

COASTAL CAROLINA UNIVERSITY

Institutional Effectiveness Report Summary
2006-2007

Office of Institutional Research and Assessment

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INSTITUTIONAL SUMMARY REPORT FOR 2007

1. Student Development

Section I Introduction

The Division of Student Affairs values the importance of improving departmental programs and services through the implementation of intentional, meaningful and sustainable assessment programs. As the departments within the division have differing missions, goals and other defining characteristics, the assessment plans also vary. A goal of this division is to provide programs and services which support and reflect the institution's commitment to "provide a rational view of the world and human experience through student-centered participatory learning to help students make intelligent and informed decisions as free and active citizens in modern society."

Each summer, the departments within the Division of Student Affairs submit Goals and Objectives for the coming year. Those goals include expected outcomes, an action plan, and methods of assessment. At the conclusion of that academic year, directors submit annual reports which contain a written narrative describing activities, accomplishments, successes and challenges of the department, an update on the goals and objectives including assessment results and use of results, and quantitative reports. Directors are encouraged to assess their programs and services by utilizing the Student Learning Outcomes as outlined in the Council for the Advancement of Standards in Higher Education (CAS) Manual.

In spring, 2007, an assessment workshop was conducted at the annual director's retreat. There, expectations were given for what should be contained in a departmental assessment program. Student Affairs assessment documents should:

- Ask important questions
- Reflect institution, division, and department missions
- Reflect programmatic goals
- Contain a thoughtful approach to assessment planning
- Be linked to decision-making
- Be linked to processes like planning and budgeting
- Encourage involvement of individuals
- Contain relevant assessment techniques
- Include direct evidence of learning
- Reflect what is known about learning
- Share information with multiple audiences
- Lead to reflection and action by faculty, staff and students
- Allow for continuity, flexibility and improvement
- Be meaningful and sustainable, leading to continuous improvement

Section II Division of Student Affairs Departmental Assessments, 2006-07 Goals, Methods and Results*

Changes are continuously made within the Division of Student Affairs in response to assessment findings. Student Affairs and its various departments use multiple components and methods to assess the full range of services and programs that are provided to Coastal students. Examples of such actions taken based on assessment results are illustrated by the various departments listed below.

Campus Recreation

Assessment: Distributed a survey in order to assess student satisfaction in the areas of programming, facility and equipment needs and funding for Campus Recreation.

Related Departmental Goal: Provide quality recreational services, activities and programs for CCU students.

Actions taken Based on Assessment Results: Distributed data to the Vice Presidents and other senior administrators. Hours of service, programming, equipment needs and facility improvements were changed due to the findings. Survey results indicated the need for additional funding for equipment and facility upgrades. Due to the findings of the survey, funds were identified to upgrade equipment and meetings were planned to discuss how to improve the overall recreational facilities for Coastal students.

Career Services

Assessment: Conducted pre/post test of students participating in the first-year experience program to measure effectiveness of career assessment/services introduction.

Related Departmental Goal: Promote career development of students by integrating services provided by Career Services Coordinators in each academic college.

Actions taken Based on Assessment Results: Distributed findings to Director, First-Year Experience and Vice President for Student Affairs. The career services module for instructor training materials and classroom instruction techniques were revised due to the findings and will be used in each academic college.

Assessment: Survey student use of services by major, by service program and to assess customer satisfaction with services.

Related Departmental Goal: Develop, introduce and utilize the Career Services Center facility to increase the visibility of programs.

Actions taken Based on Assessment Results: Marketing strategies were modified to increase usage of service programs due to the findings.

Counseling Services

Assessment: Administer the *Outcome Questionnaire – 45.2* to individual counseling clients during their first contact at Counseling Services, after every five counseling sessions, and at termination.

Related Departmental Goal: Provide individual counseling to students who are mildly, moderately or severely distressed.

Actions taken Based on Assessment Results: Reviewed individual results with clients to assist in evaluation of progress. Director reviewed results with counselors to assist in evaluating skills and/or severity of caseload. Due to the findings, it was determined that the survey needed to be administered at a different time in the counseling process. Therefore, the survey is now administered after the third counseling session.

Assessment: Administer the *Alcohol Education Pre and Post-Test* to students participating in the Alcohol Education Classes. Participants are those who violated the campus alcohol policy.

Related Departmental Goal: Counseling Services will provide an Alcohol Education Class in order to teach students about the negative impact of abuse and misuse of alcohol.

Actions taken Based on Assessment Results: The counselor/class facilitator reviewed results to evaluate the effectiveness of the class in assisting students in gaining knowledge about alcohol use/abuse and to determine changes needed in subsequent classes. The results indicated the brief pre-test did not give enough information on the level of understanding that students have about alcohol and its effects. The pre-test has been revised to provide more information to the counseling staff so that they may enhance the class to better educate students about alcohol use/abuse.

Assessment: Administered the *CORE Survey* to a random sample of students.

Related Departmental Goal: Counseling Services will develop alcohol programming in order to teach students about the negative impact of abuse and misuse of alcohol.

Actions taken Based on Assessment Results: Results were reviewed by Counseling Services Staff, the Vice President for Student Affairs, the Dean of Students, and the Alcohol Coalition to determine the effectiveness of programs and future needs. Findings indicated that alcohol usage was prevalent among underage students. As a result, the Alcohol Coalition was expanded to include community members; grants were written to seek funding for alcohol prevention activities; and the campus alcohol policies are being revised.

Dean of Students/Office of Student Activities and Leadership

Assessment: Administer the *College and Community Inventory* to students at all grade levels during the Spring 2007 semester.

Related Departmental Goal: Provide a learning environment and quality of life for students that will enhance all facets of their development and campus community experience.

Actions taken Based on Assessment Results: Results from the survey were distributed across the Division of Student Affairs as well as various university administrators in order to review data on the student perception of institutional community. As a result of the data, programs sponsored by the Office of Student Activities and Leadership beginning in Fall, 2007 will include a specific emphasis on connecting students to their community. Specifically, the Dean of Students Office has hired a Student Affairs Intern to enhance programs and services for commuter students in the coming year as well as serving as a liaison between the campus community and various off-campus constituents.

Assessment: Utilize focus groups and consultations with individual students, Greek organization governing bodies, and organizational advisors to determine the advisability of deferred recruitment for Interfraternity Council (IFC) and National Panhellenic Council (NPC) organizations.

Related Departmental Goal: Provide a learning environment and quality of life for students that will enhance all facets of their development and campus community experience.

Actions taken Based on Assessment Results: Results of the consultations and review of semester and cumulative grade point averages were used to finalize decisions regarding deferred recruitment. The University will implement deferred recruitment policy for Greek organizations beginning Fall, 2008.

Multicultural Student Services/Freshman Transition Programs/Volunteer Services

Assessment: Conduct one-on-one interviews with all members of the Leadership Challenge program to assess current student academic, social and personal achievement level.

Related Departmental Goal: Provide opportunities for minority students to become involved in the CCU community through developmental leadership programs.

Actions taken Based on Assessment Results: The results of the one-on-one interviews provided more information for the Director to assess the academic, social and personal development of students. Subsequently, referrals were made to the Math Lab, Writing Center, Foreign Language Lab and Student Health Services.

Assessment: Collect written evaluation of Fall Orientation by new freshmen to gather information on the effectiveness of the program.

Related Departmental Goal: Provide a Fall Orientation Program in order to create additional opportunities for new students to learn about CCU resources and to become better acquainted with the community.

Actions taken Based on Assessment Results: Based on the findings, improvements are being made to the 2007 Fall Orientation program. Programs offered during the summer orientation will not be repeated during the Fall Orientation program.

Assessment: Conduct the CIRP survey for all entering freshmen in order to better understand the characteristics of entering freshmen.

Related Departmental Goal: Provide a Fall Orientation Program in order to create additional opportunities for new students to learn about CCU resources and to become better acquainted with the community.

Actions taken Based on Assessment Results: Based on the responses from the survey, a session was added to the 2007 Fall Orientation entitled, "Are you in Jeopardy", which focuses on safety, health, alcohol and personal wellness.

Assessment: Conduct evaluation of community service agencies involved in the Volunteer Fair in order to provide feedback on the helpfulness of the event to their agency.

Related Departmental Goal: Offer programs and services that will inform students about volunteer opportunities in the local community.

Actions taken Based on Assessment Results: As a result of the evaluation, more publicity of the Volunteer Fair will occur.

Department of Public Safety

Assessment: Conduct research on the organizational structures of other university public safety departments in order to develop a more effective working unit at CCU.

Related Departmental Goal: Improve the internal functioning of the Department of Public Safety.

Actions taken Based on Assessment Results: Based on research, it was determined that a new organizational structure was needed in order to enhance efficiency and effectiveness of department. The new structure includes additional hires (Deputy Chief of Public Safety; Assistant Fire Marshal) and newly developed units (Uniform Patrol Unit; Fire Safety Unity; Communications Unit; Training and Accreditation unit; Office Management Unit; Administrative Unit.)

Assessment: To gather quantitative data regarding campus crime statistics from previous two years.

Related Departmental Goal: Collect crime data in order to ascertain strengths and problem areas.

Actions taken Based on Assessment Results: Distributed data in the form of the Annual Safety and Security Report to the CCU Campus Community which is published annually on the Department of Public Safety website. A review of the data comparing this year with previous years indicated improvements were needed in order to strengthen safety on campus. Enhancements include additional call boxes in campus lots, upgraded fire alarm equipment; security alarm system in campus administrative offices; emergency phones in campus residence halls.

Residence Life

Assessment: Conduct ACUHO-I/EBI Benchmarking Survey in order to gather data regarding resident student satisfaction with the residence hall facilities, services, staff and programs.

Related Departmental Goal: Provide comfortable, clean, well-maintained and safe residential facilities for students.

Actions taken Based on Assessment Results: The results were used within the department as a self-assessment tool and were utilized to formulate staff training modules. Based on the findings a new training component was implemented spring 2007 for the staff to improve staff relationship with their residents.

Assessment: Assess judicial process in order to gather quantitative data regarding judicial cases for the residence hall communities.

Related Department Goal: Provide rules and regulations that facilitate a safe living environment that is conducive to student learning.

Actions taken Based on Assessment Results: Distributed data to the Vice President for Student Affairs and Residence Life staff. Action plans were implemented in an effort to reduce the number of cases involving students through education and programs. Based on the findings from the data, a *Student Regulation Handbook* was developed to inform students about Coastal's policies and procedures and the consequences associated with non-compliance.

Student Health Services

Assessment: Conduct focus groups and the Student Health Services Student Satisfaction Survey (electronic and paper survey).

Related Department Goal: Provide and enhance services for students visiting Student Health Services (SHS).

Actions taken Based on Assessment Results: Based on survey results, Student Health Services requested additional staff and specific renovations to student health services building. These improvements will address concerns expressed by students in the survey including waiting times, appointment availability, acute care services, and pharmacy services.

Assessment: Utilize research and focus groups to develop Student Health Services' Website and Brochure.

Related Department Goal: Provide and enhance services for students visiting Student Health Services (SHS).

Actions taken Based on Assessment Results: Based on survey results, Student Health Services redesigned its website and brochure. Students expressed concern that the website and publicity materials were neither user friendly nor eye catching and did not provide succinct and helpful information. Changes will include the addition of useful links on the website; eye catching colors and visually stimulating graphics; and a succinct listing of services provided.

2. Majors/Concentrations

Art Studio - Bachelor of Arts

Mission statement: The Department of Visual Arts serves Horry County, the Waccamaw region and beyond by preparing students to pursue careers in studio art, graphic design, art history and art education. Students are provided a critical foundation with a strong background in art history and solid technical skills integrating the latest digital technologies with traditional media and a contemporary vision. The studio art major enables students to develop and express their own creative voice. Our goal is to prepare students by example (using the teacher-scholar model) and instruction for a creative life where they will be able to use their skills and knowledge to find solutions beyond the classroom in all aspects of their lives and culture.

Goal I: Art studio majors will develop technical proficiency and the theoretical basis in more art disciplines.

Student Learning Outcome 1: Demonstrate knowledge of the principles and elements of art and design.

Method: Through empirical note taking, student artwork and designs were judged to determine if individual students incorporated the principles of art and developed a personal artistic aesthetic. Those students who successfully demonstrated these elements and principles were accepted into the senior exhibition.

Actions taken Based on Assessment Results: Results showed students to be strong in observational skills and in two-dimensional design and color. An area of weakness indicated

students need greater concentration in one area, or discipline, of art or design. Based on these results, faculty will review the curriculum to develop two concentrations, fine art and graphic design. Having these two concentrations would better prepare students for industry or graduate school. The results of the assessment will be used in the department's upcoming self-study for reaccreditation by NASAD.

Goal 2: Art studio majors will develop an understanding of the continuity of art history and aesthetic philosophy and become familiar with a broad spectrum of examples of contributions to the world of art from diverse cultures.

Student Learning Outcome 2: Demonstrate knowledge of the history of art and its aesthetic and cultural implications. Student will understand contemporary issues in art and design theory.

Method: From reading student papers and related discussions with the senior level students, it has become evident that students might benefit from an art history class that specifically addresses their work in relation to contemporary art and design theory. The study of the history of art can help put student's work into context and can show students how their works of art or design fit within the historical framework. It also forces students to investigate differing aesthetic issues in relation to their own work.

Actions taken Based on Assessment Results: Based on results, a change in program requirements will be the additional understanding of contemporary history, theories and issues. Fall 2007, the department will modify the curriculum and add one additional art history course (ARTH 350) for all new students. The results of the assessment will be used in the department's upcoming self-study for reaccreditation by NASAD.

Goal 3: Art studio majors will develop their artistic ability and personal style in the visual arts.

Student Learning Outcome 3: Construct a series of work in their particular discipline. Students must write an artist statement about their work and aesthetic philosophy. Students must produce a digital portfolio.

Method: Based on review of student work, students integrated the principles of art and design into their productions. The increase of graduate school acceptance indicates students are achieving success.

Actions taken Based on Assessment Results: Based on the results, an outside juror will be invited to review the work in the senior exhibition. This practice takes place in many art schools and will benefit our program. The results of the assessment will be used in the department's upcoming self-study for reaccreditation by NASAD.

Dramatic Arts – Bachelor of Arts

Mission Statement: Within the context of a liberal arts education, the Department of Theatre strives to educate intellectually curious and confident artists who are fully engaged in both historic precedent and contemporary work in the theater. Looking to a broader context, the program encourages students to learn a wide range of skills in theater and allied disciplines and to work within the community to prepare them for a future as contributors to their profession and their society.

Goal 1: Acquire and demonstrate an understanding of the historical and cultural dimensions of theatre, including a familiarity with influential playwrights, actors, directors and designers

Student Learning Outcome 1: Explain historical and cultural dimensions of theatre, including familiarity with influential playwrights, actors, directors and designers

Method: Students will write a research paper and make presentations. THEA 499 was taught as it had been in the past, with the addition of an exit interview. Exit exam has been subsequently developed and will be administered for the first time in the 07-08 academic year.

Actions taken Based on Assessment Results: Faculty will create a constructive response scoring tool of four levels, and will apply the rubric to determine student achievement for each critical element.

Goal 2: Students will develop the capacity to develop skills in theatrical production and present it in a public context.

Student Learning Outcome 3: Demonstrate collaboration skills while developing an appreciation for the time-sensitive nature of their craft.

Method: Through theatrical events students will participate in public productions as designers, actors, authors, composers, singers, musicians, dancers, and stage managers. Criteria used to make judgment through observation are: the artistic interest the student had of the project, articulation and quality of the artistic process, and ability to meet deadlines during the process. The Department of Theatre will encourage more external feedback through national organizations and will develop criteria students must meet in order to participate. Each of the national organizations has a mechanism in place ranging from verbal feedback to survey style numerically graded success criteria. Faculty will collect and interpret data from national organizations. Opportunity to participate in the external auditions and reviews will be highly competitive and be available by audition only. Once a student has been chosen, they will be assigned a faculty mentor that will monitor their progress. Students and mentors will be required to share, either by summary or by copies of written assessment, the results of the external review.

Actions taken Based on Assessment Results: Results have been mixed and will require at least three years of opportunity to properly monitor this program. Of those students that were wholly committed, many fared well. It has become clear that faculty need to become more involved in the preparation of the students for external review.

Goal 3: Students can recognize and evaluate their own individual progress toward becoming an independent creative artist.

Student Learning Outcome 4: Analyze their personnel growth to function effectively in a theatre context upon graduation.

Method: Developed portfolios for self assessment.

Actions taken Based on Assessment Results: Seniors were the first class to develop portfolios. Results were mixed and more education on how to develop and implement the portfolio is needed. All students will be required next year to develop a portfolio as part of their degree program. Assessment will take place in late April. Faculty will develop classroom units that cultivate self-evaluative techniques and to reinforce the need for independent choice as a creative artist. Advisors will be asked to help students develop the proper presentation material and a document explaining the entire process will be presented to each major in the fall.

Philosophy - Bachelor of Arts

Mission Statement The Department of Philosophy and Religion is dedicated to helping students acquire the skills which are central to a first-rate liberal arts education. Among those skills is the ability to express ideas effectively, appreciate great works in philosophy, and to make reasoned, thoughtful, and compassionate judgments in the complex and diverse world in which we live. The department encourages students to apply these skills to current issues relevant to their lives, and it is dedicated to creating a supportive learning environment that helps students to mature intellectually and emotionally.

Goal 1: Philosophy majors will develop an understanding of the major issues and positions in the history of Western Philosophy.

Student Learning Outcome 1: Develop an understanding of the major issues and positions in the history of Western Philosophy.

Method: All graduating students passed Philosophy 300, Philosophy 301, and Philosophy 302 with a grade of C or better and took an exit exam. The average performance on of the exit exam was as follows. Ancient 73% Modern 73% and 18th-19th Century 86%. Given that the number of students who took the Exit exam was relatively low, the results are not as significant as in the past. However, the numbers show that graduating students have acquired considerable knowledge in the history of Western Philosophy.

Actions taken Based on Assessment Results: The results of the exit exams were discussed at several department meetings. The department plans to change the exit exam for next year. Since there are only 15 questions for each of the sections department members have decided to expand the number of questions in each section to make the results more reliable. We will administer the expanded exit exam next year.

Goal 2: Philosophy majors will develop the ability to write academic papers and be accepted by nationally-recognized undergraduate philosophy journals or present at nationally-recognized undergraduate conferences.

Student Learning Outcome 2: During the capstone experience, students will prepare an academic paper.

Method: The capstone seminar will be changed for Fall 2007 in order to meet this student learning outcome. Rather than allowing students to choose a research project on their own, the capstone seminar will have a central text. Fall 2007, this text will be Richard Joyce's "The Evolution of Morality." Students will choose a research topic that is related to the arguments in this book. Moreover, faculty will also assign to each student a mentor in the department who will guide them during the writing process of the research paper. These changes should lead to substantial improvements in the quality of student papers. Once completed, faculty will encourage students to present their papers at national undergraduate student conferences. Since this will begin this fall there is no data available for 2006-2007.

Actions taken Based on Assessment Results: These changes will increase the number of faculty members involved and will provide more guidance for student papers. Results will be reported in the 2007-2008 report.

Goal 3: All philosophy majors will become familiar with the basic logical skills that are essential to the discipline of philosophy. These skills include the ability to understand and apply the

logical concepts of 'validity,' 'soundness,' 'proof,' 'syllogism,' 'deduction,' and 'induction,' and the ability to construct proofs in the formal language of propositional logic.

Student Learning Outcome 3: Develop logical and critical thinking.

Method: All philosophy majors will take either Philosophy 110 (Introduction to Logic and Critical Thinking) or Philosophy 321 (Symbolic Logic). The student performance on the logic section of this year's exit exam was lower than in the past. Students scored 53% on this section of the exit exam. This result is substantially lower than the 82% scored last year.

Actions taken Based on Assessment Results: The results were discussed at various department meetings. Discussion revealed that students who had taken the higher level logic course Philosophy 321, scored much higher on the logic section of the exit exam than those students who had only taken the lower level logic course, Philosophy 110. The decision was made to change the program and to require all students to take both courses.

Goal 4: Philosophy majors will become familiar with the major ethical theories and can apply them to concrete situations.

Student Learning Outcome 4: Apply ethical theories to concrete situations.

Method: Philosophy majors will take Philosophy 311 (Ethical Theory) and Philosophy 318 (Business Ethics) or Philosophy 305 (Contemporary Moral Problems). The graduating students only scored 53% on the ethics section of the exit exam. However, part of the reason for this low score might be the fact that the ethics section of the exit exam is not very well developed. The department has expressed dissatisfaction with the ethics section of the exit exam in the past.

Actions taken Based on Assessment Results: Modify the ethics section of the exit exam to be more comprehensive.

Spanish - Bachelor of Arts

Mission Statement: The mission of the Department of Foreign Language is to provide an environment of teaching and learning that fosters the development of educated, skilled, and free human beings. In addition, the Department seeks to cultivate in its students an appreciation and knowledge of the various aspects of the cultural traditions associated with French, German, Italian, Japanese, Spanish, or Latin and provides a basis for linguistical and cultural comparison. To promote student participation in study abroad programs as well as in non-English speaking communities in the United States. To promote close contact with other disciplines and collaborate with other existing and developing university programs to prepare students to successfully compete for employment in the global economy.

Goal 1: Enhance teaching effectiveness through activities that strengthen and renew teaching skills.

Student Learning Outcome 1: To improve student learning, a workshop on new teaching techniques will be offered to faculty.

Method: A workshop, "Approaches to teaching Spanish grammar: "Some new perspectives," was conducted by Prof. Patricia Lunn (Michigan State University) December 2006.

Actions taken Based on Assessment Results: Based on the seminar faculty will modify their teaching by using the following criteria: improve ability to explain grammar, improve ability to

develop exercises for classroom use; and to make better connections between Spanish and English.

Goal 2: Participate in activities that allow students to experience a sense of community and positively impact student retention.

Student Learning Outcome 2: Experience Spanish culture and language in a community environment.

Method: The World Cultures Special Interest Housing proposal was submitted and approved for 2006-2007 but has not implemented

Actions taken Based on Assessment Results: No results are reported.

Goal 3: Enhance faculty and student involvement in mentoring non-English-speaking students of area schools. This should result in increased retention of students in the chosen schools, and improve fluency and cultural understanding for CCU students.

Student Learning Outcome 3: Enhance appreciation of major through participation in mentoring non-English-speaking students in area schools.

Method: The Center for Education and Community organizes a mentoring program between Coastal Carolina University and local schools. Two foreign language classes included a mentoring component in which students went to two area schools and participated in conversation classes to assist with the children's language skills. Spanish majors took advantage of other mentoring opportunities within the community.

Actions taken Based on Assessment Results: Appropriate courses will be modified to include a mentoring component. The Department will continue to encourage students to participate in internships and various conferences as a strategy for increasing student retention and for placing students in the community. To increase participation in the mentoring project, faculty will better publicize the mentoring opportunities.

Goal 4: Provide opportunities for faculty to improve student retention

Student Learning Outcome 4: Provide formal and informal opportunities for faculty to improve student advising skills.

Method: A session on student advising was part of the Foreign Languages faculty retreat in April '07. The hour long session focused on best practices, understanding student and parents' needs regarding advising, do's and don'ts of advising, and Q&A with the participants.

Actions taken Based on Assessment Results: As a result of the retreat, faculty will use information and insights to modify the information provided to students during advising.

Goal 5: Review, enhance, and improve the foreign languages curriculum for continuous improvement of our program and the university.

Student Learning Outcome 5: At the University Level, to fulfill the capacity need for Core Curriculum Goal #5, *Knowledge of the Cultures, Languages and Social Structures of Other Countries of the World* Faculty will assess its impact on the foreign languages curriculum. Based on the review, new classes will be developed for other departments.

Method: April 2007 the new Core Curriculum was approved by Faculty Senate. The Department increased the number of required credits in the major from 27 to 30, and will create a new 300-level course to improve student learning in grammar and phonology.

Actions taken Based on Assessment Results: No results available at this time.

History - Bachelor of Arts

Mission Statement: The mission of the Department of History is to facilitate student learning in the liberal arts tradition through the discipline of history. The primary goal of the Department is to offer a sound foundation of basic historical knowledge of the United States and the traditions of Western Civilization supplemented by opportunities to study non-Western cultures. This goal is met through traditional and innovative pedagogy including student-centered research, writing, and textual analysis on which students receive prompt and constructive feedback. To this end, the Department offers individual academic advisement, mentoring, and support for student organizations. Moreover, the Department hosts scholarly presentations which students are required and/or awarded extra credit to attend.

Goal 1: History majors will conduct original research and compose a written and oral report of appropriate length and complexity.

Student Learning Outcome 1: Write and orally report on a historical topic.

Method: History 300 was offered in fall and spring semesters. One section in fall 2006 and two sections in spring 2007. Classes were taught by two faculty members, method of delivery was not identical.

Actions taken Based on Assessment Results: Results indicate some selected topics were too large or complex for the time available. As a result, in the future all students will be asked to select from a list of approved topics furnished by the instructor.

Goal 2: History majors will be familiar with the Western historiographical tradition from ancient times to the present.

Student Learning Outcome 2: Demonstrate a general understanding of the major historians of the Western historiographical tradition.

Method: Following the established criteria, each student was assigned to research an individual historian. Subjects ranged from ancient times to the present. The reports were presented orally in class. The papers were evaluated on presentation, completeness of research, and quality of composition. Students received feedback on their assignment and were encouraged to revise. Students were tested on all subjects. On the historiography test, students were asked to identify historians based upon statements summarizing their works and major contributions to the discipline. The results were mixed as scores tended to cluster either near the top or the bottom.

Actions taken Based on Assessment Results: Faculty were generally concerned by the cluster of low scores on the test. The range of scores was discussed and faculty will review the test 2007-2008.

Goal 3: History majors will be evaluated by a standardized, nationally-normed, instrument.

Student Learning Outcome 3: Increase student participation on standardized instrument

Method: The Testing Center administered the Educational Testing Service major field test in History during spring 2007. Student participation fell short of goal because it was not a mandatory test.

Actions taken Based on Assessment Results: Faculty will modify program requirements by requiring the test during HIST 300 which is taken by all majors.

3. Web Address of Title II Report: <http://www.coastal.edu/effect/title2.html>

4. Technologically-skilled Workforce

As a “comprehensive liberal arts institution offering baccalaureate degrees in traditional liberal arts and sciences, interdisciplinary studies, and professional schools,” Coastal Carolina University is committed to providing students with the skills necessary to succeed in various academic and professional careers. An integral part of any professional career in today’s society is proficiency and familiarity with technology. At Coastal Carolina University, successful completion of degree programs requires students to participate in formal study where the utilization of technology is essential for successful program completion. In reinforcing the importance of technology usage, Coastal has adopted a computer initiative for both students and faculty.

- For students, the initiative entails facilitating the purchase of technical support for convertible (notebook/tablet) computers that students use while at the institution. Students majoring in computer science are required to have a convertible or notebook computer, while most other disciplines recommend or highly recommend that students have a portable computer.
- For faculty, the initiative entails issuing to faculty a convertible computer specifically to support the faculty member’s instruction in the classroom.
- Beginning 2005 all classrooms at the university were computer-enhanced in that the classrooms are wireless; include plug-ins with additional resources for faculty computers to be used during instruction.
- Currently an initiative is under way, to be completed fall 2007, that will provide LCD projectors in all classrooms to enable faculty to use computer technology more readily as a part of their course delivery.
- Additionally, in an effort to enhance the entire instructional program, Coastal has established the Center for Effective Teaching and Learning to assist faculty in their teaching. An important division of the Center is the Technology in Education to Advance Learning (TEAL) technology lab that offers special programs for faculty in the use of technology in teaching. TEAL was established in 2003 as an early benefit of the State’s lottery funding.
- Coastal Carolina University has a strong commitment to utilizing technology to improve instruction. Thanks to lottery funding and other resources, technology has become ubiquitous in the classroom and on campus. As an example, the number of classes with a presence in using WebCT has increased by 56%, since fall 2004.