical data would be more easily achieved with the addition of a numerical ranking system. This approach would not replace the written responses, but merely serve to streamline the document even further, making the data more accessible for use in the IE report.
9. The visual arts program plans to continue with the alumni exhibition on a three to five year cycle. Alumni surveys will be conducted in conjunction with these events.

Writing Center

Improvements in Place for Writing Center

1. Dr. Heather Epes began work as the new Assistant Director of the Writing Center in August 2007.
2. Six faculty members and six students delivered successful presentations at the International Writing Center Association Conference in Houston, Texas, in Spring 2007.
3. The director and the assistant director conducted the keynote address at the 2007 South Carolina Association of Departments of English meeting, held at the University of South Carolina-Columbia in Spring 2007.
4. Physical improvements were made to the Writing Center in Fall 2006, including the painting of the partition walls. Twenty-five new chairs have also been purchased and installed in the Writing Center.
5. Two old computers were replaced with newer computers cycling out of faculty offices.
6. A new study of cognitive development skills exercised in writing center tutorials was conducted and new assessment materials have been implemented in the Writing Center.
7. Seven new tutors were recruited and trained by the director and assistant director during the 2006-2007 academic year.
8. Tutor training has increased in frequency this year, with more formalized, semi-monthly skill-based sessions on APA, commas, resumes, and tutoring strategies. Undergraduate tutors have also received additional instruction on tutoring strategies, maintaining FERPA policies, and addressing regional dialect issues.
9. A new workshop on Praxis preparation was successfully delivered to education students, fulfilling a long-standing need for FMU education students.
10. New workshops have also been developed to support nursing students with discipline-specific writing tasks.
11. The director has conducted summer orientation workshops for incoming students to acquaint them to academic support services prior to the start of fall classes. The director also conducted summer orientation sessions for parents.
12. The director has discussed database coordination needs with the university's new Chief Information Officer.

Planned Improvements for Writing Center

1. Coordinate new English 112 advertising strategy to target second-semester composition students who receive lab assistance in the English 111 course.
2. Facilitate installation of new carpeting in Summer 2007.
3. Purchase one new tutoring table in Fall 2007.
4. Continue planning and coordinating data collection strategies with the university's Chief Information Officer.
5. Coordinate of new empirical studies in the Writing Center, examining affective development in student users of Writing Center services. Studies into tutor development will also commence.
6. Investigate options for offering year-round Writing Center services.
7. Increase number of VERB resources.
8. Continue investigation of email delivery for instructor notes.
9. Pursue naming possibilities for the Writing Center in conjunction with the university development office and the Dove Commission for the renovation of Founders Hall.