

Francis Marion University Summaries of Institutional Effectiveness Reports of Academic Programs for 2003-2004

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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 2002-2003:

Updating of existing computer facilities to provide integrated workstations for instruction and learning funded by \$10,000 grant from the FMU Instructional Technology Committee. The new workstations allow students to undertake the following activities:

- Create digital presentations of art instruction units presented in Power point.
- Development of a visual database of copyright free images and web based research to be used in curriculum development

- Collect National Visual Arts Standards based curriculum resources from state and national agencies
- Create vector based interactive teaching aids
- Create digital photographic files of studio art work and compiled for graduation portfolio
- Compile a CD portfolio for employment interviews

The following improvements are being planned based on the 2003-2004 data:

Institute the following plan for assessment of student development during enrollment in the Art Education program:

Student Admissions Assessment

Student applicants to the Art Education program will be interviewed by members of the Art Education Teacher Education Faculty. Interview evaluations will be recorded on the Teacher Education Faculty Review Report for each applicant. Students will be asked to submit information that includes the following items:

- samples of their art, sketchbooks and writings related to the work.
- written statement of professional goals and philosophy of art teaching.
- information highlighting art and art education related experiences.
- letters of recommendation, transcripts, test scores (ArtE 312, Ed290-299, and passing all three parts of Praxis I,) and with a GPA of 2.5 in general education courses and a 2.75 in art department courses.
- Upon granted admission, each student will meet with his/her assigned Art Education Faculty Advisor for the purpose of orientation, review of program guidelines, and to obtain information on the building and maintaining of the required portfolios. Art Education Teacher Education Faculty evaluations from the admissions interviews will be discussed with each student. Student needs and interest areas will be identified specifically for the purpose of selecting studio courses that will build upon their present stage of development and experiences. Faculty advisors will work closely with students to monitor course grades, develop portfolio items and evaluate student progress towards their degree and certification program.

Midpoint Assessment

The Art Education faculty will review the mid-level portfolio to evaluate students progress at midpoint in their programs. Progress portfolios will be reviewed after the student completes ArtE 415 and ArtE416. The mid-level portfolio will include:

- samples of art produced in art studio classes or slides of the works.
- samples of written works and/or projects produced for art history, criticism, or aesthetic courses.
- samples of papers, projects and artworks produced in art education classes.
- a student self-study statement of his/her progress with identification of strengths and

areas which need additional work.

Student Exit Assessment

A final portfolio with items selected from previous portfolios along with exemplary work completed during the student teaching semester will be reviewed by the Art Education Program Faculty at the conclusion of the student teaching semester. The portfolio will be required in digital form for Initial and Certification Only Programs in Art Education. The portfolios will contain:

- reflective journal entries
- reports of parent conferences, cooperative group projects, professional school meeting attendance, budgeting and ordering **art** supplies and equipment
- samples of student-developed lesson plans; critique and revision of unit and lesson plans
- classroom management and assessment plans
- digital photographs of work produced in studio classes
- transcripts, Praxis scores, completed evaluation forms assessing student progress, professional development plans and related forms/materials

Exit Assessment

The graduating Art Education seniors will sit for an exit interview. Notes from the interviews will be filed and comments will be transmitted to the Department Chair. Deficiencies and strengths will be shared with the program and art studio faculty and used to formulate appropriate program and course revisions.

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 2002-2003:

- The Burroughs and Chapin Environmental Data Analysis Laboratory will be used for the first time during Maymester. It is a facility which has 24 new computers on new furniture in a renovated classroom. The Laboratory is located in MSB 220.
- Most of our instructors routinely update PowerPoint and other computer-aided multimedia presentation for their lectures or teaching labs. This year most notably two instructors have created new computer-aided multimedia presentations to replace traditional lectures for the first time in their upper level courses (Aquatic Ecology, Ecology, and Mycology). The production of a digital atlas of fungi was also started this year.

- The equipment and software acquired using funds from the TGP and IT grants awarded last year (see Application of Technology section) have been installed and put into use in our physiology, cell biology, and genetics teaching and research laboratories.
- Two additional mobile digital camera/multimedia projection systems have been installed and were in use in introductory biology, cell biology, genetics, and mycology courses.
- Two new ceiling-mounted projectors (purchased with TGP funds) have been installed and were in use. A multimedia projection system was also installed in MSB-13 and was in use. This has significantly improved our computer-based lecture delivery and multimedia needs of all our major lecture rooms.
- One of our instructors piloted CPS (classroom performance system) e-instruction set ups in a small class (Biology 104 lab) during spring semester. CPS is a wireless response system capable of recording immediate feedback from every student in the class. This means that an instructor can ask or display an objective question as part of a multimedia presentation (such as a PowerPoint-based lecture).
- Six IT grants were awarded totaling about \$27,000 to purchase equipment and software to conduct field audio research on bats; to improve physiology teaching/research capabilities; to improve genetics teaching/research capabilities; to improve herpetology research; to purchase CPS set ups; and to replace aging equipment in Introductory Biology teaching laboratories.
- Tri Beta has been exceptionally active this year. Several Tri - Beta members presented their research at the SCAS meeting in April 2004.

The following improvements are being planned based on the 2003-2004 data:

- We tentatively plan to use Burroughs and Chapin funds next year to improve the infrastructure and/or laboratory equipment/supplies in the cell biology/genetics teaching lab (L-208).
- We are still seeking funds and ways to establish a museum shop and to improve our greenhouse facilities.
- We are seeking possible ways to increase membership and participation in Ecology Club.
- CPS (classroom performance system) e-instruction set ups will be tested in a large classroom during fall semester. Some of the following capabilities of CPS will be tested:
 - take and record attendance
 - give and immediately grade objective pop quizzes
 - give a formal paper-based class test (with multiple versions of the test) using CPS to grade the exam
 - ask verbal, on the fly, questions or have prepared questions in a PowerPoint lecture and get immediate feedback
 - use the CPS Gradebook to manage all aspects the students_ grades collecting and recording grades instantly

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 2002-2003:

- Although unsuccessful in hiring an accounting faculty member, we were able to attract Dr. Scott Campbell to the management faculty. We will continue Dr. Joe Aniello in a visiting professor position in management and Mr. Damian Von Frank in economics.
- 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.
- We have developed an internship program.
- We continue to encourage students to participate in international travel/study opportunities.
- 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 2003-2004 data:

- 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
- Establish an endowment fund for the School of Business.
- Obtain and maintain a critical mass of terminally qualified faculty members in each of the six business disciplines in which we offer majors.
- Increase the opportunity for Business students to have international educational experience during their college career.
- 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 2002-2003:

- A new turbomolecular pump has been purchased for the Gas Chromatograph-Mass Spectrometer to replace the one which is still working at nearly twice its stated lifetime.
- A wireless internet system is now in place for faculty and students.
- The department's printing capabilities have been improved. We now have six networked laser printers, including color.
- Our new Ultra-Violet-Visible Spectrophotometer now allows direct computer acquisition of data.
- An experiment involving direct computer acquisition of data has been introduced into the General Chemistry lab.
- The General Chemistry computer verification programs have been converted into the Visual Basic language.
- The General Chemistry Lab internet quizzes have been improved.
- A videotaped presentation "Laboratory Safety and Health" which we have used since 1997 has been replaced, as Mr. Travis Ragsdale of the department delivered a new version, recorded by the FMU media center.
- A new LCD projector is in use in the organic chemistry lecture room.
- Dr. LeRoy Peterson has had a major grant funded by the National Science Foundation. As a result, several students and faculty at FMU are currently involved in a joint research project with the University of South Carolina,
- concerning the synthesis and characterization of novel organic-inorganic materials.
- Dr. Kris Varazo has had a grant funded by the FMU faculty Development Committee to introduce the computer based referencing system "Endnote"
- to faculty and students
- A new Instructor has been hired.

The following improvements are being planned based on the 2003-2004 data:

- Obtain a software upgrade for our NMR Spectrometer to allow for faster and more efficient acquisition of spectra, and allowing additional types of spectra and data treatment currently unavailable to us.
- Bring our High Performance Liquid Chromatograph, a recent gift from Roche Carolina, Inc., into operation. Several parts have been purchased for installation.
- Link our basic Gas Chromatographs to computers for direct data treatment.
- Work has begun on digitizing a series of videotapes designed for the General Chemistry labs.
- Discussion have begun with regard to FMU student who transfer to Pharmacy School. A program has been designed to award them a BS degree from FMU upon successful completion of coursework at the Pharmacy School.
- Plans have begun to design a nursing chemistry program.
- Discussions have begun to possibly bring a summer Advanced Placement in Chemistry Institute to FMU

Early Childhood Education 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 2002-2003:

- Students' completion of the ECE Self-Reflection Survey (see previous section, "Influencing Factors in Assessment Results").
- Students' mini-work shop for child-care providers (see previous section, "Influencing Factors in Assessment Results").
- Students administer Piagetian (cognitive development) tasks to young children. Students then analyze children's responses.
- Rubrics were generated to assess all graduate assignments.
- School principals and community agency staff will be involved in evaluating graduate performances, using given rubrics.
- Graduates will perform a service (12 – hours) practicum at a community agency or organization such as Big Brothers/Big Sisters

The following improvements are being planned based on the 2003-2004 data:

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 2002-2003:

- The Teacher Candidate/Graduate Student Evaluation instrument (TDC) has been developed, approved, and is fully in use. This is also true for the Teacher Development Continuum, a rubric for interpreting TDC.
- A database utilizing these instruments has been purchased and is approximately 75% (?) operational.

The following improvements are being planned based on the 2003-2004 data:

- Our database will be "debugged" and become fully operational. All relevant professors

and Supervising Teachers will be trained to enter data into it directly, (as opposed to having a departmental agent) at the appropriate Checkpoints.

- Useful programs of interpretation and evaluation will be purchased or developed, for this database.
- Feedback protocols of advisement and improvement, using these interpretations, will be developed and implemented.

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 2002-2003:

Listed below are the planned improvements from the 2002-2003 institutional effectiveness report and the efforts made by the department to implement those improvements.

- *Increase the number of English majors to 180 by the end of the 2003-2004 academic year (Recruitment and Retention Committee).* The total number of English majors continues to increase. The university records indicate that this goal has been met. However, the records may include students who have not yet enrolled. The department will have more accurate records once the fall semester begins.
- *Revise the score-point indicators for goal D so that they are more easily distinguished from those for goal B (Curriculum Committee).* This goal has been completed.
- *Develop long-term goals for the English program that are consistent with the CLA strategic plan (Advisory Committee).* This goal has not been completed because the CLA strategic plan was not approved until late in the academic year.
- *Revise and clarify the department's hiring procedures (Advisory Committee).* This goal has been completed.

The following improvements are being planned based on the 2003-2004 data:

- Develop long-term goals for the English program that are consistent with the CLA strategic plan.
- Continue to upgrade office and instructional computers.
- Revise or eliminate English 799 from M.Ed. 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 2002-2003:

- Thanks to the services of Sharon A. Watts, a very capable spring 2003 intern in the Professional Writing program, we made several improvements in data collection and formatting for reporting portfolio scoring results in the IE report. Our 2004 intern, Julie Thompson, made additional improvements in formatting and presentation.
- We continued to use an optional supplemental text in composition classes. In the fall it was Barbara Kingsolver's *Prodigal Summer*, and in the spring we used Burkhard Bilger's *Noodling for Flatheads*. We held symposia for both books, and we established web pages for both. Next fall we will use *Goat*, a memoir written by FMU graduate Brad Land, who will visit campus as a guest writer.
- We adopted new textbooks for use in English 112.
- We held faculty development workshops in fall and spring.
- The Freshman Writing Advisory Committee, and subsequently the department, approved a change in goal B, one of our 4 basic goals. This was done because over the years goal B has been difficult to measure in portfolio scoring sessions, and the new version of the goal more nearly represents what we attempt to do in the program.
- PREVIOUS GOAL B: The ability to adapt writing to the rhetorical context. NEW GOAL B: The ability to develop ideas interesting to the audience and appropriate to the context.
- The Freshman Writing Advisory Committee and in turn the department as a whole approved some minor changes in official course descriptions for English 111, 112, and 200, bringing them into closer alignment with our practices.
- We have completed the process of selecting a new set of sample papers for training faculty to score in our portfolio project. These papers will be duplicated and placed in notebooks in the fall.
- We have implemented a new placement score cutoff point between English 111 and 112. The result should be more students placed initially in English 112 and less crowding in

English 111. This decision is based on a survey of student performance in these classes along with placement test scores.

- Thanks to the work of Julie Thompson, our student intern, 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.
- Every other year, we have faculty members in English complete an evaluation of the FMU Composition Program. As was the case in 2002, when we first conducted the evaluation, most respondents in 2004 were positive in their assessment of the 32 items on the survey. Among the 8 respondents, 5 judged their “overall evaluation of program management” as “excellent.” 1 considered it “very good,” 1 “below average,” and 1 “poor.”
- Our intern Julie Thompson completed an extensive longitudinal study of results on the annual student Writing Attitude Survey. Her report is attached as Appendix A.

The following improvements are being planned based on the 2003-2004 data:

- We plan to hold a faculty in-service workshop to discuss IE results and student performance trends over the past several years. This workshop will address several troubling issues evident in the data reported in this IE report, such as the relatively poor performance on Goal D by English 200 students and the troubling failure rate on the PRAXIS I exam.
- We plan to follow through on duplicating a new set of sample papers for the portfolio scoring session next January.
- We plan to begin a study of student performance on English 111 papers written in lab in comparison to papers written independently outside of class and lab. This will help us assess the relative effectiveness of the closely-supervised lab assignments.
- This summer Academic Computing will improve the now temporary computer wiring in the Writing Lab.
- Next spring we will form a committee to examine new English 200 textbooks for adoption.
- In the fall, the program coordinator will discuss with the department the results of the 2004 faculty assessment of the composition program.
- Given our changing of the cutoff point for placement scores, making it easier for students to place in to English 112, in the fall we will monitor students who just made the cut to see how they perform in English 112.

Fine 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 2002-2003:

- Greater interaction between students and community has been initiated, as is evident in the informal internship opportunities that have developed with local arts organizations.
- The student Art Guild is becoming more active again and is looking for exhibition and sales opportunities for student members.
- Despite tight budgeting constraints, the program continues to sponsor fieldtrips and maintain an active visiting artist program.
- This year, an additional review process was implemented for Graphic Design, as the structure of these projects might not best be displayed in a gallery setting.
- A new color printer was purchased for the Graphic Design lab. This printer allows for two-page layout and truer color reproduction. Consequently, senior portfolios are stronger
- The visual arts faculty reviewed the alumni survey used in the past. After much discussion, the document was revised, making it more streamlined and easier to complete.

The following improvements are being planned based on the 2003-2004 data:

- To better address the problems brought up by our outside adjudicator, the faculty decided to create a senior seminar course. This one credit hour capstone course would be taken during a student's final semester. The primary goal for this course is to make consistent the process and guidelines for writing artist statements and mounting senior exhibitions. Students would also be introduced to professional issues and business practices that are not uniformly covered in the advanced studio courses.
- Due to an increased number of students, senior exhibitions have become exceedingly difficult to schedule. This year, the dates reserved for senior shows had to be divided into three small mini-shows to accommodate all the seniors. None of the exhibitions lasted more than 9 days. With the implementation of the senior seminar course, senior exhibitions can be organized and scheduled in a predictable and equitable fashion.
- While the informal internship opportunities have provided beneficial experience for many of our students, we are planning to establish a more formal internship program—a program whereby students could earn 1-3 credit hours for their internship experience. Already, the graphic design instructor has initiated additional internship possibilities.
- In addition to the added course mentioned previously (Senior Seminar and Art internship) several facility improvements are being pursued. The graphics lab will, by fall of 2004,

have a G5 upgrade for its server and a uniform operating system for all computers, printers and scanners.

- A graphic design web page is being constructed to accommodate blackboard courses and to provide additional student resources in the areas of research, job placement, and professional organizations.
- Also planned for fall 2004, the art history lecture room will have a new suite of digital equipment including a new computer, flat screen monitor, digital camera and scanner. Software upgrades are expected as well.
- By fall 2004, new easels and a matt cutter will be in place in the painting and drawing studios.
- Bricks are being purchased to construct a new gas kiln for the ceramics program by fall 2005.
- The visual arts program plans to initiate another alumni exhibition for the fall of this year. In preparation for this event, a formal survey was prepared and submitted to alumni with the invitation to participate in the exhibition. An exhibition catalog will be prepared in conjunction with the exhibition to document the event and a website may be developed to allow all alumni to view the exhibition regardless of their current location and ability to participate.

History Institutional Effectiveness Summary

The History program evaluates goal attainment by detailed assessment by historians evaluate of a random selection of papers form the Fall and Spring semesters on library research and writing skills, student rating of faculty performance, an exit survey of graduating seniors, and an exit evaluation of history knowledge.

Improvements in place based on results from the 2002-2003:

- As provided in the History Program IE Report for 2002-2003 (pp. 5-6), a committee of History Faculty investigated the advisability of changing the catalog description of the history major to eliminate the inconsistency some students see between the Computer Science recommendation in the catalog description of the history major and the Computer Science requirement in General Education. After discussion with the Coordinator of the Computer Science program and after due consideration, the History Faculty decided to remedy faulty student perception through advising.
- As provided in the History Program IE Report for 2002-2003 (pp. 5-6), the History Faculty considered the advisability of modifying the catalog description of the history major by changing the recommendation that history majors seeking both the B.A. and the B.S. take Mathematics 114 to a recommendation that only history majors seeking the B.S. take Mathematics 114. The proposal to remove the recommendation for Mathematics 114 from B.A. students rests on the fact that B.A. students must take 12 hours of a foreign language while there is no comparable requirement for B.S. students.

After due consideration, the History Faculty decided to leave the recommendation regarding Mathematics 114 unchanged. The B.A. is primarily intended for students planning to seek graduate degrees in history or related fields, and an undergraduate course in statistics will enhance the preparation of students to pursue advanced studies.

The following improvements are being planned based on the 2003-2004 data:

- Because of the resignation of the Asianist and the retirement of a Europeanist, the History Program will hire two historians during 2004-2005.
- The position opened by the retirement of the Europeanist will be filled by someone with a specialization in nineteenth century Europe to complement the existing position in twentieth century Europe.
- In response to expressions of interest from students in informal discussions and on the Exit Questionnaire, the History Program will look for new hires with preparation in one or more of the following sub-fields: ancient, medieval, or renaissance and reformation.
- The History Program has never offered a course in renaissance and reformation history, but establishing such a course would respond to expressions of student interest and would be appropriate to the general interest in religion in the Pee Dee.

Instructional Accommodation Institutional Effectiveness Summary

The Instructional Accommodations program uses formal research reports and classroom observations based on the Teacher Development Continuum system.

Improvements in place based on results from the 2002-2003:

- An entirely new data collection system (Teacher Education Assessment System – TEAS) has been instituted, housing information sets such as ratings from faculty regarding performance in terms of conceptual framework elements and self-assessments of candidates derived at prescribed checkpoints (1st 12 hours, 18 hours, 30 hours, post-exit).
- The rating system itself, the scale from which decisions regarding progress are derived, is a 0 – 6 point continuum, the Teacher Development Continuum (TDC), which represents the spectrum of stages in the growth of the professional educator. The floor of the scale (0) represents the novice without any appreciable training or apparent skill (at the undergraduate level). The anticipated average rating at the end of the baccalaureate experience is 4, representing the well-prepared teacher. Graduate students are forecast to represent ratings of at least 4 at the beginning of the MEd program, with a rating of 5 considered acceptable for graduate level performance (competent teacher), and the rating of 6 represents the master teacher.

The following improvements are being planned based on the 2003-2004 data:

- In congruence with all other graduate programs offered by the SOE, the MEd Instructional Accommodation program has been reformed, effective for Fall 2004, by a change in core courses which are now universally applied to all majors for master's degrees
- Another major program modification is represented in the change from an experimental capstone product to a pragmatic but still robustly academic portfolio of usable applications appropriate to each candidate's choice of major (except Learning Disabilities which employs a slightly different structure).

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 2002-2003:

- Upgraded all public access PC's to Windows XP models and included software access for all programs generally available in other campus computer laboratory environments.
- Rearranged the Current Periodicals Area to provide a more inviting area while also improving noise control by segregating the large area into three smaller ones, with comfortable seating and convenient shelving access.
- In tandem with the Cauthen Educational Media Center negotiated two staff positions and job assignments so as to re-establish media cataloging with the Library's cataloging facility while shifting a classified slot to the Media Center. These changes have proven to be well-engineered and highly satisfactory to all parties, including the two staff members who were relocated. Furthermore, to maximize effectiveness of these changes, four other staff job responsibilities were modified so as to conform to service improvement needs within the Library, again to the high satisfaction of all involved.
- Expanded usage of consortia purchasing to avoid costs of electronic resources when acquired individually.
- Continued active participation in PASCAL, the statewide academic library consortium (Partnership Among South Carolina Academic Libraries).
- Increased involvement with ALPSC, the Academic Library Portal for South Carolina, to acquire a second generation integrated library system for the eight participants.
- Hosted statewide LIBRIS conference, bringing one hundred academic library staff members from around the state to a one-day professional growth and development program.
- Deleted a number of periodical subscriptions as a result of departmental and discipline specific holdings evaluations and outcomes.
- Revised library's web site to conform to campus protocol.
- Effected improvements in library's web presence so as to reflect changes in access strategies and to facilitate information access.
- Expanded library's public relations efforts so as to better promote library services and resources to our customers.
- Upgraded all three public laser printers in the reference area.
- Added student assistants' coverage of the computer lab.
- Reduced night hours based on evaluation of usage (or lack thereof) so that we now close at 11 PM rather than midnights Tuesdays-Thursdays.

The following improvements are being planned based on the 2003-2004 data:

- Acquire and install a second-generation integrated library system as part of the eight-member South Carolina academic library consortium, ALPSC, who will share the system.
- Upgrade all staff PC's to Windows XP equipment.
- Acquire and install public computer printing controls to reduce costs.
- Continue to examine ways to implement improved liaison with FMU academic departments, including linking library faculty with classroom colleagues to enhance communication.
- Continue to employ available appropriate professional growth and development opportunities for library staff.
- Continue to seek ways to enhance print collection while also providing access to digitized information.
- Continue to emphasize public relations so as to improve library services and resources awareness and access.
- Upgrade microform reader-printers to higher technology models.
- Maximize utilization of myriad electronic resources to which the library provides paid and "free" access.
- Improve web presence so as to facilitate and expedite user access and interface.
- Acquire more books.
- Plan for staffing replacements as retirements loom ahead.
- Continue and enhance relationships with PASCAL, SOLINET, ALPSC, and other consortia endeavors so as to contain costs, avoid costs, expand offerings, and improve programs.

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 2002-2003:

Establishment of a Professional Advisory Committee,

The hiring of an experienced media professional/academician who brings new media skills that were not present on our faculty; the tool to implement our admission requirement and the establishment of an honors code to guide academic performance.

- Addition of collaterals in each area along with the creation of five new courses. The requirement of a minimum grade of a C in all prerequisite courses should ensure that

students are adequately equipped to take higher level courses and the Pre-advising circular should help students avoid curricular misadventures.

- Increased coordination with the international studies program
- Increased coordination with the faculty over use of media
- Cooperation with the South Carolina Rural Health Agency in reaching out to the surrounding community will result in additional opportunities for service.

The following improvements are being planned based on the 2003-2004 data:

- Upgrade computers, television equipment and a classroom/lab facility.
- The broadcast journalism will try to increase its production equipment.
- Expand the role of the professional advisory committee with an aim of securing a formal written report jointly from its members.
- Develop and obtain the honor pledges signed by our prospective majors agreeing to abide by our honor code.
- We will seek to get each of our faculty to participate in at least one professional conference and to offer their considerable abilities to the surrounding community.
- We will expand the use of the technology we have available, particularly in the area of making our on-line presence more visible. Our new faculty member, Bill Loewenstein has experience as a web master in academia.

Master's of Art in Teaching: Learning Disabilities Institutional Effectiveness Summary

The MAT-LD program uses master's theses, evaluations from supervised internship, candidate evaluations by internal and external professionals, and evaluation by FMU supervisor.

Improvements in place based on results from the 2002-2003:

- The M.A.T.-L.D. program has been revised and program approval received from the Commission on Higher Education after a lengthy process that began within the School of Education, moved through faculty committees and the full faculty within the University, and to the Academic Affairs Committee of the Commission on Higher Education. The revised program initiates with two new courses, Education 621 and Education 622 during the fall semester 2004.

The following improvements are being planned based on the 2003-2004 data:

- Fully implement the revised curriculum.

Master's of Education: Learning Disabilities Institutional Effectiveness Summary

The assessment activities associated with the M.Ed. program in learning disabilities were conducted in preparation for the submission of a 140-page program review document to the Council for Exceptional Children (CEC), as part of the NCATE re-accreditation process.

Improvements in place based on results from the 2002-2003:

- A revised program successfully completed a “fast track” approval process through the required University committees, and was formally approved by University faculty in November 2003. Proposed program revisions were presented for Education faculty consideration in November, 2002, and were approved in the final School of Education faculty meeting of the 2002-2003 academic year. Due to the timing of that approval, however, the subsequent steps in the program approval process could not be undertaken until the fall semester of 2003.
- The revised program received approval from the South Carolina Commission on Higher Education.
- A program review, required for NCATE accreditation, was developed and submitted to the CEC, which is charged with the evaluation of programs in special education.
- The M.Ed. program in Learning Disabilities received conditional national recognition through Spring 2006.
- The program revisions include substantial improvements in the following areas: · Incorporation of assessment components, both general and specific to students with learning disabilities
- Inclusion of practicum components in courses throughout the program, with goals for the development and refinement of skills and competencies specified; · Incorporation of performance-based and standards-based assessment that serves to provide cohesion across courses in the program. ·
- Revision of the advisement process to provide students with specific benchmarks. · Articulation of a clear sequence of courses with prerequisites. · Development of a structure for facilitating the collaboration of faculty members in program development and refinement efforts.

The following improvements are being planned based on the 2003-2004 data:

- Implementation of a more extensive and detailed data collection and analysis system that will supplement (rather than supplant) the TEAS framework currently being used to for all programs in the School of Education.
- The option to extend the structures of the TEAS program to address the needs for data collection in the graduate programs has been examined and rejected.
- One requirement of any such system is that the aggregated results must be able to be exported so as to be readily incorporated into the TEAS framework already adopted.
- A plan of action for using candidate data in an on-going and recursive approach to program assessment and improvement has been articulated in the program review

document submitted to the CEC. The plan specifies preliminary research questions to be addressed, along with a timeline for issues to be considered.

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 2002-2003:

- A Psychology Alumni newsletter was designed, published and disseminated to approximately 240 graduates of the MSAP program.
- Completion of a handbook for the clinical/counseling program
- Program brochures were reviewed and deemed adequate at this time.
- Recruiting efforts did yield a slight increase this year in the number of students enrolling in the graduate program. It is difficult to know if such is a trend or not. The School Option increased by seven but clinical/counseling decreased by four.
- Addition of a third teaching assistantship for the Fall 2004 semester. This increases the number of assistantships to six.
- Increase the number of out-of-state graduate students receiving a minimum \$250 scholarship and hence qualifying for in-state tuition from one to two for next year.
- A new practicum experience, PSY 600E Pre-Internship Practicum, has been added to program requirements in School Psychology. The practicum was proposed during the Fall 2003 semester, has been approved by the Psychology Department, Graduate Advisory Committee, the Academic Affairs Committee, and University faculty and will be required of School Psychology Option students with the incoming class during Fall 2004.
- On-campus and site based clinics and centers continue to operate to support practicum experiences.
- Plans for the Center for the Child continue to move forward. The Center will include a developmental clinic to be staffed by Department graduate students and faculty. The daycare portion of the Center would act as a training site for the MSAP program.

The following improvements are being planned based on the 2003-2004 data:

- Review graduate brochures as to their effectiveness and revise, if necessary.
- Seek more scholarship money to support graduate students.

- Conduct an early search for clinical/counseling faculty member who will serve as Coordinator of clinical/counseling. The Department will contact several training programs in the southeast to increase the number of applications.
- During the Summer of 2004 MSAP graduates and employers of MASP graduates will be surveyed to assess program effectiveness. Based on survey results and past IE Reports, the Faculty during the fall will review the graduate program to discuss needed changes. Issues to be reviewed will not be limited to but will include:
 - Review status of substance abuse counseling concentration to plan for offering courses or deleting the concentration.
 - Review end-of-internship ratings of MSAP students by field-based supervisors to assess lower ratings of some students. Assess the need for program changes.
 - Discuss the need for developing a specialist degree for the School Option
 - Develop and implement improvements in the School Option flowing from continued analysis of program data vis-à-vis NASP/NCATE accreditation standards.
- Continue to work with the Center for the Child Committee and FMU administration in developing plans for the Center.

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 2002-2003:

- A new course in Radiation Biology (PHYS 415) will be taught for the first time in Fall 2004.
- A new course (PHYS 419) has been approved which introduce physics majors to the techniques necessary to perform undergraduate research including literature searches, review article writing, presentation preparation, and speaking skills. The course also requires computational physics majors to identify a research project for the spring semester.
- Dr. Smith has written new computer-based lectures for the advanced course in electricity and magnetism (PHYS 302). In addition, he has added three new experiments for the modern physics course (PHYS 314).
- The PHYS 406 course was redesigned to include a broader spectrum of problem solving skills. Real-world examples of programming were used, and students were taught to be able to adapt to changing computer resources and available software.
- The department's health physics program has been accepted for participation Nuclear Engineering and Health Physics Scholarship Program. This designation permits undergraduate students appointed as "Scholars" in this program to hold their scholarships at Francis Marion University.
- In February 2004 the first South Carolina Physics Scholars Institute (SCSPI) was held at FMU. The program invites talented high schools seniors with an interest in science to visit

FMU and participate in a weekend of experiments and physics demonstrations. By all indications, the event was a great success and has served to attract several excellent students to the computational physics and health physics programs and to the university in general.

The following improvements are being planned based on the 2003-2004 data:

- Drs. Peterson, Fulmer, and Jokisch have worked to establish new opportunities for summer internships for health physics majors. Significant additions for the summer of 2004 include 3 internships at the Savannah River Site, 2 internships in the radiation safety office at North Carolina State University, and an internship with Dade Moeller & Associates.
- Dr. Peterson and Fulmer have received a grant from the Information Technology Committee for the purpose of upgrading the computer-based multi-channel analyzer for the nuclear lab. This will ensure that our students are familiar with current technology in the field.
- Work continues toward the incorporation and improvement of the computer-based laboratory experiments in the introductory courses.
- Dr. Oczkowski plans to explore changes to the computational physics program which may include course revisions and software purchases in order to better prepare our students for graduate school and/or employment opportunities.

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 2002-2003:

- 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 for technology have been allocated in most years, and in both 2002-03 and 2003-04 Technology Grant Program (TGP) money (provided from state lottery funds) enabled the department to order extensive amounts of technology equipment (both computers and other equipment) for both faculty and student use.
- Additional funds have been allocated in most years and in both 2002-03 and 2003-04 Technology Grant Program (TGP) money (provided from state lottery funds) enabled the department to order extensive amounts of technology equipment (both computers and other equipment) for both faculty and student use. Program faculty were able to utilize Department and University travel funds to participate in the Annual Meeting of the South

Carolina Political Science Association (SCPSA), as well as professional conferences at the regional and national level.

- The department chair wrote a memo in Spring 1997 to the Senior Vice President for Advancement listing the members of the political science faculty and their areas of expertise. In Fall 1997, a meeting was held between political science faculty and the new Executive Director of University Relations. In Fall 1998, the department chair contacted the Director and local and state media outlets to inform them about political science faculty's areas of interest. All of these actions were taken to improve communication between the political science faculty and the media, thus providing more opportunity for political science faculty to share their expertise with the local community. As evidenced by the data for 2003-04, these contacts are ongoing and extensive.

The following improvements are being planned based on the 2003-2004 data:

- Technology resources will continue to be maintained and upgraded with the use of IT Committee and departmental funds.
- The new outcome is "Graduates will demonstrate the ability to produce a complete behavioral research assignment in which they develop and test empirical hypotheses, utilize statistical research methods and draw conclusions about their findings."
- This outcome will be measured in the following manner: The ability of graduating majors to produce a complete behavioral research assignment will be assessed by evaluating a sample of each year's final Methodology research assignment.
 - Assignments will be evaluated on the basis of the student's ability to develop and test hypotheses and to analyze the results of these tests using statistical techniques.
- Maintain the success found on all major outcomes.

Psychology Institutional Effectiveness Summary

The Psychology programs relies 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 2002-2003:

- Coordination of course requirements in Psychology 302 and 303. The planned planning sessions among faculty who teach experimental psychology, research design, and data analysis were held during the Fall and Spring. The group decided to attempt to agree on a set of texts to be used in both courses. Both courses would require purchase of the APA Publication Manual, a common text on data analysis, and a common text on research design. The group has agreed upon the use of the following research design text: Cozby, P.C. (2004). *Methods in behavioral research*, 8th Edition. NYC: McGraw-Hill.

- The department developed three interactive modules for use in Psychology 216 and made sporadic use of them during the year.
- The department has implemented a portfolio system for psychology majors and one fast track student completed her portfolio this fall. Graduating seniors in Spring of 2007 should have portfolios available for departmental evaluation.
- The new equipment and physical facilities were not did not become available until June, 2004 and were not completely operational until the mid-point of the Summer Session I
- Based on recommendations from the American Psychological Association/Teaching of Psychology Society conference on Evaluation of Undergraduate Psychology Programs in Atlanta, Georgia in September 200, we did not use the ACAT and will not use it until the legal dispute over ownership is resolved and have again rejected use of the MFAT

The following improvements are being planned based on the 2003-2004 data:

- The new equipment and physical facilities did not become available until June, 2004 and were not completely operational until the mid-point of the Summer Session I. As result we were unable to carry out our planned evaluation of the changes made using the Technology Grant Program. We intend to carry out the following changes during the Fall and Spring terms during the 2004-2005 academic year. These assessments are:
 - Survey of student satisfaction with new facilities
 - Performance of students using the new laboratory facilities will be compared with that of past students (use of pre-lab grades as population mean; single sample t-tests).
 - Student evaluation of appropriateness of new on-line support systems, such as interactive modules in Psychology 216
 - Faculty evaluation of usefulness and value of new equipment and lab
- Carry out an alumni survey.
- Students find the Internet as a valuable support tool for their learning experiences. The University has an excellent course content management system available for use by faculty to support their courses, BlackBoard. To increase faculty use of the Internet it is recommended that additional workshops and training sessions on use of BlackBoard be provided.
- Make full use of the General Psychology site (not an introductory psychology site) on BlackBoard by requiring all students majoring in psychology to enroll in the site each term. This will insure the possibility of on-line discussions, e-mail communication, posting of departmental notices, etc.
- Prepare a handout on use of the Internet for our majors with emphasis on use of departmental and university site.

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 2002-2003:

- We implemented the first year of a new joint concentration in Criminal Justice with Political Science with good enrollments in Juvenile Delinquency and Violence in Society, each taught for the first time. These enrollments, and those in related courses, bode well for the success of this new program.
- We see observational evidence on increased interest in the sociology minor, perhaps resulting from the simplified requirements for the sociology minor that went into effect last fall. We need to attempt to track with institutional data.
- With purchase of new computers for our expanded student computer workroom, student complaints about computer availability dropped substantially. Use of the facility by small classes increased. The purchase of a new computer cart resulted in a major increase in computer-based classroom presentations by both faculty and students.
- Four students presented their original research projects at the Carolina Undergraduate Social Science Symposium, the largest number in many years.
- The Sociology Club was more active this year, engaging in a number of service and social activities, two of which involved students and faculty in various disciplines.

The following improvements are being planned based on the 2003-2004 data:

- We plan to receive a CHE-sponsored outside evaluation during the coming year to guide our continued development of the program and our assessment activities.
- We will host the Carolina Undergraduate Social Science Symposium, which should highlight the research activities of our students and provide an excellent opportunity to involve many in the planning and coordination of that event.
- The coordinator will endeavor to collect exit surveys from a larger proportion of graduating seniors.

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 2002-2003:

Because there was no evaluation completed last year and because the current coordinator and most of the instructors who taught Speech 101 in the spring semester were not at Francis Marion University when the last evaluation was completed, there are no improvements in place.

The following improvements are being planned based on the 2003-2004 data:

- We will discuss the need for early intervention for those students we, as speech instructors, feel are weaker than normal in their preparation for Speech 101 or who exhibit higher than normal communication apprehension. For those students, we will ask that they set appointments with their instructors for individualized help. Students with high communication apprehension are not likely to initiate meetings with instructors despite needing the help. We hope that our initiation of the meetings will get apprehensive students in our offices to receive the help they need.
- We have also analyzed the evaluations to see where students are most deficient. With that knowledge, we will strengthen those portions of our class discussions.
- We will be taking steps to ensure that instruction in Speech 101 remains consistent among sections and instructors. We will be developing a consistent vision of the goals of Speech 101 that will be fulfilled through more standardized assignments and evaluation processes. This will ensure that all students taking Speech 101 will receive similar instruction. Further, this will make it easier to make improvements to the Speech 101 course as a whole rather than in individual sections. Finally, this standardization will provide more accurate and reliable evaluation statistics to further diagnose the needs of the course.
- We will be evaluating the *Competent Speaker* assessment tool to determine if it is the best measure with which to base our evaluations. Other reputable and widely used assessment instruments will be considered.
- We will assess all students in Speech 101 during the fall and spring semesters.

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 2002-2003:

- During the year there have been many acquisitions related to technology through the instructional technology budgets:
 - digital video cameras
 - AlphaSmart word processors
 - computer software
 - digital microscope
 - gps tracking devices
 - science probes
 - laptop computers
 - a Smartboard
 - two Promethean boards with Activote remotes
 - a portable projector and portable screen.
- New equipment has been inventoried and numbered and ready for check-out purposes.
- 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 2003-2004 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.

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 2002-2003:

- The design faculty continues to supervise student development in the design/technology track, working toward the enhancement of the student portfolios.
- The design faculty has altered the guidelines for portfolio assembly to place more emphasis on digital documentation (photography) of creative work
- The acting faculty has dedicated more time in lower division acting courses to develop the students' awareness of character physicalization and movement (Theatre 203: Acting I

and Theatre 205: Acting II).a new "state of the art" audio-playback system is being installed in the Hyman Fine Arts Center Theatre (July 2004).

The following improvements are being planned based on the 2003-2004 data:

- The theatre arts faculty has begun, in earnest, preliminary preparation (documentation) for its interim review for re-accreditation in October, 2004.
- 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. With the addition of a University Theatre "Public Relations Liaison" advertising quantity and quality has already begun to improve.
- Additional plans also include direct contact with area high school drama programs to more fully address this potential audience source and to serve as a form of student recruitment.
- Due to budget constraints, the University Theatre will continue to examine all advertising avenues related to public service announcements (PSA's) that can be tapped into free of charge.

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 2002-2003 the following changes were made:

Improvements in place based on results from the 2002-2003:

- The physical space of the Writing Center has been expanded, creating space for a fourth tutoring area and a computer nook that houses seven computers (including four new computers) for student use. This improvement has dramatically improved the functioning and environment of the Writing Center.
- The Writing Center has increased in total number of tutorials and user requests for the 2002-2003 school year, setting facility records in both categories.
- The Writing Center Workshop Series has continued successfully into the 2003-2004 school year.
- Student hours towards the VERB project have been completed. Work includes a new diagnostic test, interactive grammar exercises, and writing guides for a variety of disciplinary writing activities.
- Ten new tutors were recruited by the new director for the Fall 2003-Spring 2004 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 aggressive, apathetic, and arrogant students; and addressing regional dialect issues.
- Two new workshops have been created for the Writing Center Workshop Series.
- Additional advertising materials have been generated by our professional writing intern this fall, including faculty and student brochures, a new set of advertising flyers, and a promotional video.
- The Writing Center website has been completely redesigned to conform to the new university website and web-authoring software.
- 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 facility has experienced some décor improvements, including two new paintings and a magnetic poster area in the new computer nook.
- The Writing Center Director has been invited to serve on the Dove Commission to investigate renovation possibilities for Founders Hall.

The following improvements are being planned based on the 2003-2004 data:

- Replace three old computers with new ones funded by the Technology Grant Program into the new Writing Center space.
- Replace printer with English department funds in Summer 2004.
- Place completed VERB documents and exercises online.
- Investigate email delivery of instructor notes.
- Initiate study of student retention and SAT scores in correlation with writing center usage with professional writing intern in Fall 2004.
- Continue to expand and improve training resources for writing center tutors.
- Pursue naming possibilities for the Writing Center in conjunction with the university development office and the Dove Commission for the renovation of Founders Hall.