

# **COLLEGE OF ARTS AND SCIENCES**

## **ANNUAL REPORT**

**2014-2015**

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# COLLEGE OF ARTS AND SCIENCES

## ANNUAL REPORT

### **Executive Summary**

The College of Arts and Sciences had a very good year in 2014-2015. Our dedicated administration, faculty and staff worked with our energized students to achieve a number of significant accomplishments.

To highlight a few of these accomplishments: New programs include a Masters Degree in Social Work, Major in Graphic Design, Graduate Certificate in Teaching of English to Speakers of Other Languages (TESOL), and Minor in Geographical Information Systems (GIS). Programs that continue to support our students included the EMERGE Summer Bridge programs in Mathematics and English and the MARC Grant program preparing underrepresented students for research careers in STEM disciplines. Some new courses included *Writing and Methods for History Majors*, a philosophy of food course and *Aramaic*.

There were many initiatives that involved outreach to the surrounding community, such as the African Summer Institute for Teachers; the Economics Department's continued relationship-building with three universities in Poland; the English Department's professional development seminars for high school and community college faculty; the Office of Cultural Events working with the City of Chicago to include Northeastern Illinois University as one of the venues for the 2014 World Music Festival; and the Communication, Media and Theatre Department establishing a partnership with the Northwest Chicago Film Society to show their film series at NEIU.

Departments and faculty supported student research, professional development and future job prospects in many ways. The Communication, Media and Theatre Department organized its first-ever Internship Fair. The English Department organized a two-day conference at NEIU titled "Oil Cultures" and a panel for the "How Class Works" conference of the Working Class Studies Organization in Stonybrook, New York. And staff from the Student Center for Science Engagement (SCSE) made 25 classroom visits encouraging students to engage with the Center.

Our dedicated faculty received significant awards and external research grants. For instance, Earth Science professor Nadja Insel is the Principal Investigator (PI) on a grant from the National Science Foundation investigating climate change during recent geological history. Mathematics professor Sarah Cordell was the PI for a United States Department of Education grant supporting Mathematics success for underrepresented students in the STEM areas. Lidia Filus was co-Principal investigator and Joseph Hibdon a participant in a National Science Foundation Grant to improve undergraduate STEM education. Psychology professor Lisa Hollis-Sawyer was the recipient of the 2014 American Psychological Association Division 20 Mentorship Award in Adult Development and Aging. The TESOL department was one of three TESOL programs at Illinois universities selected to participate on a state ESL Committee, to develop guidelines for teaching ESL in Illinois. Finally, the following faculty received Fulbright Scholar Awards: Christina Ciecierski (Economics), Kristen Over (English), and Brandon Bisbey (World Languages and Cultures and the Women's and Gender Studies Program).

Important work continued on implementing the University Core Curriculum (UCC), which supplements the University's General Education Program and provides more flexibility and greater emphasis on student engagement inside and outside the program.

Six new faculty joined the College: Elyse Bolterstein of Biology, Nadia Insel of Earth Science, Ting Liu of Geography and Environmental Studies, Andrew Brake of Social Work, Marcos Feldman of Sociology, and Jimin Kahng of TESOL. Four faculty were promoted to full professor: Mary Kimble of Biology, Sudha Srinivas of Physics, Masami Takahashi of Psychology, and Job Ngwe of Social Work. Six faculty were promoted to associate professor and granted tenure: Ana Nieves of Art, Emina Stojkovic of Biology, Anthony Adams and Seung-Hwan Mun, both of Communication, Media and Theatre, Michael Wenz of Economics, and Emily Garcia of English.

Seventeen faculty received NEIU Teaching Professional Excellence Awards:

Teaching

Sarah Orlofske (Biology)  
Emily Rumschlag Booms (Biology)  
Sarah Cordell (Mathematics)

Service

Pamela Geddes (Biology)  
Aaron Schirmer (Biology)  
Francisco Iacobelli (Computer Science)

Research/Creative Activities

Jon Hageman (Anthropology)  
Ana Nieves (Art)  
Vida Sacic (Art)  
Angela Sweigart-Gallagher (CMT)  
Scott Hegerty (Economics)  
Adam Messinger (Justice Studies)  
Dragan Milovanovic (Justice Studies),  
Travis Heath (Music),  
Sangmin Bae (Political Science)  
Masami Takahashi (Psychology)  
Chielozona (Social Work and AFAM)

Four instructors received NEIU Instructor Excellence Awards: Nawaf Habib and Robert Jadin, both of Biology, Melanie Bujan of the College of Arts and Sciences Educational Program, and Jamie Farrell of Music.

The University's highest honors went to Laura Sanders, professor of Earth Science, who was the recipient of the 2015 Audrey Reynolds Distinguished Teaching Award, and Emina Stojkovic, Associate Professor of Biology, who was the recipient of the 2015 Bernard J. Brommel Distinguished Research Professor award. Other finalists from the college for the Audrey Reynold award were Ana Fraiman (Chemistry) and Daniel Milsky (Philosophy). Dame Libby Komaiko, founder of the Ensemble Espanol Spanish Dance Theater, was also selected as NEIU's 2015 Distinguished Alumna.

Bruce Alan Mace of the Communication, Media and Theatre Department won the award as the NEIU Civil Service Employee of the Year. Abe Harb of the Communication, Media and Theatre Department was awarded Student Employee of the Year.

The following Civil Service Workers, NEIU Administrative and Professional Workers, and faculty achieved NEIU service awards in 2015:

30 YEARS: Theodora Bofman (TESOL), Lidia Filus (Mathematics), and Susan Snyder (Computer Science)

25 YEARS: Ruth Church (Psychology), and Philip Gwanyama (Mathematics)

20 YEARS: Peter Chang (Music), Leotis Dunn Jr.(College of Arts and Sciences Dean's Office), Rodney Higginbotham (Communication, Media and Theatre), Jeffery Hill (Political Science), Julie Kim (English), Nancy Matthews (Justice Studies), Patrick Miller (History), and Linda Rueckert (Psychology)

15 YEARS: Janice Aigner (Biology), Alvin Farmer Jr. (Psychology), and Richard Hallett (Linguistics)

10 YEARS: Sangmin Bae (Political Science), Barbara Ann Botz (Sociology), Marlene Evans (College of Arts and Sciences Dean's Office), Chielozona Eze (English), Tracy Luedke (Anthropology), and Sudha Srinivas (Physics)

5 YEARS: Jacqueline Anderson (Social Work), Sarah Cordell (Mathematics), Mateo Farzaneh (History), Emily Garcia (English), Ryan Johnson (Justice Studies), and Jin Kim (Social Work)

As always, I wish to thank all members of the College of Arts and Sciences for their dedication and excellence in 2014-2015.

Wamucii Njogu, Dean, College of Arts and Sciences

# AFRICAN & AFRICAN AMERICAN STUDIES

**Annual Report 2014-2015**

**Submitted by Marshall Thompson**

## **Executive Summary**

The African and African American Studies Program (AFAM) is the study, research, interpretation and dissemination of knowledge about Africans, both on the continent of Africa and in the Diaspora. Administratively, AFAM is housed in the Sociology Department as a part of a larger combined department that includes Sociology, Women Studies, and Latino and Latin American Studies programs.

AFAM is designed to provide a curriculum that prepares its minors for advanced graduate studies in African/African American and African Diaspora Studies, international affairs, education, social work, social policy studies, and legal and professional training as well as in such fields as communications, writing, teaching, theatre, and dance.

The mission of AFAM is to provide a high quality undergraduate interdisciplinary academic curriculum and services to enrich the educational experiences of Northeastern Illinois University's diverse faculty, staff, and student body.

AFAM is an 18-credit hour program. The AFAM curriculum consists of three required core courses (9 credit hours). These three courses include: Introduction to African and American Studies (AFAM 200); Foundations of African Civilization (AFAM 301); and Foundations of Africans in the Diaspora (AFAM 302). The curriculum also includes three elective courses (9 credit hours) spread over 17 departments or programs. Students in the AFAM minor must select their three electives from at least two different departments including Anthropology, Art, Educational Leadership, Teacher Education, English, Foreign Languages, Geography and Environmental Studies, History, Inner City Studies, Justice Studies, Linguistics, Music, Philosophy, Political Science, Psychology, Sociology, and Social Work.

As an academic program, the objectives of AFAM are aligned with the NEIU strategic goal of fostering diversity and intercultural understanding. AFAM supports this strategic goal by (1) introducing students to the language, concepts and theoretical paradigms of African and African Diaspora Studies; (2) providing students with a framework and necessary skills to take a comprehensive approach to challenging and critiquing racist paradigms, assumptions, and theories; (3) grounding students in an

African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thoughts and practices; (4) providing students with opportunities to explore the continuities and discontinuities among peoples of Africa and the African Diaspora; (5) providing students with international educational opportunities through participation in the University's study abroad programs; and (6) providing K-12 teachers with a knowledge base they can utilize to develop lesson plans and classroom curricula about Africa and its peoples throughout the world.

### **Highlights of 2014-15**

During the academic year 2014-2015, AFAM continued to make major programmatic developments and organizational strides. Some of these achievements include: 1) the planning, development, and successful implementation of the African Summer Institute for Teachers at NEIU, 2) planning and implementing the Second Annual Genocide Research Symposium: Gender, Sexuality, and Genocide in Africa and Beyond, 3) sponsoring, co-sponsoring, or otherwise participating in numerous programs, events, and projects, and 4) the strengthening of our collaboration with the Program of African Studies at Northwestern University.

From July 7 through July 25, 2014, AFAM implemented its eleventh annual African Summer Institute for K-12 teachers at Northeastern Illinois University. The Summer Institute is a three-week intensive program designed to provide K-12 teachers in the Chicago area with a knowledge base and pedagogical skills they can utilize to develop lesson plans and classroom curricula about Africa and its peoples. Enrollees have included: public school teachers, NEIU students, and instructors from the City Colleges of Chicago. Several NEIU professors and staff participated as instructors, including: Josef Ben-Levi (EICS), Courtney Francis (TESOL), Alfred Frankowski (Philosophy), Tracy Luedke (Anthropology), Nicholas Kilzer (Anthropology), William Stone (TESL), T.Y. Okosun (Justice Studies), Durene Wheeler (EICS), Jeanine Ntahirageza (TESOL), Edward Kasule (Political Science), Wamucii Njogu (Dean, CAS), Beverly Rowls (CTC), Barbara Scott (Sociology), Job Ngwe (Social Work), Jade Stanley (Social Work), Gilo Kwesi Logan (Justice Studies), and Marshall Thompson (Political Science). The overall goal of this year's Institute was to advance knowledge and understanding of the African continent and its peoples and to explore new and more effective approaches to teaching about Africa. Participants expressed their appreciation of the contributions of the multiple presenters who drew from their varied experiences in and about Africa. The diversity of the African continent was exemplified by the presenters' divergent areas of expertise in African Studies. They provided the students with a wealth of information from various perspectives which, according to the Institute participants, was one of the highlights of the Institute.

On November 18, 2014, AFAM implemented the Second Annual Genocide Research Symposium titled: "Gender, Sexuality, and Genocide in Africa and Beyond." Our guest and keynote speaker was the renowned Dr. Patricia Daley. Dr. Daley is Professor of Human Geography at the University of Oxford and a research fellow and tutor at Jesus College at Oxford. She specializes in environmental racism and political violence in post conflict societies, and she is author of *Gender and Genocide in Burundi: The Search for Spaces of Peace in the Great Lakes Region* (Oxford University Press, 2008). She

presented her work titled “Burundi: the Limits of Neo-Liberal Peace-Building in a Genocidal State,” which explored the intersection between racism, gender, and environmental justice. Other presenters included: Chielozona Eze (English), Alfred Frankowski (Philosophy), Crista Noel (Women’s All Points Bulletin), Jeanine Ntahirageza (TESOL), Olivia Perlow (Sociology), and Cris Toffolo (Justice Studies). Under the leadership and organization of Chielozona Eze and Jeanine Ntahirageza, the symposium was a great success, attracting students and colleagues from throughout the NEIU community.

Throughout the 2014-15 academic year, AFAM sponsored, co-sponsored, or otherwise participated in numerous programs, events, or projects including:

1. Co-sponsored the hosting of Richard Cornwell, a renowned historian of southern Africa, author, professor, consultant, and journal editor, on Oct. 23, 2014. His talk was titled: “Peace and Conflict in Africa.”
2. Planned and implemented the second annual Dr. Lawrence Frank Lecture, March 10, 2015. We hosted Dr. Robert Launay of Northwestern University. He presented a talk titled: “Writing Boards and Blackboards.”
3. Co-sponsored the hosting of Omar Yamini, author of the book *What’s Wrong with You!* on Oct. 24, 2014. Mr. Yamini, chronicled his experiences with prison and youth engagement in Chicago.
4. Assisted in planning and implementing NEIU’s Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr. which culminated in a speech by television personality Touré on Jan. 20, 2015.
5. Assisted the Black Heritage Committee in planning and implementing the Black Heritage Awards in 2015.
6. Participated in the fourth annual Black Women’s Leadership Summit on March 2, 2015, which featured a panel discussion and screening of “Anita.”
7. Participated in the Student Research and Creative Activities Symposium, April 2014:
  - a. As discussant: A. David Farmer, Jr., Job Ngwe, Olivia Perlow
  - b. As faculty sponsor: A. David Farmer, Jr., Julie Iromuanya, T.Y. Okosun

With the support of Lawrence Frank and the NEIU Foundation, the Dr. Lawrence Frank Lectureship has been created as an annual lectureship (no. 2 above). The lectureship is structured so as to invite scholars from the Northwestern University Program of African Studies to the NEIU campus; under some circumstances scholars from other Chicago area institutions may be invited. The Dean of the College of Arts and Sciences, the Chair of the Department of Political Science, and the Coordinator of AFAM typically share the responsibility of inviting a scholar from Northwestern University. The second such lecture was held March 10, 2015 in the Golden Eagles room. Northwestern’s Dr. Robert Launay presented his talk “Writing Boards and Blackboards.” The event was highly successful, being attended by students and faculty from across the disciplines. AFAM acknowledges important assistance from Dean Wamucii Njogu in organizing this event.

NU-NEIU collaboration has also been strengthened by NU including support for our African Summer Institute for Teachers in a recent Department of Education Title VI



proposal. The proposal was successful; consequently, the summer institute will receive funding of approximately \$2500 for each of the summers of 2015 through 2018. This funding will facilitate the participation of Northwestern University faculty members in the institute.

Finding new and innovative ways to organize AFAM's activity and visibility across the NEIU campuses has continued to be a central concern. We have utilized the work of three sub-committees: the committee on curriculum and recruitment, the committee on the African-American student experience, and the committee on increased visibility. Collaborations with the Pedroso Center, Project Success and the Black Heritage Committee have blossomed, as indicated by the items above. However, during the 2014-2015 academic year these efforts became hampered by the loss of two faculty members, the loss of two administrative/professional employees, and by a civil service reassignment. Dr. Alvin David Farmer, Jr. (Psychology) and Dr. Julie Ironmuanya (English) resigned from tenure-track faculty positions. Dr. Kimberly Everett resigned as Director of the African, African American Resource Center in the Pedroso Center. Dr. Gerald Mitchell, Jr. resigned as Director of Project Success. Finally, AFAM's Office Support Specialist, Tammi Dobbins, was reassigned to another department and we are in the process of training, and acclimatizing to, a new specialist.

## **I. Assessment**

Student learning outcomes are aligned with the AFAM program goals and NEIU strategic goals and include students' ability to use terminology and key concepts to compare and contrast paradigms related to African and African American Studies; analyze assumptions and theories underlying race and racism; list and analyze myths about African and African Diasporic peoples, discuss sources of the myths, compare the myths to facts, and draw implications for thought and practice in the contemporary world; decode information/data about African and African Diasporic peoples; discuss histories and geographies of the African and African Diasporic peoples, and factors underlying continuity and discontinuity; apply, analyze, synthesize and critically evaluate issues that relate to African and African Diasporic peoples; examine facts and myths (historical, geographical, social, cultural, intellectual) about Africa, African and African Diasporic peoples, and seek/develop appropriate materials for teaching different levels; and seek information on international education opportunities within and outside the university.

During the academic year 2014-2015, the AFAM program employed surveys, quizzes, tests, projects, interviews, presentations, exams, class participation activities, research papers, etc. to assess learning outcomes and AFAM courses. A sample of the student course evaluation that is used in AFAM core courses along with the weighted mean scores of our 2014-2015 evaluations appears in Appendix A. Other assessment methods used for the AFAM program include, an overview of activities of the core faculty (See Accomplishments below, section III), and the assessment of student learning outcomes (see the Assessment Report).

Noteworthy in Appendix A is that AFAM students showed strong agreement with statements indicating that: their instructor was knowledgeable about the subject matter;

their instructor was well prepared and organized; class time was used effectively; their instructor conveyed a genuine concern/respect for students; and their class moved at an appropriate pace.

## **II. Program Plan**

### **A. Long term goals**

*The AFAM Program adopted* the following three program goals and nine outcomes on July 6, 2014; these replaced the prior eleven goals. The goals and outcomes were revised for the purpose of improving our program assessment and meeting university assessment requirements, including the ability to map our program goals and outcomes onto NEIU's baccalaureate goals.

The AFAM program goals and learning outcomes are:

**Goal 1:** To ground students in an African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thought and practice

Outcome 1.1: Students understand the language, concepts and theoretical paradigms of African and African American Studies

Outcome 1.2: Students appreciate the continuities and discontinuities among the peoples of Africa and the African Diaspora

Outcome 1.3: Students can apply appropriate language, concepts, and theory to analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora

**Goal 2:** To facilitate students' knowledge and understanding of the process of knowledge production as a social construction

Outcome 2.1: Students have a framework and necessary skills to take a comprehensive approach to challenging and critiquing racist paradigms, assumptions, and theories that dehumanize and marginalize Africans and African Diasporic peoples

Outcome 2.2: Students are able to recognize and debunk prevailing myths and stereotypes about Africa and its peoples throughout the world

Outcome 2.3: Students have the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora

**Goal 3:** To prepare students for and help facilitate their advanced and specialized study in African Studies, African American Studies, Africana Studies, Social Sciences, and the Humanities

Outcome 3.1: K-12 teachers can develop lesson plans and classroom curricula about Africa and its peoples throughout the world

Outcome 3.2: Students have relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships

Outcome 3.3: Students have international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

## **B. Program Plan Requirements/Projected Needs**

- Faculty: AFAM does not have a dedicated tenure-track position in its budget. However, AFAM needs to have a MOO line in the CAS budget for part-time instructors to teach AFAM courses that are not covered by core faculty members.
- Office Space: AFAM is currently sharing office space with the Women Studies Program and the Latino and Latin American Studies Program in the Sociology Department. It will be ideal for these three programs to have a conference room for the coordinators to have meetings and for our students to come together to work on mutual projects. We are hopeful that the new cultural center will respond to this need.
- Secretarial and Student Help: The AFAM, WSP, and LLAS Programs together have one full-time office manager and one half-time secretary. As the three programs continue to grow, we hope to increase the office staff to 2 full-time positions.

## **C. Program Recommendations**

- African Summer Institute (AFSI): In order to continue to improve on the accomplishments of the AFSI, we recommend (1) hiring a graduate student or part time instructor to develop and execute an ongoing promotional and recruitment plan; (2) hiring a student aide for at least six weeks to assist with administrative tasks; (3) designating a person to maintain an up-to-date website; and (4) following up with AFSI participants to ensure that they are using the materials they acquired at the institute and to provide assistance if needed. The African Summer Institute should be expanded to include week-end institutes.
- New Course Developments and Service Orientation: The Program should develop new courses including a service-learning course and an internship course. In order to improve the retention and degree completion rate for African American students and others, the AFAM should incorporate more student services in its programming. Such student services should include academic mentoring, academic tutoring, and other social supports.
- Collaboration with Other Institutions and Programs: AFAM should continue to link up and form collaborations with other institutions and programs including the Chicago Teacher Center (CTC), Northwestern University, the Chicago Urban League, etc. See the Frank Lectureship, discussed above.

# **III. Accomplishments**

## **A. Faculty Research/Creative Activities**

### **1. Books, National/International Exhibitions or Performances:**

**Iromuanya, Julie.** 2015. *Mr. and Mrs. Doctor*. Minneapolis, MN: Coffee House Press.

## **2. Articles and Abstracts, Local Exhibitions or Performances:**

**Eze, Chieloza.** 2014. "The Open Wounds of Being: The Poetics of Testimony in the Works of Patricia Jabbeh Wesley." *Interdisciplinary Literary Studies* 16(2): 282-306.

**Frankowski, Alfred.** 2014. "Sorrow as the Longest Memory of Neglect." *Journal of Speculative Philosophy* 28(2): 154-168.

**Perlow, Olivia, Sharon Bethea, and Durene Wheeler.** 2014. "Dismantling the Master's House: Black Women Faculty Challenging White Privilege/Supremacy in the College Classroom." *Understanding and Dismantling Privilege* 4(2): 241-59.

**Thompson, Marshall.** 2014. Book Review in *Africa Today*. Chris Armstrong, Jeremy de Beer, Dick Kawooya, Achal Prabhala, and Tobias Schonwetter, eds. *Access to Knowledge in Africa: The Role of Copyright*. (Cape Town, South Africa: UCT Press, 2010).

## **3. Conference Presentations, Group Shows**

**Frankowski, Alfred.** Presented a paper entitled, "Departures: On Genocide Denial and Necropolitics" at 53rd Annual Meeting of the Society for Phenomenological and Existential Philosophy, Oct. 23rd--25th, 2014.

**Frankowski, Alfred.** Invited participant, Faculty Experiences with Diversity, *Graduate Preparatory Academy*, at DePaul University, Chicago Illinois, April 17th-19th, 2015

**Frankowski, Alfred.** Presented a paper entitled, "State Violence and the Limits of Post-Racial Memory" at the *Sixth Annual Symposium on Reconciliation in America: The Media and Reconciliation* at the John Hope Franklin Center for Reconciliation, Tulsa Oklahoma, May 26th-29th, 2015

**Frankowski, Alfred.** Presenting a paper entitled, "This Body, This Tomb: Toward a Political Phenomenology of Genocide Survivors" at the *12th Annual Meeting of the Caribbean Philosophical Association* in Riviera Maya, Mexico, June 18—22.

**Holland, Nicole E.** "The Black Church: Urban Partnerships that Enhance African American Students' College Preparation, Enrollment, and Success." Paper presented at the annual meeting of the American Educational Research Association, April 2015, Chicago, Illinois.

**Ntihirageza, Jeanine.** Invited presentation: "Integration of former African refugees in Chicago," Illinois Institute of Technology, Spring 2015, Chicago, IL.

**Ntihirageza, Jeanine.** Invited Presentation: "Teaching Pronunciation: Ways to increase Intelligibility and Comprehensibility," 24th Annual Tutor and Adult Learner Conference, Spring 2015, Chicago, IL.

**Ntahirageza, Jeanine.** Invited Presentation: “Refugee Resettlement in Chicago: A Blessing and a Curse,” Harper College Multicultural Faculty Fellowship, Spring 2015, Chicago, IL.

#### **4. Service**

**Benjamin, Russell.** University Professionals of Illinois: At-large Representative, Area Representative, and House of Delegates Member.

**Benjamin, Russell.** Committee on the Status of Blacks in the Profession, American Political Science Association.

**Ntahirageza, Jeanine.** Pan-African Organization: refugee resettlement consultant.

**Thompson, Marshall.** SAGE Open: editorial board member.

**Thompson, Marshall.** Reviewer, *American Political Science Review*.

#### **C. Alumni News**

Foryoh, Jonathan S. (B.A. 2012), Billing Adjudicator, Omnicare Inc., Chicago, IL; accepted into Masters of Public Administration Program, Roosevelt University.

Hayes, Octavius (B.A. 2013), Operational Support Associate, Waukegan Township, IL; accepted into graduate program, DePaul University School of Public Service.

Lenou, Romuald (B.A. 2012), awarded M.A. in Political Science, Northern Illinois University; accepted into the Doctorate in Public Administration program at the University of Illinois (Springfield).

## **AFRICAN & AFRICAN AMERICAN STUDIES** **Assessment Report 2014-2015**

Submitted by Marshall Thompson

### **I. Assessment Map**

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills			AFAM 109	AFAM 200	AFAM 301	AFAM 302	AFAM 303	EDFN 411B
1.1 Inquiry, analysis and evaluation	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	1, 2, 3	1.1, 1.3, 2.1, 2.3, 3.1, 3.2	X	X	X	X	X	X
1.4 Original design and artistic performance	3	3.1, 3.2						X
1.5 Quantitative literacy								
1.6 Information literacy and research skills	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3	X	X	X	X	X	X
1.7 Technological fluency								
1.8 Teamwork and problem solving								
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.2 Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1, 2, 3	1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and	3	3.1, 3.2, 3.3	X				X	X
3.2 Engagement at the personal and community level	3	3.1, 3.2, 3.3	X				X	X
3.3 Application of local and global civic knowledge	1, 2, 3	1.3, 2.2, 2.3, 3.1, 3.2	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	X	X	X	X	X	X

## AFAM Program Goals and Student Learning Outcomes:

**Goal 1:** To ground students in an African-Centered epistemological framework that focuses on the cultural and human realities of African and African Diasporic thought and practice

Outcome 1.1: Students understand the language, concepts and theoretical paradigms of African and African American Studies

Outcome 1.2: Students appreciate the continuities and discontinuities among the peoples of Africa and the African Diaspora

Outcome 1.3: Students can apply appropriate language, concepts, and theory to analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora

**Goal 2:** To facilitate students' knowledge and understanding of the process of knowledge production as a social construction

Outcome 2.1: Students have a framework and necessary skills to take a comprehensive approach to challenging and critiquing racist paradigms, assumptions, and theories that dehumanize and marginalize Africans and African Diasporic peoples

Outcome 2.2: Students are able to recognize and debunk prevailing myths and stereotypes about Africa and its peoples throughout the world

Outcome 2.3: Students have the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora

**Goal 3:** To prepare students for and help facilitate their advanced and specialized study in African Studies, African American Studies, Africana Studies, Social Sciences, and the Humanities

Outcome 3.1: K-12 teachers can develop lesson plans and classroom curricula about Africa and its peoples throughout the world

Outcome 3.2: Students have relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships

Outcome 3.3: Students have international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

## II. Cycle of Assessment

2015-2016: Goal 1

2016-2017: Goal 2

2017-2018: Goal 3

2018-2019: Goal 1

2019-2020: Goal 2

## III. Assessment of Program Goals and Learning Outcomes and Results

**A.** During the 2014-15 academic year the AFAM program applied two tools and rubrics to assess learning outcomes related to program goals nos. 1 and 2.

**B.** Outcome 1.3 (Students can apply appropriate language, concepts, and theory to analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora) was assessed with the following tool: a reflective essay assignment. The rubric below was applied to this assignment:

<b>Exceeding Criteria</b>	<b>Meeting Criteria</b>	<b>Failing to Meet Criteria</b>	
Response demonstrates an in-depth reflection	Response demonstrates a general reflection	Response demonstrates a minimal	Response demonstrates a lack of reflection

on, and personalization of, the theories and/or concepts presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	on, and personalization of, the theories and/or concepts presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	reflection on, and personalization of, the theories and/or concepts presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	on, or personalization of, the theories and/or concepts presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
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Outcome 2.3 (Students have the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora) was assessed with the following tool: an I-Search paper assignment. The I-Search paper was developed by Ken Macrorie as an alternative to the classic research paper. In an I-Search paper one not only researches a topic of interest, but the student also tells the story of the process he or she went through in finding out this information. The rubric below was applied to this assignment:

<b>Exceeding Criteria</b>	<b>Meeting Criteria</b>	<b>Failing to Meet Criteria</b>	
Discussed in detail how this search changed you, and what solutions should occur in society. Detailed response to all questions posed	Explain w/ some details your learning, how search changed you, and what solutions should occur in society. Response to some of the questions.	Explain with few details your learning, how search changed you, and what solutions should occur in society. Surface response to questions.	Explain with no details your learning, and did not present solutions for yourself or society. Did not respond to questions.

**C.** The evidence collected suggests that the AFAM program is attaining its goals. With respect to outcome 1.3, all of the assessed students (13/13) were found to be exceeding criteria. With respect to outcome 2.3, all of the assessed students (13/13) were found to be meeting criteria. The assessment process and these results are both limited in scope; thus, the assessment process will need to be expanded.

#### **IV. Feedback Loop**



The assessment conducted during 2014-15 assessed students in one section of one of AFAM's core courses, AFAM 200: Introduction to African and African American Studies. The assessment process needs to be regularized and broadened to include more students from more sections, especially upper-division sections. This year's assessment exercise could be described as a pilot project. For the 2015-16 assessment exercise the program will communicate to its instructors the need to make use of rubrics that, in part, directly address our program goals and learning outcomes. Consequently, at least one section of one grading rubric in each course section should directly address one of our goals or learning outcomes. Moreover, these parts of the rubrics to be used for assessment need to be narrow in scope. The rubric used for outcome 1.3 above was likely too broad. The TK20 assessment system being adopted by the university has the potential to regularize and advance these efforts.

### **V. Executive Summary of Assessment Results**

The African and African American Studies Program adopted three program goals and nine learning outcomes during the spring and summer of 2014; these replaced the previous eleven program goals. In July of 2014 AFAM submitted its curriculum map to the Center for Teaching and Learning and to Institutional Research. A limited assessment of thirteen (13) students in one section of AFAM 200: Introduction to African and African American Studies was conducted during 2014-15. The results indicated that the AFAM program is attaining its goals: all of the assessed students were exceeding criteria for learning outcome 1.3, and all of the assessed students were meeting criteria for learning outcome 2.3. This assessment process needs to be expanded to include more students and more course sections. We will accomplish that expansion via intensified communication with instructors regarding assessment and how we can incorporate assessment into existing assignments and grading procedures. Also, new technology being acquired by NEIU, especially the TK20 System, has the potential to help enhance the reach and efficiency of these efforts.

#### **APPENDIX A: AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM COURSE EVALUATION FORM (weighted mean of course means, 2014-15)**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Average Score in 2014-15</b>
1. This course contributed to my own self-awareness	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.22</b>
2. This course broadened my perspectives on diversity	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.37</b>
3. As a result of this course, I have a better understanding of African and African American constituencies and communities, their conditions, and their contributions	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.28</b>

4. Instructor was knowledgeable of the subject matter	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.19</b>
5. The instructor was well prepared and organized for class	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.22</b>
6. The instructor showed enthusiasm in teaching the subject matter	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.13</b>
7. Course material was presented clearly	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.31</b>
8. In general, class time was used effectively	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.31</b>
9. The instructor encouraged students to think independently	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.25</b>
10. I felt free to express my opinions and to participate in class	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.03</b>
11. The instructor conveyed a genuine concern/respect for students	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.06</b>
12. The instructor was willing to provide personal help to students	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.19</b>
13. This course moved at an appropriate pace	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.44</b>
14. Assignments and readings were pertinent to the topics	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.25</b>
15. Evaluations & assignments reflected the course objectives.	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.19</b>
16. I received adequate and useful feedback on assignments/exams	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.22</b>
17. The grading policy was clear in this course	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.12</b>
18. I feel my work was evaluated fairly	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.12</b>
19. I would take another course with this instructor	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.22</b>
20. I would recommend this course & instructor to other students	<b>A<sub>1</sub></b>	<b>B<sub>2</sub></b>	<b>C<sub>3</sub></b>	<b>D<sub>4</sub></b>	<b>1.10</b>

# ANTHROPOLOGY

## **Annual Report 2014-2015**

### **Submitted by Jon B. Hageman**

#### **Executive Summary**

Anthropology maintains a rigorous program emphasizing student success and research opportunities. Opportunities are found across the three sub-disciplines of anthropology: archaeology, biological anthropology, and cultural anthropology. As the study of what it means to be human, anthropology combines humanistic and interpretive approaches with methods and theories of the natural and physical sciences. Anthropology faculty are active researchers in their sub-disciplines, and bring their expertise from the field and lab to the classroom.

Anthropology faculty include five tenured/tenure track members, one full-time instructor, and two part-time instructors. For 2014-15 one of our tenured faculty, Russell Zanca, was on sabbatical. The faculty teach both in anthropology and six other programs (AFAM, FYE, Global Studies, LLAS, University Honors Program, and WGS), and are active in service to the College, University, community, and profession. According to the Office of Institutional Research, our current major count stands at 38 (not including students who have declared Anthropology as their second major), reflecting both the increasing number of graduates we have had in the past few years and the general University downturn in enrollments. We also have about 30 minors.

This year our faculty were very productive in research. All told we had 1 co-edited journal issue (Cooke), 3 book chapters (Cooke, Hageman), 5 articles (Cooke, Zanca), and 16 presentations (Cooke, Luedke, Zanca). Our students were also very impressive, with 3 giving presentations at professional conferences (Yesenia Taveras-Cruz, Maria Villafuerte, Antonio Villaseñor). Antonio Villaseñor was also a McNair Scholar. This year he was admitted to two PhD programs in Anthropology and received a very prestigious National Science Foundation Graduate Research Fellowship. Antonio will attend Vanderbilt University in Fall 2015.

We spent much of the year focused on two primary projects: program review and attracting new majors to Anthropology. In Fall and Spring we collected our data for the program review and compiled our self-study document. We had a successful visit from our reviewer, Fred Smith of Illinois State University, on April 29<sup>th</sup>. We also met as a department several times during the fall and spring to generate and implement ideas to attract students to the major. We are awaiting his report and in 2015-16 will complete our review process.

Our biggest effort in recruiting was to bring Dr. Lori Baker (Anthropology, Baylor University, and Founder and Executive Director of the International Consortium for Forensic Identification) to campus to give a talk on her work. Her research focuses on identifying the remains of undocumented immigrants who perish on their journey to the US, and when possible returning those remains to their families in Latin America. With support from the College of Arts and Sciences and Academic Affairs, we brought Dr. Baker to Chicago, and she gave an extremely powerful and moving talk entitled, "Reuniting Families," to an audience of over 70 faculty, staff, and students on April 9<sup>th</sup>. Throughout the day of the talk and at the subsequent

reception Dr. Baker met with our students to not only answer questions about her work, but about potential career and graduate school opportunities.

We also focused on making students aware of the broad range of professional opportunities available to those with an Anthropology background. Early in the fall we changed our bulletin board content in the hallways to illustrate the specific advantages an anthropology degree has in the workplace. This included skills in high demand by employers: effective communication both orally and in writing; analytical/critical thinking; and intercultural competence. We illustrated these with specific jobs (and their high salaries) obtained by anthropologists, as well as the professional success of our alumni. Examples of two alumni are provided below.

**Bethany Arthion, User Experience Specialist, GfK (BA Anthropology, 2007)**  
I had amazing opportunities at NEIU (Archaeological Field School in Belize, the Student Creative Activities and Research Symposium) where I learned how to plan and prepare for research, think and work collaboratively and (most importantly) how to write and share the results of that research. These are skills I use every day whether I'm testing to see if people can use a website, a blood glucose meter or an in-car navigation system. I can't say enough good things about my NEIU experiences !



**Josh Halpern-Givens, Information Technology Engineer at TBC Net, Inc. (BA Anthropology, 2006)**

My experience in the NEIU Anthropology program has taught me to approach problems with curiosity, patience, and a methodical approach, especially when working with others from different cultures. I don't and can't know everything, but my Anthropology background tells me to focus on meaning and intent when possible, and pay attention to what information I am able to access. These fundamentals help me daily with work, relationships, and my own hobbies .

Another element of recruitment included arranging for NEIU student participation in off-campus, co-curricular activities. These included a Leakey Foundation lecture by Leslea Hlusko (UC-Berkeley), a UIC Voices lecture by Dr. Mary Miller (Yale University), a screening of “Dance of the Maize God” at UIC and the University of Chicago, and the “Past for Sale: New Approaches to the Problem of Archaeological Looting” Neubauer Collegium conference at the University of Chicago. At each of these events students were able to network with their peers and make potential contacts for future fieldwork or graduate programs. Between 10 and 20 NEIU students attended each event.

We also met with Marketing to help improve our presence online and via social media. We worked with Marketing to make subtle but important improvements to our web pages, and Lesa Davis launched the NEIU Anthropology Facebook page. The net result of these efforts to attract students to Anthropology led to our exceeding projected enrollments in our Spring 2015 classes

by about 11%. We look forward to continuing our efforts in this area in 2015-16 by informing students of the benefits an Anthropology background can provide.

Finally, we added a trailblazing and exciting new course to our curriculum, ANTH 343 Anthropology of the Body (Davis, Luedke). This team-taught course examines the human body from the perspectives of biological and cultural anthropology—the two anthropological sub-disciplines with the least amount of overlap. This groundbreaking course is remarkable not only for its content, but its relevance to larger issues within the discipline—anthropology is beginning to experience a rapprochement between the most scientific and most humanistic areas of anthropology that became estranged in the science vs. postmodernism debates of the 1980s and 1990s. This course not only helps generate a more holistic perspective on the body, but keeps students in the cutting edge of the larger discipline. This fascinating course was taught in Summer, 2015.

## **I. Assessment**

The 2014-15 Anthropology assessment focused on assessing the following baccalaureate goals:

- B1.2. Critical and creative thinking
- B1.3. Written and oral communication proficiency
- B2.1. Knowledge of human cultures and the physical and natural world
- B2.2. Mastery of different modes of knowing and integrative learning in a student's major, with broad awareness of other areas of study
- B2.3. Ability to synthesize general and specialized studies both within and across disciplines
- B3.4. Understanding and appreciation of the complexities of individual identities
- B3.5. Intercultural knowledge and competence

The instrument for measuring this is the mid-career essay, administered to students in our WIP course. The WIP course is typically taken halfway through a student's progress in the major. We found that students reported increased proficiency in communication and critical thinking, as well as knowledge of the relationships between the sub-disciplines of anthropology, and the larger issues of race, evolution, gender, and culture. Students demonstrated an appreciation of the complexity of identities and the uses of anthropology in education, advertising/marketing, and social work.

While 2014-15 was marked by our 7-year program review and efforts to attract students to the major, we are committed to revisiting and revising our assessment plans and practices as appropriate.

## **II. Program Plan**

### **A. Long term goals**

- a. Continue to assess and evaluate our program in response to disciplinary changes, student need, and career opportunities
- b. Pursue funding for Anthropology Lab improvements and departmental teaching/research resources
- c. Continue to explore and develop new partnerships with area institutions to provide anthropological field and lab research experiences for our students
- d. Continue to promote the importance and usefulness of anthropological perspectives and approaches for navigating an increasingly complex global environment

## B. Projected Needs

- a. Lab Space and Lab Facilities are our largest needs. The current lab (BBH-125) is shared by three faculty members (**Cooke, Davis, Hageman**) and students conducting research. The current space is too small to adequately support the research projects being conducted there, and is a constraint on engaging students in research on campus. In addition, the room itself has not been updated since the 1970s, and is incompatible with the nature and variety of contemporary anthropological research. For example, we have soil sample analysis being conducted alongside sensitive digital imaging equipment (including a 3D scanner). The HVAC system also spews tiny black particles into the room, potentially shortening the life of the 3D scanner.
- b. Lab Renovation is required as the existing space has been pushed beyond its limits, and we can only go so far with creative problem-solving and space reconfiguration. The following would make the lab useful and help preserve sensitive equipment:
  - i. Remove the heavy and inefficient shelving and counter areas and replace with more suitable and efficient materials and configuration
  - ii. Add a fume hood (a portable fume hood would work if this was more cost-effective)
  - iii. Reconfigure and move the sink and counter area with a double-basin sink equipped with a plaster/sediment trap
  - iv. Mitigate the asbestos floor
  - v. Separate the “clean” area (containing sensitive equipment) from the “dirty” area (where soil and chemicals are handled).
  - vi. Remove and replace the existing conference table and lab chairs
  - vii. Repair HVAC system
- c. Financial support for a lecture series (building on the “Reuniting Families” lecture from April, 2015) that would attract the community as well as NEIU students and faculty

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Books

\*\* NOTE\*\* This is a special edition of a journal, co-edited by Siobhán B. Cooke. This most closely resembles an edited book, though it is an entire issue of a journal.

**Cooke, Siobhán B.** and Claire E. Terhune, editors. “Assessing Function via Shape: What is the place of geometric morphometrics in functional morphology?” Special Issue *Anatomical Record* 298 (2015).

#### 2. Book Chapters

Duncan, William N., and **Jon B. Hageman**. “House or Lineage? How Intracemetery Kinship Analysis Contributes to the Debate in the Maya Area,” in *Archaeology and Bioarchaeology of Population Movement among the Prehispanic Maya*, ed. Andrea Cucina (New York: Springer, 2015), 133-142.

Goldstein, David J., and **Jon B. Hageman**. “Status and Food Choice: Late Classic Maya Foodways for Ancestor Worship and Subsistence,” in *Plants and People: Choices and Diversity Through Time*, EARTH Sustainable Agriculture Reference Series, Volume 1, ed. Alexandre Chevalier, Elena Marinova, and Leonor Peña (Brussels: European Science Foundation, 2014), 444-48.

Rosenberger, Alfred L., **Siobhán B. Cooke**, Lauren B. Halenar, Marcelo F. Tejedor, Walter C. Hartwig, Nelson M. Novo, and Yaneth Muñoz-Saba. "Fossil alouattines and the origins of *Alouatta*: craniodental diversity and interrelationships." In *Howler Monkeys: Examining the Evolution, Physiology, Behavior, Ecology and Conservation of the Most Widely Distributed Neotropical Primate*, ed. M.M. Kowalewski, P.A. Garber, L. Cortes-Ortiz, B. Urbani, and D. Youlatos (New York: Springer, 2015), 21-54.

### 3. Articles and Abstracts

Allen, Kari L., **Siobhán B. Cooke**, Lauren A. Gonzales, and Richard F. Kay. "Dietary Inference from Upper and Lower Molar Morphology in Platyrrhine Primates." *PloS one* 10 (2015): e0118732.

**Cooke, Siobhán B.**, and Claire E. Terhune. "Form, function, and geometric morphometrics." *The Anatomical Record* 298 (2015): 5-28.

Perry, Jonathan, **Siobhán B. Cooke**, Lauren B. Halenar, Jacqueline A. Runestad, and Christopher B. Ruff. "Body mass estimation in platyrrhines: Methodological considerations and fossil applications." *American Journal of Physical Anthropology* S60 (2015), pp. 251 (abstract).

Tallman, Melissa, **Siobhán B. Cooke**, Brian M. Shearer, and Andres Link. "A preliminary paleoecological analysis of newly discovered fossiliferous localities at the middle Miocene site of La Venta, Colombia." *American Journal of Physical Anthropology*, S60 (2015): 300 (abstract).

Terhune, Claire E., **Siobhán B. Cooke**, and Erik Otárola-Castillo. "Form and Function in the Platyrrhine Skull: A Three-Dimensional Analysis of Dental and TMJ Morphology." *The Anatomical Record* 298 (2015): 29-47.

Velazco, Paul M., Hanna O'Neill, Greg F. Gunnell, **Siobhán B. Cooke**, Alfred L. Rosenberger, Renato Rímoli, and Nancy B. Simmons, "Quaternary bat diversity in the Dominican Republic," *American Museum Novitates* 3779 (2013): 1-20.

Villafuerte\*, Maria J. and **Siobhán B. Cooke**. "Measures of dental relief: testing error, testing efficacy." *American Journal of Physical Anthropology*, S60 (2015): 313 (abstract).

**Zanca, Russell**. Author-Critic Forum. Islam in Post-Soviet Uzbekistan: The Morality of Experience. *Central Asian Survey* 34 (2015): 125-139.

### 4. Conference Presentations

**Cooke, Siobhán B.**, Lauren B. Halenar, and Alexis Mychajliw, "Endemic primate extinctions in the Greater Antilles." Paper presented at the annual meeting of the American Society of Mammalogists, Jacksonville, FL, June 12-16, 2015.

Boyd, Kevin L., **Siobhán B. Cooke**, and Antonio Villaseñor. "Human malocclusion and changed feeding practices since the Industrial Revolution." Paper presented at the International Society for Evolution, Medicine, & Public Health, Tempe, AR, March 19-21, 2015.

Perry, Jonathan, **Siobhán B. Cooke**, Lauren B. Halenar, Jacqueline A. Runestad, J.A., and Chris B. Ruff. "Body mass estimation in platyrrhines: methodological considerations and fossil applications." Poster presented at the annual meetings of the American Journal of Physical Anthropology. St. Louis, MO, March 25-28, 2015.

Tallman, Melissa, **Siobhán B. Cooke**, Brian M. Shearer, and Andres Link. “A preliminary paleoecological analysis of newly discovered fossiliferous localities at the middle Miocene site of La Venta, Colombia.” Poster presented at the annual meetings of the American Journal of Physical Anthropology. St. Louis, MO, March 25-28, 2015.

Taveras Cruz, Yesenia, and **Siobhán B. Cooke**. “Paleodietary reconstruction of *Paraloutta varonai* through dental wear analysis.” Poster presented at the undergraduate symposium at the annual meetings of the American Journal of Physical Anthropology. St. Louis, MO, March 25-28, 2015.

Villafuerte, Maria J. and **Siobhán B. Cooke**. “Measures of dental relief: testing error, testing efficacy.” Poster presented at the annual meetings of the American Journal of Physical Anthropology. St. Louis, MO, March 25-28, 2015.

**Cooke, Siobhán B.** and Melissa Tallman. “Assessing diet – assessing niche: Are subtle dietary differences detectable morphologically?” Paper presented at the 2014 International Primatological Society meetings, Hanoi, Vietnam, August 15, 2014.

**Luedke, Tracy J.** “Invisible in Plain Sight: The Precarious Flexibility of Chicago’s Taxi Drivers,” Paper presented at the 113<sup>th</sup> Annual Meeting of the American Anthropological Association, Washington, DC, November, 2014.

**Zanca, Russell.** “Rise of Nationalism in Central Asia.” Invited lecture, University of Wisconsin, Madison, Center for Russian, Eurasian, and East European Studies (CREECA), September, 2014.

**Zanca, Russell.** “On the Rise of Nationalism in Central Asia.” Invited lecture, University of Illinois at Urbana-Champaign, September, 2014.

**Zanca, Russell.** “Joint Talk for Russian Studies and Middle East Studies on the Rise of Nationalism in Central Asia.” Invited lecture, The Ohio State University, October, 2014.

**Zanca, Russell.** “Failing States in Central Eurasia.” Invited lecture, Russian and Eurasian Center, University of Kansas, November, 2014.

**Zanca, Russell.** “Misreading Central Asian Politics for Twenty Years. Paper presented at the University of Chicago, Center for East European, Russians and Eurasian Studies (CEERES) Lecture Series, November, 2014.

**Zanca, Russell.** “Ascendance of Nationalism in Central Asia.” Paper presented at the Institute for European, Russian and Eurasian Studies, George Washington University, Washington, D.C., January, 2015.

**Zanca, Russell.** “Advice for Younger Scholars on Fieldwork Perils.” Paper presented at Belonging, Politics and Knowledge in Central Asian and the Caucasus, Davis Center for Russian and Eurasian Studies, Harvard University, January, 2015.

**Zanca, Russell.** “The Relationship between Government and Cotton Farms.” Paper presented at Beyond the ‘Curtain’: Approaches, Fieldworks [sic] and Topics, The Swedish Institute of International Affairs, Stockholm, June, 2015.



## 5. Service

**Cooke, Siobhán B.** Founding member of gAy-APA, the LGBTQIA section of the American Association of Physical Anthropologists

**Davis, Lesa C.** Treasurer, Illinois State Academy of Science

**Davis, Lesa C.** Research Associate, Science and Education (Zoology), The Field Museum

**Hageman, Jon B.** Proposal Reviewer, National Science Foundation

**Hageman, Jon B.** Manuscript Reviewer, *Journal of Archaeological Science*

**Hageman, Jon B.** Research Associate, Science and Education (Botany), The Field Museum

**Luedke, Tracy J.** Member, Editorial Board of *Journal of Religion in Africa*

**Luedke, Tracy J.** Board Member, Pan-African Association of Chicago

**Zanca, Russell.** Member, Executive Board of the Committee on Central Eurasia, University of Chicago

**Zanca, Russell.** Advisor and Evaluator for Tenure and Promotion, Indiana University

**Zanca, Russell.** Editorial Board member, *Journal of Eurasian Studies*

**Zanca, Russell.** Advisor and Judge, Social Science Research Council for Dissertation Grant Proposals, Eurasian Anthropology

**Zanca, Russell.** Manuscript Reviewer, *Asian Anthropology* (Chinese University of Hong Kong), Bergahn Books, Indiana University Press, *Slavic Review*.

**Zanca, Russell.** Proposed Projects Advisor, Canadian Social Science Research Council, Eurasian Division

## B. Student Achievements

### 1. Presentations, conference papers, symposium participation, publications.

**\*\* NOTE \*\*** The following student presentations were co-authored with Siobhán B. Cooke, and also appear under faculty presentations in the sections above. Student names are in **boldface** below.

Boyd, Kevin L., Siobhán B. Cooke, and **Antonio Villaseñor**. "Human malocclusion and changed feeding practices since the Industrial Revolution." Paper presented at the International Society for Evolution, Medicine, & Public Health, Tempe, AR, March 19-21, 2015.

**Taveras Cruz, Yesenia**, and Siobhán B. Cooke. "Paleodietary reconstruction of *Paraloutta varonai* through dental wear analysis." Poster presented at the undergraduate symposium at the annual meetings of the American Journal of Physical Anthropology. St. Louis, MO, March 25-28, 2015.

**Villafuerte, Maria J.** and Siobhán B. Cooke. “Measures of dental relief: testing error, testing efficacy.” Poster presented at the annual meetings of the American Journal of Physical Anthropology. St. Louis, MO, March 25-28, 2015.

**2. Acceptance to graduate or professional school; other honors/scholarships/awards**

**Antonio Villaseñor**, accepted to the Ph.D. program in Anthropology at the University of Arkansas and at Vanderbilt University.

**Antonio Villaseñor**, recipient of a National Science Foundation Graduate Research Fellowship (GRFP).

**C. Alumni News**

Many of our alumni have found employment and are listed in the table below.

Student	Graduated	Position/Employer
Steve Winters	2013	Digital Project Manager, Metal Toad Media, Portland, OR
Jimmy Hodum	ex-2013	Youth Instructor, Greencorps, Chicago
Sylvia Orellana	2012	Research Assistant, Field Museum
Michael Trojan	2012	Bartender, The Spot, Chicago
Sarah Wachowski	2012	Gulf Rose Animal Hospital, Schaumburg, IL
Elizabeth Gallardo-Perez	2011	Manager, Rape, Abuse, and Incest National Network (RAINN), Washington, DC
Erick Venegas	2011	Operations Supervisor, Travelliance, Chicago
Jessica Berry	2010	Legal Assistant, Alden Management Services, Chicago
Maria Mazur	2010	Live Show Host, Ghost Walk Productions, Chicago
Kaylee Preston	2010	Drummer for Bleach Party and Rabble Rabble bands, Chicago
Anna Argyropoulos	2009	ESL Teacher, Athens, Greece
Olivia Cerra-Krawiec	2009	Surgical Veterinary Tech, Lurie Children’s Hospital, Chicago
Juan Miranda	2009	Admissions Counselor, Resurrection University, Chicago
Gardner Brandt	2008	Manager, Reckless Records of London, Chicago
Rachel McClellan	2008	Operations Manager, Fitzsimmons Home Medical, Atlanta, GA
Michael Nelson	2008	IT Operations Manager and Systems Architect, Jones Lang LaSalle, Chicago

Bethany Arthion	2007	User Experience Specialist, GfK, Chicago
Katherine Cera	2007	CRM Archaeologist, California
Elisabeth Leicht	2007	Accounts Manager, Flight Safety International, Chicago

Additional Anthropology alumni have found success pursuing graduate degrees in Anthropology or in other fields:

Student	Year Graduated	Graduate School
Eliot Monaco	2014	PhD in progress, Anthropology, SUNY-Stony Brook
Nicole Arendt	2013	MA in progress, Economics, Valparaiso U
Kyle Beargeon	2013	MA , TESL, NEIU
Ryan Brokamp	2013	MA in progress, Linguistics, NEIU
James Farnum	2013	MFA in progress, Historical Preservation and Conservation, School of the Art Institute, Chicago
Rachel Martiniek	2012	MA, Anthropology, Northern Illinois U
Kelsey Nordine	2012	PhD in progress, Anthropology, Washington U
Sylvia Orellana	2012	MA Anthropology, Northern Illinois U
Amanda Respess	2012	PhD in progress, Anthropology and History, U of Michigan
Amani Faraj	2012	MA in progress, Public Health, Benedictine U, Lisle, IL
Gloria Yamauchi	2012	MA in progress, Instructional Design and Technology, Western Illinois U
Erin Hall	2011	MA, TESL, NEIU
Walter Clifford IV	2010	ABD, Anthropology, U of South Carolina
Samantha Davis	2009	PhD, Biocultural Anthropology, U of Utah
Nicole DeFrancisco	2009	PhD in progress, Anthropology, U of California-Riverside
James Fortsas	2009	MS, Library and Information Science, Dominican U, River Forest, IL
Sylvia Deskaj	2008	PhD in progress, Anthropology, Michigan State U
Kyle Stitch	2008	MA, Anthropology, Louisiana State U

# ANTHROPOLOGY

## Assessment Report 2014-2015

Submitted by Jon B. Hageman

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

### Cycle of Assessment

NOTE: Traditionally we have cycled our assessment instruments rather than the goals being assessed. We are awaiting review of our assessment pending receipt of our external reviewer's comments.

2015-2016: TBA

2016-2017: TBA

2017-2018: TBA

2018-2019: TBA

2019-2020: TBA

### Assessment of Program Goals and Learning Outcomes and Results

#### A. Which goal(s) were assessed this past year (A = program, B = baccalaureate)

B1.2. Critical and creative thinking (A3)

B1.3. Written and oral communication proficiency (A3)

B2.1. Knowledge of human cultures and the physical and natural world (A2)

B2.2. Mastery of different modes of knowing and integrative learning in a student's major, with broad awareness of other areas of study (A1)

B2.3. Ability to synthesize general and specialized studies both within and across disciplines (A1)

B3.4. Understanding and appreciation of the complexities of individual identities (A2)

B3.5. Intercultural knowledge and competence (A4)

#### B. How was goal attainment measured?

Each goal was measured using our Mid-Career Essay. This is administered to students in the ANTH 355 History of Anthropology class, typically taken by students after they have completed their introductory courses and a small number of upper-division courses. For 2015-15 8 students participated. Students were asked the following questions:

1. How did you come to major in anthropology?
2. What are the most important ideas, skills, and/or perspectives you have learned through the Anthropology program thus far?
3. Are there specific issues or topics you plan to pursue further during the remainder of your time in the program? If so, what are they and how do you plan to pursue them?
4. What are the main goals you hope to achieve through your anthropology degree?

The answer to each question was compared to the goals to see if they were reflected for the group of students.

#### C. Results from your measurement by question

1. Students typically experience Anthropology classes for the first time after high school (n = 4), though 1 student had a high school Anthropology course. 3 others had a long-standing interest in the subject.
2. Three students listed improvements in written and oral communication (B1.3; A3) and analytical/critical thinking skills (B1.2; A3). Two others described national, cultural and racial boundaries as human constructs (B2.1, B2.3, B3.4, B3.5; A1, A2, A4) and the importance of underlying elements that connect seemingly unrelated phenomena (B2.3, B3.4; A1, A2). Two students also described how their understandings of what seemed to be disparate phenomena had been challenged by their coursework, and students were beginning to see previously invisible connections (B2.2, 2.3; A1).
3. Students discussed topics or courses of interest (B2.1, B2.3, B3.5; A1, A2, A4), including how to address current world problems using ethnographic studies, and pursuing internships.
4. Six students indicated a desire to pursue a graduate degree in Anthropology. One preferred to get a job after graduation, while another expressed an interest in learning more broadly.

**Feedback loop: Do you plan to make any changes as a result of your assessment?**

The results indicate that our goals are being attained by students at the midpoint of their careers. We will continue to review and revise our assessment practices.

**Executive summary of assessment results**

The 2014-15 Anthropology assessment focused on assessing the following baccalaureate goals:

- B1.2. Critical and creative thinking
- B1.3. Written and oral communication proficiency
- B2.1. Knowledge of human cultures and the physical and natural world
- B2.2. Mastery of different modes of knowing and integrative learning in a student's major, with broad awareness of other areas of study
- B2.3. Ability to synthesize general and specialized studies both within and across disciplines
- B3.4. Understanding and appreciation of the complexities of individual identities
- B3.5. Intercultural knowledge and competence

The instrument for measuring this is the mid-career essay, administered to students in our WIP course. The WIP course is typically taken halfway through a student's progress in the major. We found that students are reporting increased proficiency in communication and critical thinking, as well as knowledge of the relationships between the sub-disciplines of anthropology but also the larger issues of race, evolution, gender, and culture. Students demonstrated an appreciation of the complexity of identities and the uses of anthropology in education, advertising/marketing, and social work.

While 2014-15 was marked by our 7-year program review and efforts to attract students to the major, we are revisiting and revising our assessment plans and practices.

# ART

## **Annual Report 2014-2015**

### **Submitted by Jane Weintraub**

#### **Executive Summary**

The students and faculty of the Art Department are continuing to address the challenges of enrollment, recruitment and a shrinking budget. This year our new major in Graphic Design and additional curricular proposals that included course modifications and renumbering of courses were approved. The new course modifications will assist students in time to graduation and make the program easier for new students to understand. The department created a Fabrication Laboratory where our two 3D printers and our laser cutter are housed. We are currently exploring ways to integrate these exciting technologies into our studio areas.

Students and faculty continued to be active in a variety of community events during the 2014-2015 academic year. Our students and faculty produced independent exhibitions highlighting student and alumni work. These were in addition to the senior exhibitions and the annual juried student show. Our students participated in another Pilsen Pod exhibition at the **Chicago Arts District in East Pilsen**. Northeastern students concentrating in Ceramics, Graphic Design, Painting, Drawing, Photography, Printmaking, and Sculpture displayed their work and accomplishments in solo and collaborative exhibitions within window spaces along Halsted Street. **Kim Ambriz** and **Dubhe Carreno** curated the exhibition.

**Mark McKernin** was involved in the planning and implementations the **5th Annual Art in Response to Violence Conference** in October. As part of the conference, Chris Pappan, a Chicago based artist, presented a lecture on “Modern Indigeniety and the Osage Reign of Terror” and Drew Luan Mattot and Magaret Mahan of the Peace Paper Project presented a lecture, demonstration and workshop on Papermaking as Social Action. The Art Department worked with Psychology and Special Education.

In conjunction with the gallery exhibition **Copy Shop** by **Tom Burtonwood** and **Holly Holmes** the department sponsored a 3D Printer workshop with these artists in April.

Faculty continues to participate in on campus presentation opportunities. Ana Nieves talked about “Rock Art Research in Peru’s Nasca Valley: Petroglyph Documentation and Analysis Using Reflectance Transformation Imaging” at a brown bag lunch held on campus and organized by Paul Shroeder-Rodriguez.

The international component to our program continues to be important and integral to our curriculum. **Ana Nieves** took a group of students to Peru during Summer I as part of our Andean Art and Architecture course. **Shencheng Xu** also took a group of students abroad during Summer I – this group traveled to China as part of a Sculpture class and studied traditional and contemporary lacquer techniques and culture.

The upcoming year will be very challenging for several reasons. The department will be hosting a **NASAD Accreditation** team in the fall of 2015 to renew our accreditation and we are awaiting approval from the Board of Trustees for our **BFA in Graphic Design**. Future plans include continuing to expand our recruitment initiative with a more aggressive outreach to high schools and two-year colleges. For years we have participated in the CPS Portfolio exhibit, offering scholarships to graduating CPS seniors. This year we participated in the Illinois High School Art Exhibition for the second consecutive year as one of many state universities and private schools sponsoring the event and we offered two scholarships. The department also participated in the Marwen Foundation's "College Night."

## **2014-2015 Academic Gallery Season Summary**

During 2014-2015, the Fine Arts Center Gallery had seven exhibitions and a sale of student work in ten months (September 2014-June 2015). These exhibitions were notable for the high quality and professionalism of the artists and the unique and varied approaches to art making. This summary will focus on the programming and exhibitions of the last academic year and the continued goals of the gallery. All exhibitions (with the exception of the student sale, faculty biennial, and student exhibition) included a gallery talk given by the exhibiting artist(s) and/or curator. The university hosted receptions for all exhibitions in conjunction with the Jewel Box concerts on Friday evenings with the goal of expanding the audience for visual arts on campus. 10, 209 visitors came to the gallery during the Fall 2014-Summer 2015 (through June 15th) gallery season.

The attendance exemplifies the wide audience and popularity of the exhibitions at the NEIU Fine Arts Center Gallery. In addition to a growing audience and continued quality exhibitions, the gallery committee is dedicated to expanding, both on campus and outside of the NEIU community in the form of increased visibility, collaboration with other departments and greater participation with art department faculty, a more comprehensive and informative website, and continued public lectures and workshops with visiting artists on campus.

The fall semester began with a group show that addressed the role of painting in contemporary art. This show entitled **Material Matters** was co-curated by **Heather Weber**, Curator/Director, Fine Arts Center Gallery and **Matt Irie**, artist and Assistant Professor of Painting and Drawing, McHenry County College. A modest catalog, with essay by Steve Ruiz, was produced for this exhibition and Matt Irie gave a curator's talk. During the month of October Chicago hosts "Artist's Month" which features a variety of exhibition and activities. The NEIU gallery was included in the citywide event and showed the work of several Chicago-based photographers in an exhibition entitled **The Space Between**. The show was curated by Assistant Professor of Photography, NEIU, **Nate Mathews**, whom also gave a curator's talk in conjunction with the exhibition.

The last exhibition of fall 2014 was very popular with students, faculty and staff as well as the public. ***Being in the World ...and everywhere it take me*** included past and new work by the renowned painter **Phyllis Bramson**. Bramson is a Professor Emerita of the University of Illinois, Chicago and has been exhibiting work nationally and internationally for over 30 years.

At the end of the fall semester, the gallery hosted its annual ***Student Art Sale***. In the last 2 years, the participation of students in the sale has risen as well as the quality of work submitted. The sale was successful and provided an opportunity for the students to have their work shown in the main gallery on campus, learn how to show and price their artwork and make extra money for the holidays.

The spring calendar of exhibitions opened with the ***Studio Art Faculty Biennial*** which consisted of work in all media created by NEIU Art Department faculty. One of the highlights of the season was an exhibition of work by **Nancy Lu Rosenheim** entitled ***Driftless: Can't See the Forest for the Trees***. This exhibition was featured in Chicago Magazine's "The Top 5 Things to Do in Chicago This Week" on February 11<sup>th</sup>, 2015. A modest catalog with an essay by New York artist and writer Alex Jovanovich was produced for this exhibition. ***The Annual Juried Student Art Exhibition*** closed the spring semester. Previous exhibiting artist and contributing curator, Matt Irie, Professor of Painting and Drawing, McHenry County College was the juror for the exhibition. The work was exceptional and the show received much praise. The summer exhibition is ***Copy Shop*** by **Tom Burtonwood and Holly Holmes**. *Copy Shop* is an interactive exhibition which investigates the possibilities of 3D printing in art. Visitors to the gallery can bring in an object to scanned and printed. The original and printed version of the objects become part of the show. As more people visit the gallery, more objects become a part of the exhibition.

Beyond successful exhibitions, the gallery is committed to continual growth and engaging educational activities. As a means to expand our visibility on and off campus, Vida Sacic, Instructor of Graphic Design at NEIU, has graciously continued to donate her design work to the gallery in the form of exhibition brochures and catalogs. The production of such publications is a vital resource that attracts quality artists, provides educational material, promotes university gallery events and encourages press on behalf of the gallery and university. Now that the NEIU website has been updated, the gallery is working on expanding the gallery section to include video and links to press for past, current and future exhibitions. The use of Constant Contact as a means to send gallery announcements as well as post information to sites such as Facebook continues.

To increase our visibility on-campus, the gallery would like to coordinate with other departments via musical performances, poetry/spoken word performances, and talks given by art professors about their own work. It would also be helpful to include the gallery on the outside signage as visitors have a very difficult time locating our facility. Lastly and most importantly, the gallery continues to contribute to the university's educational curriculum and to provide opportunities for cultural enrichment.



## **I. Assessment**

The department revised its mission statement, goals and outcomes and remapped according to expectations. We have also come up with a rotation schedule so that during each cycle we will have 3 years worth of results to go over. Our current annual assessment results are based on our previous goals and outcomes because the revision was completed late in the academic year. Using two different instruments to assess our graduating studio majors, over 50% exceeded standards and over 30% met standards while about 13% fell below standards.

## **II. Program Plan**

The following long and short-term goals are a continuation of projects already begun.

### **A. Long term goals**

Recruitment, Program Development, and incorporating technology into all studio courses.

### **B. Program Plan Requirements/projected needs/short term goals**

#### **Over the 2015-2016 academic year, the department will focus on:**

*Preparing for the fall 2015 NASAD accreditation visit*

*The approval of a Bachelor of Fine Arts degree in Graphic Design(BFA)*

A BFA degree in graphic design is a professional degree and will better meet the needs of students entering the job market. It has passed FAC AC and now needs approval from the Board of Trustees

*Continue to develop and perfect our Fabrication Laboratory which houses our 3D printers and laser cutter*

*Develop an online portfolio for students*

The development of on-line portfolios will aid our assessment efforts. The challenge is finding a system that will suit both studio and art history majors.

*Revise our computer graphics curriculum*

Review curriculum changes in the Computer Graphics area to better suit student's needs as a contemporary medium. Evaluate current system platforms and software with the intent of integrating computer technology into all of our areas of study.

*Safety Plan*

Continue to revise individual area safety manuals.

*Increase enrollment*

Actively reach out to all two-year institutions and area high schools to show that Northeastern is a strong option for their graduates whose area of study is studio arts and education.

*Continued development of a maintenance/replacement plan for all department equipment.*

A maintenance and replacement plan was developed for accreditation. We need to review and modify the current plan to meet safety requirements and growth.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances**

**Criner, David**

"Forget Everything You Know," one person show, Firecat Projects, Chicago, IL

**Krueger, Deanna**

*Deanna Krueger: Shimmer*, One Person Show, The Robert T. Wright Community Gallery of Art, College of Lake County, Grayslake, IL, February 27 – April 5, 2015

**McKernin, Mark**

*"Art by America, A National Review of Two-Dimensional Contemporary Art"*  
Jurors: James Yood and Ginny Voedisch, Chicago, Illinois

**Porterfield, Mary**

Solo Exhibition, Packer-Schopf Gallery, Chicago, IL.

Two Person Show with Orlando Boffill, Becky Art Space, Jeon Ju, South Korea.

Gongju International Art Exhibition, Lim Lip Museum, Gongju-si, Chungnam,

**Sacic, Vida**

*Personal Histories*, Redland Art Gallery, Cleveland, Australia, 29 March - 10 May 2015

##### **2. Book Chapters, Regional Exhibitions or Performances**

**Ambriz, Kim**

*Trace + Gestures*, Renaissance Hall Gallery, North Dakota State University, Fargo, ND

*Trace + Gestures*, Albertine Monroe-Brown Gallery, Richmond Center for the Visual Arts, Kalamazoo, MI

##### **Collection (Artist Book)**

*Supplies for Viable Living*, Center for Book and Paper Arts, Columbia College, Chicago, IL

##### **Other**

Wolf Centos (cover art), by Simone Muench, Sarabande, 2014

New Madrid Journal (cover art), Murray State University, 2015

**Krueger, Deanna**

2014 Rockford Midwestern Biennial – Rockford Art Museum 711 N. Main Street, Rockford, IL May 16 – Sept. 28, 2014, Juror: William Lieberman

Group Show, Gallery H, Three Oaks, MI, July – August 2014

Summer Group Show, Gallery H, Three Oaks, MI, May c June 2015 \*One of my pieces is featured in the front window, and two others are in the exhibition.

**Press/Reviews:**

Gniech, Chuck, “Meditative Surfaces,” (exhibition catalog featuring three pieces in Meditative Surfaces, the group exhibition at The Art Center – Highland Park),7 May, 2015

Gomez, Sergio, “Five Art Openings Not To Be Missed This Weekend (May 22 – 23),” Sergio Gomez Art Blog, 22 May, 2015

Rarick, Diane, “Deanna Krueger: Shimmer,” (exhibition catalog for solo exhibition at The Robert T. Wright Community Gallery of Art, College of Lake County, Grayslake, IL), 27 February, 2015

“Chicago artist Deanna Krueger to display abstract pieces at CLC Art Gallery,” Chicago Tribune, 30 January, 2015

Zago, Vivian, “Creation before Adoration,” The Washtenaw Voice, 22 September, 2014 “Washtenaw Community College hosting art workshops, exhibition in memory of Frederick Horowitz,” Ann Arbor Journal, 29 August, 2014

Yeapanis, Stacia, “OtherPeoplesPixels Interviews Deanna Krueger,” OtherPeoplesPixels Blog, 21, August, 2014  
<http://blog.otherpeoplespixels.com/otherpeoplespixels-interviews-deanna-krueger>

**Mathews, Nate**

2015 Illinois Art Educator Exhibition, USF Art Gallery, University of Saint Francis, Joliet, Illinois

Open Call Photography Exhibition, Peter Miller Fine Art, Providence, Rhode Island

Photowork 15, Barrett Art Center, Poughkeepsie, New York

2015 Midwest Contemporary, Lillstreet Art Center, Chicago, Illinois

11<sup>th</sup> Annual Regional Juried Exhibition, Freeport Art Museum, Freeport, Illinois

Fifth Anniversary Exhibit, Water Street Studios, Batavia, Illinois  
2014 Biennial Juried Photography Exhibition, Vargas Gallery, Jose Maria Vargas  
University, Pembroke Pines, Florida

Four by Five, New Orleans Photo Alliance, New Orleans Louisiana  
Slide Show, Roman Susan Gallery, Chicago, Illinois

**Lectures:**

Artist Talk, Waubensee Community College, Sugar Grove, Illinois

Nuclear Policy, Image Maker Lecture, Society for Photographic Education

Midwest Conference, Chazen Museum of Art, University of Wisconsin Madison,  
Madison, Wisconsin

**Awards:**

Honorable Mention, Photowork 15, Barrett Art Center, Poughkeepsie, NY

Honorable Mention, Eleventh Annual Regional Juried Exhibition, Freeport Art  
Museum, Freeport, IL

**Press:**

2015 Midwest Contemporary Exhibition Catalog, Lillstreet Art Center, Chicago,  
Illinois

**Porterfield, Mary**

As They Like It, Elmhurst Art Museum, Elmhurst, Il. (traveling exhibition to  
Carthage College, Bowling Green State University and the Beverly Arts Center)

**Press/Reviews:**

Carrie McGath. "Looking and Layering: Darkly Whimsical Works at Packer  
Schopf,"  
Chicagoist.com, June 18, 2015.

[http://chicagoist.com/2015/06/18/looking\\_and\\_layering\\_the\\_darkly\\_whi.php](http://chicagoist.com/2015/06/18/looking_and_layering_the_darkly_whi.php)  
Chris Miller. "Recommended: Mary Porterfield/Packer Schopf," Newcity, June 4,  
2015, p. 22.

<http://art.newcity.com/2015/06/03/review-mary-porterfieldpacker-schopf/>  
Sergio Gomez. "Chicago Openings You Do Not Want to Miss for May 8 and 9,"  
Sergio Gomez Art Blog, May 7, 2015.

<https://sergiogomezart.wordpress.com/2015/05/07/chicago-art-openings-you-do-not-want-to-miss-for-may-8-and-9/>

Nastia Voynovskaya. "Preview: Mary Porterfield's "Dual Natures,"  
HiFructose.com, April 24, 2015.

<http://hifructose.com/2015/04/24/preview-mary-porterfields-dual-natures/>  
[http://www.joongdo.co.kr/jsp/article/article\\_view.jsp?pq=201410010044](http://www.joongdo.co.kr/jsp/article/article_view.jsp?pq=201410010044)  
[http://www.daejonilbo.com/news/newsitem.asp?pk\\_no=1137922](http://www.daejonilbo.com/news/newsitem.asp?pk_no=1137922)

**Sacic, Vida**

*New Impressions in American Letterpress*, Hamilton Wood Type Museum, Two Rivers, WI,  
May 16 - June 30 2015

*Illinois Art Educator Exhibition*, University of St. Francis Art Gallery, IL, June 9 – July 10,  
2015

*Amalgamated Printers' Association Letterpress Exhibit: Richard Kegler, Vida Sacic,  
Starshaped Press, Kiva Stimac, Brad Vetter and David Wolske*, Chicago Printmakers  
Collaborative, Chicago IL, June 25 - June 28, 2015

*Type as Image: three person exhibit with Purgatory Pie Press and Lynne Avadenka*,  
COOHAUS ART MORA Gallery, Chelsea, New York City, June 25 - July 8, 2015

"Cityscapes" artist app was released and available for free download on Apple iTunes in  
January 2015

**3. Articles/Abstracts/Publications/Local Exhibition/Performances/awards**

**Carreno, Dubhe**

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Criner, David**

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Kommanivahn, Chantala**

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Kontos, Galatea**

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Krueger, Deanna**

*Meditative Surfaces*, with Doug Fogelson, Josh Garber, Charles Gniech, Maggie  
Meiners, Rebecca Moy, The Art Center, Highland Park, IL, May 8 – July 10, 2015  
*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Lempke, Paul**

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Mathews, Nate**

Third Annual Competition Exhibit, Bridgeport Art Center, Chicago, Illinois

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Awards:**

Best Photo-based Work, Third Annual Competition Exhibit, Bridgeport Art Center, Chicago, IL

**Exhibition Curator:**

*pace Between*, Fine Art Center Gallery, Northeastern Illinois University, Chicago, Illinois

**Lecture:**

Nuclear Policy, Faculty Research Symposium, Northeastern Illinois University, Chicago, Illinois

**McKernin**, Mark

*“bobrauschenbergamerica”*, Projection Design, Stage Center Theatre, NEIU, Chicago, Illinois

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

Art in Response to Violence Conference, Curator and Discussant, NEIU, Chicago, Illinois

**Mendoza**, Jaime

*Collaboration*, Cobalt Studios, Chicago, IL

*The Coaster Show*, Cobalt Studios, Chicago, IL

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Porterfield**, Mary

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Sacic**, Vida

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Vaca**, Santiago

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Vera**, Rafael

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago, IL

**Xu**, Shencheng

*“Winter Arts & Crafts Expo”*, Evanston Art Center, Evanston, IL

*NEIU Studio Art Faculty Biennial*, Fine Arts Center Gallery, NEIU, Chicago,

**Public Sculptures**

“*City Scape*”, The 14<sup>th</sup> Annual Chicago Sculpture Exhibit

“*Fly*”, *Nature in Motion*: Sculpture at Lincoln Park Zoo

“*Sky*”, The Sculpture Garden at the Bridgeport Art Center

“*Catch Up*”, Clark Street and Lincoln Park Chamber of Commerce 3D Public Art Project

“*Gourd Man*”, Permanent collection, The Lincoln Park Chamber of Commerce

“*Dance with Me One More Time*”, *Snow Days Chicago*: Snow Sculpture Competition at Navy Pier

**Awards:**

Winner of “*The 14<sup>th</sup> Annual Chicago Public Sculpture Competition*”

**4. Articles and Abstracts, Local Exhibitions or Performances**

**Nieves, Ana**

Blog Entry For the Museum of Contemporary Art

<http://www2.mcachicago.org/2015/the-permanence-of-memory/>

**5. Funded grants**

**Ambriz, Kim**

**Residency:**

Center for Book and Paper Arts/ Anchor Graphics Residency, The Moving Crew, Columbia College, Chicago, IL

**Mathews, Nate**

**Residency:**

Blueberry View Artist Retreat, Benton Harbor, Michigan

**6. Service**

**Ambriz, Kim**

Co-organized NEIU student exhibition at the Pilsen’s Chicago Arts District.

**Carreno, Dubhe**

Co-organized NEIU student exhibition at the Pilsen’s Chicago Arts District.

**McKernin, Mark**

Juror, Illinois High School Art Exhibition, Chicago, Illinois

“*Kimball Avenue Art Project*”, Community Art Project, Chicago, Illinois

“*Spaulding and Bryn Mawr Mural Project*”, North Park Art Center, Organizer/Juror

**Mendoza, Jaime**

Leader, Hops and Barley evening drawing sessions, Portage Park, second Wednesday of each month

**Nieves, Ana**

Lecture on the arts of the Andean region, Northside College Prep, Chicago, November

## **B. Student Achievements**

### **SHOWPODS at 1843 South Halsted, Chicago, Il. April 2015**

**Eloise Heinrich**, Ceramics

**Melissa Morris**, Graphic Design

**Jess Dal Pra, Maria Lendsey, Erin Rossi, Karen LoRusso, Patricia Stephens, and Elodie Betend**, Small Metals

**Valerie McCune and Ruchelle Santos**, Painting and Drawing

**Brandon Sherrod, Marie Villamil and Nancy Bustos**, Photography

**Farrah Curescu**, Printmaking

**Jess Dal Pra, Martin Espinoza, Patrick Estrada, Shelsea Lord, Karen LoRusso, Carly Seguin, Xinyu Wang, Zhiwen Xue, and Thomas Youngblood**, Sculpture

### **Art Department Student Merit Award**

Criterion: Art students are given this award based on the evaluation of a work of art selected for the annual Art Department Juried Student Show. Each year a different juror is chosen from among Chicago area artists, critics, and educators. This year's juror was **Matt Irie**. Awards are based on technical ability, conceptual depth, and/or aesthetic achievement.

Award: Monetary

Best in Show:

**Amanda Iverson**

2<sup>nd</sup> Place:

**Blanca Cambray**

3<sup>rd</sup> Place:

**The Cleaning Crew: Eeric Cortez, Millicent Kennedy and Melissa Morris**

Honorable Mention 3D:

**Maria Lendsey**

Honorable Mention 2D:

**Farrah Curescu**

### **Art Department Fritzmann-Halberg Award**

This award is given annually to an art student with senior standing who has demonstrated leadership in Art Department activities, has clearly produced and shown significant art work in a given area of specialization and has participated in student exhibitions and/or research.



Award: Monetary

**Recipient: Millicent Kennedy**

### **Graduate School**

Three newly graduated art majors will start MFA programs in the fall: **Rochelle Hill, Millicent Kennedy, and Brandon Sherrod.**

### **C. Alumni News**

#### **Graduate School**

Three alumna are currently in MFA programs: **Juan Altamirano-Ruiz (BA '11), Crystal Nelson (BA '13), and Rebecca Montalvo (BA '14)** and two alumna received their MFAs this year: **Todd Irwin (BA '12) and Kelly Novak (BA '10).**

#### **Entrepreneurial Activity**

**Rena Rosen (BA '14)** has started **The Art of Compassion**, a not for profit, dedicated to creating a higher level of acceptance, appreciation and understanding among parents and children in our community for others with physical differences. She has been successful in pitching her organization at a local Jewish Community Center "Pitch Night" to garner support. <http://artofcompassion.com>

**Kate Kapolnek (BA '14)** continues the work she started for her senior thesis in Graphic Design. During that class, she hand bound a book – *ABC Door County* which she then self-published. To date she has sold over 2000 copies. She published her second book, *The Playful Puppies* in May and has sold over 300 copies since then.

## ART

### Assessment Report 2014-2015

Submitted by Jane Weintraub

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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#### **Cycle of Assessment:**

2015-2016: Art History

2016-1017: K-12 Art Education

2017-2018: Studio Art

We are planning on implementing an electronic portfolio that will allow us to review all goals at one time. All majors will be required to maintain an e-portfolio.

### **Assessment of Program Goals and Learning Outcomes and Results**

#### **A. Goals Assessed:**

We assessed our studio majors based on one of our three previous goals:

1. To acquire the ability to create academically competitive, original works of art and design, which will include technical competency and use of strategies for problem solving.

(TECHNICAL SKILLS, PROBLEM SOLVING, FOUNDATION, ABSTRACT THINKING )

### **B. Tool and Rubric used:**

We currently use several tools in evaluating goals and for this cycle we used senior exhibition evaluations completed by art faculty and grades from the exhibition portion of their WIP Art 392B grade.

The tools (**Appendix I and II**) used to evaluate senior exhibitions by each department faculty member as well as the Art 392B faculty look at:

- The quality of work in the exhibition
- The professionalism demonstrated by the exhibition installation
- How well the artist's statement relates to the work in the exhibition
- How effective the exhibition promotion is

### **C. Results:**

The results from the instrument used by art faculty to evaluate the senior exhibition:

- *Sample size: 18 students*
  - 67% exceeded the standards
  - 17% met standards
  - 16% were below standards

The results from the instrument used by faculty grading the exhibitions as part of the Art 392B final grade:

- *Sample size: 27 students*
  - 44% exceeded the standards
  - 45% met standards
  - 11% were below standards

**Feedback loop:** Do you plan to make any changes as a result of your assessment? **No.**

### **Executive Summary of Assessment Results**

In the upcoming year we will to continue to review the categories evaluated in the senior exhibitions and attempt to identify how we might enhance overall performance of all students. We also need to continue to collect data on our studio, art history and K-12 students to be able to report results according to our newly established cycle. We are encouraged that we will now be able to look at three years worth data for each area and then be able to note trends and potentially make changes based on assessment results.

Over the last year the department continued to discuss the implementation of a web based portfolio to review student performance while they move through the program. We are still in the process of investigating systems that would accommodate both studio and art history e portfolios. The intention is to allow the department an opportunity to examine student development on a regular basis in all studio areas and assist in

enhancing student performance by identifying deficiencies in the program or the student's performance before they enter their final capstone course.

In addition to being able to monitor student's performance on an ongoing basis, we will also be able to identify the number of majors in a specific studio area. That information can be used for recruitment purposes, allowing us to recruit students for specific studio areas. Another benefit of the online portfolios will be our ability to review how well our students perform after going through our foundation program compared to our transfer students. We might even find out that transfer students perform better than our students, which would lead to a review of our program.

The department did reorganize our advanced courses to include repeatable courses and FAC AC approved these changes. Previous advanced course numbering included suffixes A-G; the new courses include two separate courses that may be repeated 3 times for credit. One course will be offered in the fall, the other in the spring. Courses with suffixes were confusing to students and this gave us the opportunity to examine the content and purpose of the courses, which were modified in some cases. This reorganization was the result of our exit surveys.

#### **Appendix I:**

#### **Department Senior Exhibition Rubric completed by each faculty member**

**STUDENT NAME:** \_\_\_\_\_

**AREA OF CONCENTRATION:** \_\_\_\_\_

Ratings:

- 3 Exceeds Standards
- 2 Meets Standards
- 1 Below Standards

<b>CATEGORY</b>	<b>RATING</b>
WORK IN THE EXHIBITION	
PROFESSIONALISM	
ARTIST STATEMENT	
PROMOTION	
ADDITIONAL COMMENTS:	

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix II:

### Art 392B Grade Rubric for Senior Exhibition completed by the instructor(s) of record for Art 392B

#### ART 392B WIP: PROFESSIONAL PRACTICES RUBRIC FOR SENIOR EXHIBITION (20 POINTS POSSIBLE)

CATEGORY	EXCEEDS STANDARD (5)	MEETS STANDARD (4)	BELOW STANDARD (3)
<b>WORK IN EXHIBITION</b>	<p>Work communicates the artist's intention and is sufficient in scale and number of works to support the intention.</p> <p>Exhibition is made up of a considered and cohesive body of advanced work from the chosen area of concentration.</p> <p>Work demonstrates awareness of advanced design strategies based on a keen understanding of the elements and principles of art.</p>	<p>Work communicates the artist's intention and is somewhat sufficient in scale and number of works to support the intention.</p> <p>Exhibition is made up of some advanced work from the chosen area of concentration.</p> <p>Work demonstrates knowledge of design strategies and an understanding of the elements and principles of art.</p>	<p>Work is vague and does not communicate the artist's intention. Work is insufficient in scale and number of works to support the intention.</p> <p>Exhibition is erratic and does not show evidence of advanced work from the chosen area of concentration.</p> <p>Work demonstrates little knowledge of design strategies and understanding of the elements and principles of art.</p>
<b>PROFESSIONALISM</b>	<p>Installation demonstrates an exceptional understanding of how work is presented in a gallery setting and is well suited to the work.</p> <p>Presentation choices are well defined and enhance the work.</p>	<p>Installation demonstrates an understanding of how work is presented in a gallery setting and is somewhat suited to the work.</p> <p>Presentation choices are considered and do not detract from the work.</p>	<p>Installation demonstrates a basic understanding of how work is presented in a gallery setting, though is poorly executed and is unsuited to the work.</p> <p>Presentation choices are inadequate and detract from the work.</p>
<b>ARTIST STATEMENT</b>	<p>Statement relates directly to the work in the exhibition and conveys a clear understanding of and engagement with one's artistic practice.</p> <p>The statement clearly explains the underlying ideas behind the work and uses language that skillfully communicates meaning to readers with clarity and fluency.</p> <p>Statement is completely free of errors in grammar, syntax, punctuation and spelling.</p>	<p>Statement to some extent relates to the work in the exhibition and conveys some understanding of and engagement with one's artistic practice.</p> <p>The statement explains ideas behind the work and uses language that communicates meaning to readers.</p> <p>Statement demonstrates effective control of grammar, syntax, punctuation and spelling.</p>	<p>Statement does not relate to the work in the exhibition and conveys limited understanding of and engagement with one's artistic practice.</p> <p>The statement explains the ideas behind the work, though in a manner that is unclear or unsuited to the work.</p> <p>Errors in grammar, syntax, punctuation and spelling are numerous enough to draw attention and understanding away from content of statement.</p>
<b>PROMOTION</b>	<p>Exhibition promotion is effective and includes all aspects introduced in the course.</p> <p>Exhibition postcard is clear, well designed and includes all pertinent information about the show.</p>	<p>Exhibition promotion is adequate and includes some aspects introduced in the course.</p> <p>Exhibition postcard includes most information about the show.</p>	<p>Exhibition promotion is minimal or missing and does not include aspects introduced in the course.</p> <p>Exhibition postcard is unclear does not include pertinent information about the show.</p>

#### GRADING SCALE

- A 20-18 (exceeds standard)
- B 17-16 (meets standard)
- C 15-14 (meets standard)
- D 13-12 (below standard)
- F 11-0 (below standard)

# BIOLOGY

## Annual Report 2014-2015

Submitted by **John M. Kasmer**

### Executive Summary

I am again pleased to report that the Department of Biology remains productive and healthy, that we continue to serve our students well, and that we continue to both make progress toward our goals and to set new goals. A few major accomplishments of the department over this past year were the successful completion of another search for a tenure-track biologist (see next paragraph), and additional improvements to our teaching and research spaces that were supported by the Title III grant (Enhancing Career Opportunities in Biomedical and Environmental Health Sciences) to NEIU. In addition to providing funding for a complete renovation of one of our teaching support spaces (BBH-366, one of our laboratory-prep rooms), the Title III grant continued to provide funding to support undergraduate summer research. We are grateful for the opportunities to continue to improve our ability to support our students and faculty with the completion of BBH-366 (which unfortunately is far behind its planned completion date of summer 2015), and to be able to continue to support students engaged in exciting, meaningful and productive research.

The most notable change in personnel this year was the addition of a new tenure-track hire to support the goals of the Title III grant. Thanks to the dedication and hard work of the entire department, our search for a Biologist came to a successful conclusion when Dr. **Jorge Cantú** accepted our offer. Dr. Cantú comes to us from a post-doctoral position at Northwestern University, where he also earned his Ph.D. studying neurodevelopment in zebra fish. We look forward to having Jorge as a colleague for the years to come.

I am also pleased to report that our faculty members continue to be recognized for professional excellence. We congratulate Drs. **Geddes** and **Schirmer**, who received tenure and promotion to Assistant Professor (effective in Fall 2015), and Dr. **Stojković**, who became the first faculty member from the natural sciences to be named a Bernard J. Brommel Distinguished Research Professor, based on an ambitious and successful research program that is unparalleled in the history of the department. Dr. Stojković was also awarded a sabbatical for Fall 2014, which she will use to pursue the research supported by an NSF-RUI grant that she received last year.

In terms of curricular issues, we have made progress on a number of longstanding efforts, and have taken up a few new initiatives. We have begun offering the first (ENVI 101 – Introduction to Environmental Science) of the new courses in the new interdisciplinary major in Environmental Science and are on track to begin offering the

other two ENVI courses that are required of the major. And we had a very productive and well-attended annual retreat (held at the new El Centro campus) at which we had vigorous discussions about where we are as a department and where we want to go in the future; we will continue these discussions with the goal of establishing a shared vision and shared goals for the next 5-10 years.

We also continued to expanding and improving course offerings, and improving instruction. The most notable (and eventful!) curricular change involved a major revision of BIO 150 (Essential Skills for Biologists) that was led by Dr. **Kasmer**; Drs. Bolterstein and Schirmer worked with him to develop activities and exercises that organize the course around using yeast as a model organism. After a rocky first effort in Fall of 2014, the course has been fine tuned and the new version will be implemented across all sections beginning in Fall 2015; we are confident that the changes we have made will improve the outcomes of the course, unify the content and activities across the semester, and improve the satisfaction of both students taking the course and of faculty teaching the course.

**Student enrollment and student successes:** Because of a recent change in the way that undergraduate majors are counted, it is difficult to make a direct comparison of undergraduate enrollment in Fall 2014 *vs.* previous years, but overall enrollment seems to be relatively unchanged, with a total of 434 majors (which will serve as our new baseline) and 43 graduate students (compared to 42 last year). During FY14 (Summer 2014-Spring 2015), 90 students earned their B.S. in Biology, a dramatic increase from the 66 that were awarded degrees in FY13!

Students have also been extraordinarily active in conducting research with faculty both here at NEIU and at other institutions in the Midwest, and have presented their results at both local and national/international venues: well over 50 different students were involved in almost 50 different presentations (most with multiple authors), two students won a competitive award for their research presentation at the Annual Meeting of SACNAS, another won a best poster presentation award (and a travel award) from the Protein Society at the Annual Biomedical Research Conference for Minority Students, and three students presented at international meetings (including in Ireland and Argentina). Much of the research conducted by students in the department was funded by grants made to our faculty members from the NEIU Student Center for Science Engagement, and we thank the SCSE for this support.

## **I. Assessment**

As part of preparing for our academic program review, we affirm our student learning goals and outcomes, as follows:

**Student Learning Goal 1:** Demonstrate a broad understanding of biological principles

*Student Learning Outcomes:*

- a. Identify unifying principles in biology with emphasis on natural selection and evolution.
- b. Demonstrate a working understanding of the subdisciplines of cell biology, genetics, and ecology.
- c. Increase depth of understanding of selected subdisciplines by studying a variety of topics in elective courses.

**Student Learning Goal 2:** Develop critical observational, thinking, and reasoning skills

*Student Learning Outcomes:*

- a. Competently use the library and internet databases to search scientific literature.
- b. Read, evaluate, and interpret primary research articles.

**Student Learning Goal 3:** Understand and apply the scientific method

*Student Learning Outcomes:*

- a. Formulate hypotheses and properly design experiments to test hypotheses.
- b. Proficiently use standard biological equipment and techniques.

**Student Learning Goal 4:** Demonstrate effective skills in scientific communication

*Student Learning Outcomes:*

- a. Write proficiently in a variety of discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals.
- b. Clearly explain scientific data through oral presentation.

We continue to collect data to use in program assessment, including having students registered in Biology Senior Seminar complete the Major Field Test (ETS) in Biology, and making program assessment the topic for discussion at our annual departmental retreats (held each year immediately after the spring semester ends). During this past year, we have continued to make improvements to BIO 100 (our general education laboratory course), our cornerstone course BIO 150 (Essential Skills for Biologists), and one of our core upper-level courses (BIO 301 – Cell Biology), and continue to work on an initiative to use the results of the Major Field Test in Biology to assess areas in our curriculum where we can make improvements.

#### **Executive summary of specific assessment activities during 2014-2015**

In Spring 2015, the department chose to assess Program Goal 4a (Write proficiently in discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals) and began to formulate an appropriate assessment tool. We adapted a current NEIU writing rubric to our program and assessed students' written communication at two stages, entry into the program and upper-level/near completion of the program.

Data were collected from 35 entry-level students and 53 upper-level students. 64.7% of entry-level students met or exceeded expectations while 80.1% of upper-level



students met or exceeded expectations. The biggest improvements were in the criteria of support/reasoning and use of appropriate scientific terminology/style.

We were pleased with the gains we observed in students' written communication, especially given that our upper-level students were assessed at the conclusion of the writing-intensive program course or after having already completed it. Going forward, we are continuing to assess Program Goal 4a to gain a better perspective of our students before closing the feedback loop and implementing any changes to our courses/curriculum. We will also begin using D2L and TK20 for assessment in Spring 2016. In addition, we are narrowing down the next program goal to assess and will begin devising an appropriate rubric in Spring 2016 for use in Fall 2016.

## **II. Program Plan**

### **A. Long term goals**

It remains the long-term goal of the Department of Biology to:

- 1) Assemble and cultivate a diverse faculty with expertise that spans the major disciplines within biology, from ecology to organismal to cell and molecular biology;
- 2) Better know the student populations that we serve, and ensure that we provide coursework and other experiences that will help them satisfy their academic needs and achieve their career goals;
- 3) Provide enough different courses and enough sections of specific courses to satisfy student demand (by both non-majors, majors and graduate students) and simultaneously provide opportunities for each faculty member to teach a variety of courses in their fields of interest;
- 4) Increase the involvement of tenured/tenure-track faculty in the teaching of both the general education classes and the introductory courses for majors;
- 5) Maintain an undergraduate curriculum that provides students with broad exposure to sub-disciplines in biology, and the technical and communication skills that they will need to succeed in the workplace or graduate school, but that is flexible enough to let them complete their degree requirements more quickly and pursue subjects of interest to them;
- 6) Review, revise and rejuvenate our graduate curriculum, so that our graduate course offerings are more relevant to our students' needs and interests, and to ensure that a sufficient variety of courses is offered on a regular basis so that students are able to complete the required course work in a timely fashion; and
- 7) Increase faculty involvement in the day-to-day activities of the department, in short- and long-term planning of teaching and research activities in the department, and to maintain faculty representation on and involvement in college- and university-wide committees and activities.

We are continuing to make progress toward achieving these goals.

### **B. Projected needs**

1. Faculty: We completed another successful search this past year, which will bring the number of tenure-line faculty in the department to 14 in Fall 2015. Complemented by the 12 full-time instructors in the department, we are better able to meet the demands of our students by having tenure-line instructors providing more instruction in our general education courses, and by expanding our graduate program and our elective course offerings for our majors/minors. These new positions will not only allow us to satisfy our curricular needs, but also enable the department to continue to be fully engaged in the activities of the college and university.

2. Facilities and Equipment: With the help of the College of Arts & Sciences, Office of Academic Affairs, Facilities Management, other units of the university, funding from the Title III grant, and funds generated by course charges (lab fees), we have been able to make continued progress toward updating our teaching and research spaces, and updating an aging collection of equipment. In the past year, we are nearly finished with a project to replace an aging collection of microscopes, and replaced a 40-year old automated plate pourer. The fact that our course laboratory fees are now being returned directly to the department is allowing us to continue to update aging/obsolete equipment (and make explicit plans to do so), but these funds alone will not be sufficient to update the equipment in all of our teaching labs. We hope that a combination of an increase in our budget line for equipment, continued support from the college, and targeted grant-writing will help to fill this gap.

3. Other Resources: At this point in time, the major constraint on our ability to support faculty and faculty research is a lack of office and research space, and must be addressed in the immediate future. With the increased number of tenure-line faculty members and an increased number of non-tenure line faculty being engaged in research with students, we will be hard-pressed to provide a space for our new tenure-line hire (Cantú) in Fall 2015. Thus, as I indicated in the last several Annual Reports, it remains essential that we renovate an existing space in the upcoming year (either converting BBH-105 (currently used for storage), or the DNA Analysis Suite in BBH-324/328A/328B into a dedicated faculty research lab). Likewise, the department (as well as other departments housed in Brommel Hall, and in fact the entire college) continues to face a severe shortage of office space that can be assigned not only to an increasing number of full- and part-time instructors, but to new tenure-line hires. Both of these issues regarding availability, assignment and utilization of space are ones that can not be solved by any single department, and we look forward to working with the powers that be on coming up with solutions that will be universally acceptable (if not universally embraced!).

### III. Accomplishments

(NOTE: Throughout this section, the names of **faculty members** are in bold, the names of *undergraduate students* are italicized, and the names of graduate students are underlined.)

#### A. Faculty Research/Creative Activities

##### 1. Books

**Kimble, M., A. Schirmer and T. Campbell.** 2015. General Genetics Laboratory Manual, 2nd Edition. Dubuque: Kendall Hunt Publishing Company.

## 2. Articles and Abstracts:

Brehme, M., **C. Voisine**, T. Rolland, S. Wachi, J. Soper, J. Malhotra, J. Zhu, K. Orton, A. Villella, D. Garza, P.H. Reinhart, M. Vidal, H. Ge and R.I. Morimoto. 2014. A chaperone subnetwork safeguards proteostasis in aging and neurodegenerative diseases. *Cell Reports* 9(3):1135-50.

**Geddes, P.** 2015. Experimental evidence that subsidy quality affects the stability of recipient planktonic communities. *Aquatic Sciences* DOI 10.1007/s00027-015-0406-7.

Kroeger M.E., B.A. Sorenson, J.S. Thomas, **E.A. Stojković**, S. Tsonchev and K.T. Nicholson. 2014. Atomic force microscopy of red-light photoreceptors using peak force quantitative nanomechanical property mapping. *J Vis Exp.* Oct 24;(92):e52164. doi: 10.3791/52164. PMID:25407118

Lesniak, T., **A. Schirmer** and C. Knapp. 2014. Evaluating the role of temperature in the reproduction of the Yellow Stingray (*Urobatis jamaicensis*). *Zoo Biology* 34: 33-39.

O'Hearn, A., M. Wang, H. Cheng, C.M. Lear-Rooney, K. Koning, **E. Rumschlag-Booms**, E. Varhegyi, G. Olinger and L. Rong. 2015. Role of EXT1 and glycosaminoglycans in the early stage of filovirus entry. *J. Virol.* 89(10):5441-9. doi: 10.1128/JVI.03689-14. Epub 2015 Mar 4.

**Olfelt, J.P.** and W.A. Freyman. 2014. Relationships of North American *Rhodiola* (Crassulaceae). *American Journal of Botany* 92: 901-910.

**Orlofske, S.A., R.C. Jadin** and P.T.J. Johnson. 2015. It's a predator-eat-parasite world: how characteristics of predator, parasite and environment affect consumption. *Oecologia* 178:537-547.

Ravensbergen M.T., M. Kloz, T. Gleichmann, K.D. Gallagher, N.C. Weitowich, R. St Peter, S.E. Kovaleva, **E.A. Stojković**, and J.T. Kennis. 2015. Femto- to microsecond photodynamics of an unusual bacteriophytochrome. *J Phys Chem Lett.* 6(2):239-43. doi: 10.1021/jz502408n. Epub 2014 Dec 30. PMID:26263456

**Schirmer, A. E., Prete**, F. R., Mantes, E. S., Urdiales, A. F., Bogue, W. 2014. Circadian rhythms affect the electroretinogram, compound eye color, striking behavior, and locomotion of the praying mantis, *Hierodula patellifera* (Serville). *Journal of Experimental Biology* 217: 3853-3861.

**Stojković, E.A.**, K.C. Toh, M.T. Alexandre, M. Baclayon, K. Moffat and J.T. Kennis. 2014. FTIR spectroscopy revealing light-dependent refolding of the conserved

tongue region of bacteriophytochrome. *J Phys Chem Lett.* 5(15):2512-2515. Epub 2014 Jul 7. PMID:25126387

### 3. Conference Presentations

**Bolterstein, E.,** R. Rivero, M. Marquez, R. Salomon and M. McVey. The *Drosophila* Werner exonuclease participates in an exonuclease independent response to replication stress. 5<sup>th</sup> Annual NEIU Faculty Research & Creative Activities Symposium. Northeastern Illinois University, Chicago IL; November 2014. (oral presentation)

**Bolterstein, E.,** M. Ahern, R. Salomon and M. McVey. The role of RecQ proteins, BLM and WRNexo, in DNA repair, aging, and tumorigenesis. 56th Annual *Drosophila* Research Conference. Chicago, IL; 4-8 March 2015. (poster)

**Bolterstein, E.,** M. Ahern, R. Salomon and M. McVey. The role of RecQ proteins, BLM and WRNexo, in DNA repair, aging, and tumorigenesis. 17th Annual Midwest DNA Repair Symposium. Bloomington, IN; 6-7 June 2015). (poster)

**Geddes, P.** 2015. Choosing a graduate program and a graduate mentor. Chicago Symposium of the Society for Chicanos and Native Americans in Science Midwest Chapters. Northwestern University, Chicago, IL. (oral presentation).

**Geddes, P.** 2014. Invasive plants that hybridize: Challenges in cattail identification and in estimating hybridization rates. 5<sup>th</sup> Annual NEIU Faculty Research & Creative Activities Symposium. Northeastern Illinois University, Chicago IL; November 2014. (oral presentation)

**Jadin, R.C.** Agriculture's effects on habitat and wildlife. "The World on your plate" Green Fee Committee Symposium. NEIU. Chicago IL, 29 Oct 2014.

O'Connor-Maleney, M., R. Joly, L. McCorker and **E. Rumschlag Booms.** H5N1 avian influenza entry: uncovering sialic acid's potential cofactor. 5<sup>th</sup> Annual NEIU Faculty Research & Creative Activities Symposium. Northeastern Illinois University, Chicago IL; November 2014. (oral presentation)

**Orlofske, S.A., R.C. Jadin** and M.B. Joseph. Unifying predator and parasite ecology using an empirical test of functional response models. 5<sup>th</sup> Annual NEIU Faculty Research & Creative Activities Symposium. Northeastern Illinois University, Chicago IL; November 2014. (oral presentation)

**Prete, F.** From cognitive psychology to neural networks: Understanding how praying mantises recognize their prey. Michigan State University Neurobiology Seminar Series; 19 Feb 2015. (invited seminar)

**Prete, F.** How praying mantises recognize their prey: A scientist's frugal journey from cognitive psychology to potassium channels. University of Akron, Department of Biology Seminar Series; 21 Oct 2014. (invited seminar)

**Schirmer, A.** Circadian Rhythms in the Praying Mantis, *Hierodula patellifera*. University of Wisconsin Whitewater Colloquium Series, Whitewater, WI; 14 Nov 2014. (invited seminar)

**Slate, J. and P. Geddes.** 2015. Using environmental issues to develop authentic research experiences in biology, chemistry, and math courses. SENCER Midwest Regional Symposium, Chicago, IL. (oral presentation)

**Voisine, C.** Proteostasis imbalances impact sensory and motor neuron function in *C. elegans* animals expressing TDP-43. 20<sup>th</sup> International *C. elegans* Meeting. Los Angeles CA; June 2015.

**Voisine, C.** Proteostasis imbalances impact sensory and motor neuron function in *C. elegans* animals expressing TDP-43. 3<sup>rd</sup> Annual Michigan *C. elegans* Meeting. Grand Rapids MI; March 2015.

**Voisine, C.** Amyotrophic lateral sclerosis in *C. elegans*: Understanding how TDP-43 aggregation affects neuron function. 5<sup>th</sup> Annual NEIU Faculty Research & Creative Activities Symposium. Northeastern Illinois University, Chicago IL; November 2014. (oral presentation)

**Voisine, C., Q. Nguyen, E. Rendleman, Z. Figueroa, D. Robinson, N. Park, A. Salamanca, A. Harshman and N. Muzaffar.** Using worms to understand human neurodegenerative diseases. 5<sup>th</sup> Annual NEIU Faculty Research & Creative Activities Symposium. Northeastern Illinois University, Chicago IL; November 2014. (oral presentation)

#### 4. Funded grants

**Stojković, E.A.** RUI 1413360: Light-controlled Morphogenesis in Early Development of Myxobacteria. National Science Foundation (\$443,050 )

Villamil, MB, S. Rodríguez Zas, **P. Geddes**, C. Riggins, and S. Lubienski (PIs). USDA Food and Agricultural Sciences National Needs Graduate and Post-graduate Fellowship (NNF) Grants Program: Multicultural Investigators Nurtured in Data Science in Agriculture Program (MINDS in AG). (\$246,000).

#### 5. Service

**F. Prete** served as an Associate Editor for the International Journal of Comparative Psychology

**S. Orlofske** served in several capacities for the American Society of Parasitologists: Awards Committee and Student Awards Committee (appointed to serve terms from 2015–2018 and 2013–2015, respectively), and Nominating Committee (elected to serve a term from 2015–2016)

**E. Rumschlag-Booms** served as a Contributing Editor for the American Journal of Microbiology

## B. Student Achievements

1. Presentations, conference papers, symposium participation, publications.  
(Throughout, **undergraduate students** in Biology are bold, *graduate students* are italicized, faculty members are underlined.)

### >> **International venues**

**Figueroa, Z.** *C. elegans* model of amyotrophic lateral sclerosis: Understanding the role of TDP-43 expression on HSN motor neuron function. 20<sup>th</sup> International *C. elegans* Meeting. Los Angeles CA. June 2015.

**Gallagher, K.D., P. Duong, A. Nugent, D. Bizhga, H. Patel, N.C. Voitowich, and E.A. Stojković.** Bacteriophytochromes in Myxobacteria: Implications for light-controlled morphogenesis. 16th International Congress on Photobiology. Cordoba, Argentina. September 2014 (invited student oral presentation).

**Marsili, J., S. Whidden, J. Olfelt, and P. Geddes.** 2015. Employing molecular techniques to estimate hybridization rates of *Typha latifolia* and *Typha angustifolia*. All-Ireland Conference of Undergraduate Research (AICUR), University of Limerick, Limerick, Ireland.

### >> **National venues**

**Choi, O.N., J.K. Kawaguchi, R.C. Jadin and S.A. Orlofske.** The urban bird gets the worm: Cestode diversity in avian hosts. American Society of Parasitologists 90<sup>th</sup> Annual Meeting, Omaha NE, 25-28 June 2015.

**Kawaguchi, J.E., O.N. Choi, R.C. Jadin and S.A. Orlofske.** Transmission of Strigeidae (Platyhelminthes: Trematoda) in Wisconsin and Illinois freshwater ponds. American Society for Parasitologists 90<sup>th</sup> Annual Meeting. Omaha, NE. June 25-28, 2015.

Annual SACNAS (Society for Advancement of Chicanos and Native Americans in Science) National Conference, Los Angeles CA, 16-18 October 2014. (poster presentations)

**Figueroa, Z.** Understanding the impact of TDP-43 expression on Organismal Health.

**Fioramonti, E., G. Prete, C. Carrion, S. Patel, F. Prete and A. Schirmer.** Identification of the Period gene in the praying mantis *Hierodula patellifera*.

**Hermosillo, J., M. Valdivia and J.P. Olfelt.** Evolutionary reference points for the conservation of Leedy's roseroot, a rare and endangered cliff-dwelling plant.

**Joly, R.** Receptor binding domain mutational analysis in H5N1 influenza.

**Marsili, J., S. Whidden, J. Olfelt, and P. Geddes.** Hybridization rates of *Typha latifolia* and *Typha angustifolia* in the U.S. Midwest.

**Patel, S., C. Carrion, E. Fioramonti, G. Prete, B. van Alphen, F. Prete and A. Schirmer.** First description of discontinuous respiration in the praying mantis *Hierodula patellifera*.

**Rendleman, E.** Amyotrophic lateral sclerosis in *C. elegans*: The effects of TDP-43 expression on neuronal health.

>> **Regional venues**

**Cocking, G. E. and J. E. Slate.** Freshwater sponges as paleolimnological indicators in Volo Bog. *presented at* the Wisconsin Wetlands Association, Madison, Wisconsin, February 2015 and at the Society for Freshwater Science, Milwaukee, Wisconsin, May 2015.

**Kawaguchi, J.E., O.N. Choi, R.C. Jadin and S.A. Orlofske.** Transmission of Strigeidae (Platyhelminthes: Trematoda) in Wisconsin and Illinois freshwater ponds. 20<sup>th</sup> Annual Wisconsin Wetlands Association Conference. Madison, WI. 24-26 February 2015.

*Nguyen, Q.* Modeling Amyotrophic Lateral Sclerosis in *C. elegans*: Evaluating how TDP-43 expression impacts sensory neuron function” Chicago Society for Neuroscience Annual Meeting. Chicago IL. March, 2015.

*Nguyen, Q.* Modeling amyotrophic lateral sclerosis in *C. elegans*: Evaluating how TDP-43 expression impacts sensory neuron function. 20<sup>th</sup> Midwest Stress Response and Chaperone Conference. Chicago IL. January 2015.

**Rendleman, E.** Amyotrophic lateral sclerosis in *C. elegans*: The Effects of TDP-43 Expression on Neuronal Health. 3<sup>rd</sup> Annual Michigan *C. elegans* Meeting. Grand Rapids, MI. April 2015

**Rendleman, E.** Amyotrophic lateral sclerosis in *C. elegans*: The effects of TDP-43 expression on neuronal health. 20<sup>th</sup> Midwest Stress Response and Chaperone Conference. Chicago IL. January 2015.

*Robinson, D.* Understanding the role of TPR-1 function in cellular protection in *C. elegans*. Chicago Society for Neuroscience Annual Meeting. Chicago IL. March, 2015.

*Robinson, D.* Understanding the role of TPR-1 function in cellular protection in *C. elegans*. 20<sup>th</sup> Midwest Stress Response and Chaperone Conference. Chicago IL. January 2015.

**Sandusky, C. C. and J. E. Slate.** Is there evidence of eutrophication in Volo Bog? A paleolimnological study using diatoms. *presented at* the Wisconsin Wetlands Association, Madison, Wisconsin, February 2015 and at the Society for Freshwater Science, Milwaukee, Wisconsin, May 2015.

**Whidden S., J. Marsili, J. Olfelt** and **P. Geddes**. 2014. Hybridization *latifolia* and *Typha angustifolia* in the U.S. Midwest. Society of Wetland Scientists' North Central Chapter Regional Meeting, Carbondale, IL. (oral)

>> **Local venues**

SCSE (Student Center for Science Engagement) Sixth Annual Research Symposium, Northeastern Illinois University, Chicago, IL. 26 September 2014. (oral presentations)

**Fioramonti, E., G. Prete, C. Carrion, S. Patel, F. Prete** and **A. Schirmer**. Identification of the Period gene in the praying mantis *Hierodula patellifera*. (oral)

**Marsili, J., S. Whidden, J. Olfelt,** and **P. Geddes**. Hybridization rates of *Typha latifolia* and *Typha angustifolia* in the U.S. Midwest. (poster)

**Patel, S., C. Carrion, E. Fioramonti, G. Prete,** B. van Alphen, **F. Prete** and **A. Schirmer**. First description of discontinuous respiration in the praying mantis *Hierodula patellifera*. (poster)

**Whidden S., J. Marsili, J. Olfelt** and **P. Geddes**. Use of microsatellite markers to estimate hybridization rates between *Typha latifolia* and *Typha angustifolia* in the Midwest. (oral)

23<sup>rd</sup> NEIU Student Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL. 17 April 2015

**Chellson, R.A., R.J. Moskal, R.L. Fidis,** S.B. Cooke (Department of Anthropology) and **T.K. Puryear**. Evaluating the effect of embryonic folic acid treatments on palate/craniofacial development and behavior in the day-12 HSD:ICR CD-1 mouse. (oral)

**Dooley, B.,** A. Gokee (Chemistry) and A. Fraiman. Through hardships to mastering organic chemistry: Interactive learning and student-centered labs with Mastery Lab and Chem-Wiki. (oral)

**Duong, P.,** A. Nugent, **K.D. Gallagher, D. Bizhga, P. Waltz, J. Hopkins,** and **E.A. Stojković**. Bacteriophytochromes and light-controlled morphogenesis in Myxobacteria. (poster)

**Figuroa, Z.J.** and **C. Voisine**. *Caenorhabditis elegans* model of amyotrophic lateral sclerosis: Understanding the role of TDP-43 expression on HSN motor neuron function. (poster)

**Harris, A.M & J. Slate**. Unionid mussels as bioindicators in an urban stream. (oral)

**Hermosillo, J.L., G.A. Murphy, M. Rodriguez, M. Kimble** and **J. Olfelt**. Construction of a microsatellite enriched genomic library and analysis of new microsatellite primers for *Rhodiola*. (oral)



- Kawaguchi, J.E., O.N. Choi, R.C. Jadin and S.A. Orlofske.** Transmission of Strigeidae (Platyhelminthes: Trematoda) in Wisconsin and Illinois freshwater ponds. (poster)
- Mihalas-Sanchez, E. and M. Kimble.** Analysis of the effects of prolonged nicotine exposure on behavior and reproduction in *Drosophila melanogaster*. (oral)
- Nguyen, Q. and C. Voisine.* Modeling amyotrophic lateral sclerosis in *C. elegans*: Evaluating how TDP-43 expression impacts motor and sensory neuron function. (poster)
- Patel, S., C. Carrion, A. Greico, E. Fioramonti, G. Prete, V. Skittle, B. van Alphen** (Department of Neurobiology and Physiology, Northwestern University), **F. Prete** and **A. Schirmer.** Respiratory patterns in praying mantises. (oral)
- Prete, G., E. Fioramonti, C. Carrion, S. Patel, F. Prete and A. Schirmer.** Identification of the Period gene in the Mantodea (praying mantis). (oral)
- Rebiai, R., M.E. Kroeger, S. Malik** (Chemistry), **E.A. Stojković** and K. Nicholson. Domain structure of bacterial red-light photoreceptors as revealed by atomic force microscopy. (oral)
- Rendleman, E. and C. Voisine.** Amyotrophic lateral sclerosis in *C. elegans*: The effects of TDP-46 expression on neuronal health. (poster)
- Robinson, D., E. Morales, M. Brehme and C. Voisine.* Understanding the involvement of TPR-1 protein maintenance and cellular protection in *C. elegans*. (poster)
- Sandusky, C.C. and J. Slate.** Is there evidence of eutrophication in Volo Bog Nature Preserve? A paleolimnological study with diatoms.
- Strauss, R., C. Moran** (University Honors Program), **P. Geddes, J. Olfelt, Rachel Trana** (Computer Science) and **F. Iacobelli.** Innovation in microsatellite cataloging: Finding markers in Midwestern cattails (*Typha* species). (oral)
- Tong, C. and A. Mapara* (Chemistry), **K.D. Gallagher, P. Duong, A. Nugent, J. Hopkins, P. Waltz, J. Varela** and **E.A. Stojković.** Structure and function of bacteriophytochromes in Myxobacteria. (oral)
- Vasquez, E.R., J.E. Kawaguchi, O.N. Choi, R.C. Jadin and S.A. Orlofske.** The diversity of Echinostomes (Platyhelminthes: Trematoda) in Chaicagoland area aquatic communities. (oral)
- Villegas, A., E. Somchith** (Chemistry) and **S.A. Orlofske.** The effects of competitor-induced plasticity on intensity of parasitic infection. (oral)

**Whidden, S.B., J.J. Marsili, L.L. Allende** (McNair Scholar), J. Olfelt and P. Geddes. Hybridization of *Typha latifolia* and *Typha angustifolia* in the U.S. Midwest. (oral)

2. Acceptance to graduate or professional school; other honors/scholarships/awards.

At the 2014 SACNAS National Conference (Los Angeles CA), 1200 posters were exhibited, and 100 students received awards for outstanding presentations, including **Dana Anderson** (Environmental characterization for a swine transport assessment) and **Rima Rebiai** (in Biochemistry). Rima is an NIH-MARC scholar and a double major in Chemistry and Biology.

**James Hopkins** (Biology major and McNair scholar) won a best poster presentation award from the Protein Society at the Annual Biomedical Research Conference for Minority Students (San Antonio TX, 12-15 Nov 2014). He also received a full travel scholarship (registration, travel, lodging) from the conference organizers (American Society for Microbiology and NIH). More than 2,000 students from more than 350 universities took part; James was one of only 3 students who received Best Presentation Awards (the other two were from UC Irvine and UCLA).

Four Biology graduates have earned National Science Foundation Graduate Research Fellowships in the past three years: **Anna Baker** (enrolled in Microbiology Doctoral Training Program (MDTP) at University of Wisconsin-Madison); **Christopher Craddock** (B.S. 2012; enrolled in Ph.D. program in Cell and Molecular Biology at University of Chicago); **Angela Varela** (enrolled in Ph.D program in Biophysics at University of Wisconsin-Madison); and **Daniel Westcott** (Ph.D. program in Plant and Molecular Biology at University of Chicago).

**Dayvis Blasini** will begin the PhD program at Arizona State University. He won the Huizingh Desert Research Fellowship, covering tuition plus a \$25,000 stipend as a research assistant at the Desert Botanical Garden for his first three years. He will then be supported by a teaching assistant in his last two years of the program

**Matt Castro** was accepted into the Ph.D. program in Molecular Biology at the University of Wisconsin-Madison.

**Matthew Deisinger** was accepted into the Physician's Assistant program at Midwestern University.

**Charlie Delavoi** was accepted into the PhD program in Ecology & Evolutionary Biology at the University of Connecticut, where he is studying under Dr. Bernard Goffinet. Charlie is also a co-author of an article published by the group in which he was involved as an intern at the Field Museum of Natural History:

Matt von Konrat, M., J. Engel, M. Katafona, L. Söderström, E. Cooper, Charles DeLavoi, A. Hagborg, M.A.M. Renner, L. Briscoe, T. Pócs, J. Braggins, S. Tuiwawa, A. Naikatini and M. Tuiwawa. 2014. Unlocking collections: New records of

Lepidoziaceae (Marchantiophyta) for the islands of Fiji. *Telopea: Journal of Plant Systematics* 17: 403–413.

**Phu Duong** (M.S. 2015) received a student travel award from NEIU Foundation's Leader Fund to present at the Annual Biomedical Research Conference for Minority Students in San Antonio, Texas. Since then, he was accepted into the PhD program in Cell and Molecular Pathology at the University of Wisconsin-Madison.

**Kevin Gallagher** was accepted into the IBIS (Interdisciplinary Biological Sciences) PhD program at Northwestern University, Evanston IL.

**Arielle Grieco** was accepted into the Master of Public Health/Biostatistics program at the University of Illinois at Chicago

**James Hopkins** was accepted into the Ph.D. program in Pharmacology at the University of Illinois at Chicago.

**Eleanor Itzkow** was accepted into the College of Veterinary Medicine at the University of Minnesota.

**Amber Kaminski** (B.S. 2014) will begin in the M.S. program in Microbiology and Immunology at Rush University in Fall 2015.

**Kiran Khoja** was accepted by and has begun her program at Manchester College of Pharmacy, Indiana.

**Fariha Mangrio** was accepted into Masters in Health Informatics program at DePaul University.

**Jeremy Massey** was accepted into the Doctor in Pharmacy at Rosalind Franklin University and Midwestern University (Downers Grove).

**Gwen Murphy** (B.S. 2015) was admitted into the M.S. program in Plant Biology at Southern Illinois University.

**Vitalii Mytnychuk** received the NEIU/Bernard Brommel "Against All Odds" Scholarship.

**Rumana Nazeer** was accepted into the Pharmacology Program at the University of Illinois at Chicago.

**Quan Nguyen** defended his thesis: Modeling Amyotrophic Lateral Sclerosis in *C. elegans*: Evaluating how TDP-43 expression impacts sensory neuron function. (Voisine)

**Angela Nugent** defended her M.S. Thesis: Light-induced morphogenesis and red light photoreceptors in non-photosynthetic myxobacteria. (Stojkovic)

**Dayani Pieri** (2014) was chosen as the student speaker for the December 2014 NEIU commencement ceremony.

**Syed Rehman** was accepted to the Lincoln Memorial University Debusk School of Medicine (LMU-DCOM).

**DeElegant Robinson** defended his M.S. Thesis: Understanding the role of TPR-1 in Protein Maintenance and Cellular Protection in *C. elegans*. (Voisine). He has been accepted into the Ph.D. program in Genetics at the University of Wisconsin-Madison, where he will be supported by the Science and Medicine Graduate Research Scholars (SciMed GRS) Fellowship.

**Ryan Thompson** was accepted to Chicago Medical School.

**Charlie Sandusky** was accepted to the Master Degree program in biology at Old Dominion University in Norfolk, Virginia.

**Kate Sgouros** was accepted into PhD program in Taxonomy & Systematics at Tulane University.

**Eriberta Vasquez** was accepted into the M.S. Program in Biotechnology at Roosevelt University, Chicago IL.

### C. Alumni News

**Maria Galvan** was hired as a Ranger for the Forest Preserve District of DuPage County.

**Jenyce Guzman** (B.S. 2014) is working as a Quality Control Inspector at Now Foods, which the Chicago Tribune named in 2012 as one of the top workplaces in the Chicago area.

**Nousheen Islam** graduated in May 2015 from the University of Illinois at Chicago with an M.Ed. in Measurement, Evaluation, Statistics and Assessment (MESA) in the College of Education's Department of Educational Psychology.

**Edith Morales** is working for Abbot Pharmaceutical at Abbott Park, IL. She is a Laboratory Technician (Level 1) in the Microbiology and Immunology Department, working at biosafety level 3. While she waits for her permanent research goal to be established, she is doing basic lab work, including making buffers, running PCR reactions and gel electrophoresis, maintaining cell cultures and making agar plates.

**Quan Nguyen** (M.S. 2015) is working as a Research Assistant for Drs. Sally McFall and David Kelso in the Center for Innovation in Global Health Technologies (CIGHT) at Northwestern University (Evanston campus). He is developing protocols and testing the response of *C. elegans* to four volatile chemicals secreted by mycobacteria from tuberculosis, and assisting with protocol development for imaging devices to detect HIV antigen.

**Emily Rendleman** (B.S. 2015) is working as a Research Technician in the Department of Biochemistry & Molecular Genetics at the Northwestern University Feinberg School of Medicine. She helps manage their next generation sequencing core, and is primarily responsible for intaking samples, performing quality checks, and sequencing samples. In addition, she occasionally tests antibodies for efficiency for use in chromatin immunoprecipitation, and will soon be learning some of the bioinformatics necessary for processing sequencing data.

**Maria Rios** was hired as the Coordinator of Wildlife Management at the Urban Wildlife Institute at Lincoln Park Zoo, Chicago.

## BIOLOGY

### Assessment Report 2014-2015

Submitted by John Kasmer

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

#### Cycle of Assessment

**2015-2016:** Program Goal 4 (4a); prepare future assessment tool (rubric)

**2016-2017:** To Be Determined (TBD)

**2017-2018:** TBD

**2018-2019:** TBD

**2019-2020:** TBD

#### Assessment of Program Goals and Learning Outcomes and Results

##### A. Which goal(s) were assessed this past year

###### **Goal 4: Demonstrate effective skills in scientific communication**

a: Write proficiently in discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals

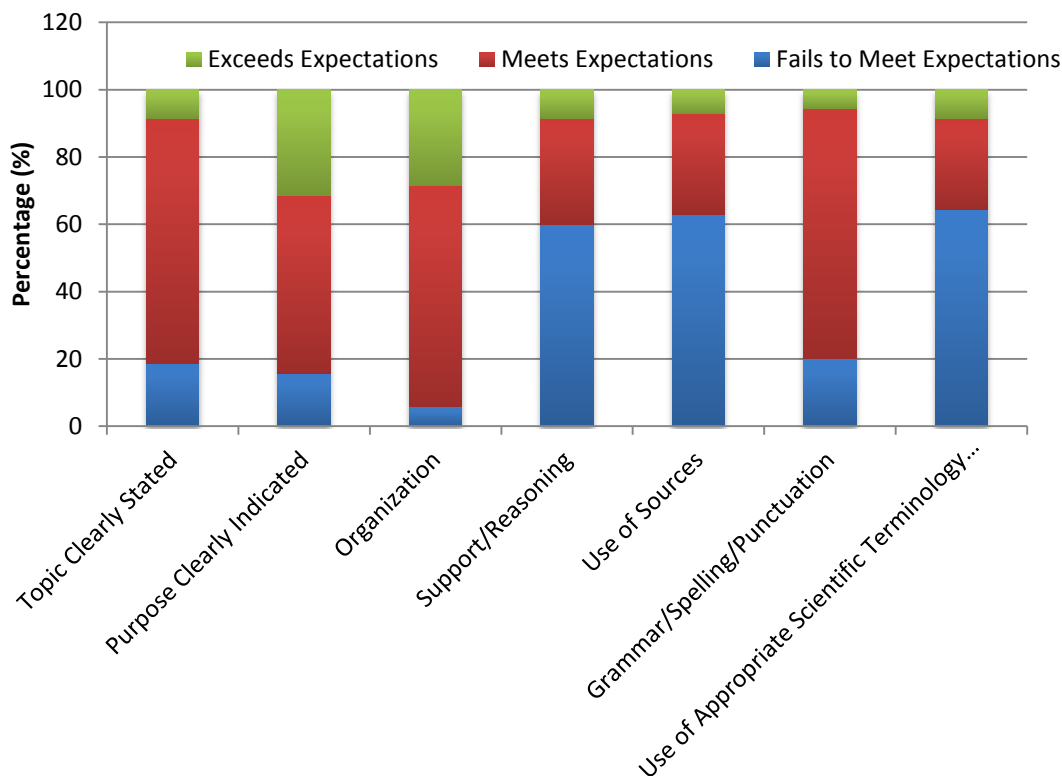
##### B. How was goal attainment measured?

To assess the written communication skills of our students, the department adapted and revised a rubric by Barbara Walvoord, in B. Walvoord & V. Johnson Anderson, *Effective Grading*, 1998 and NEIU's Writing Rubric. (**see Appendix 2**). Students' writing artifacts were assessed using seven criteria (1) topic clearly stated, (2) purpose clearly indicated, (3) organization, (4) support/ reasoning, (5) use of sources, (6) grammar/ spelling/ punctuation, (7) use of appropriate scientific terminology and writing style.

Students were assessed at two time points; those entering the major and those nearing graduation. Early majors were assessed in BIO150 Essential Skills for Biologist, a required core course for all majors. This course is one of the first courses all majors, including transfer students, must take. Students nearing graduation were assessed in two courses, BIO305 Ecology, and BIO390 Senior Seminar. BIO305 Ecology is our writing-intensive program course while BIO390 Senior Seminar is generally taken in a student's last semester before graduation.

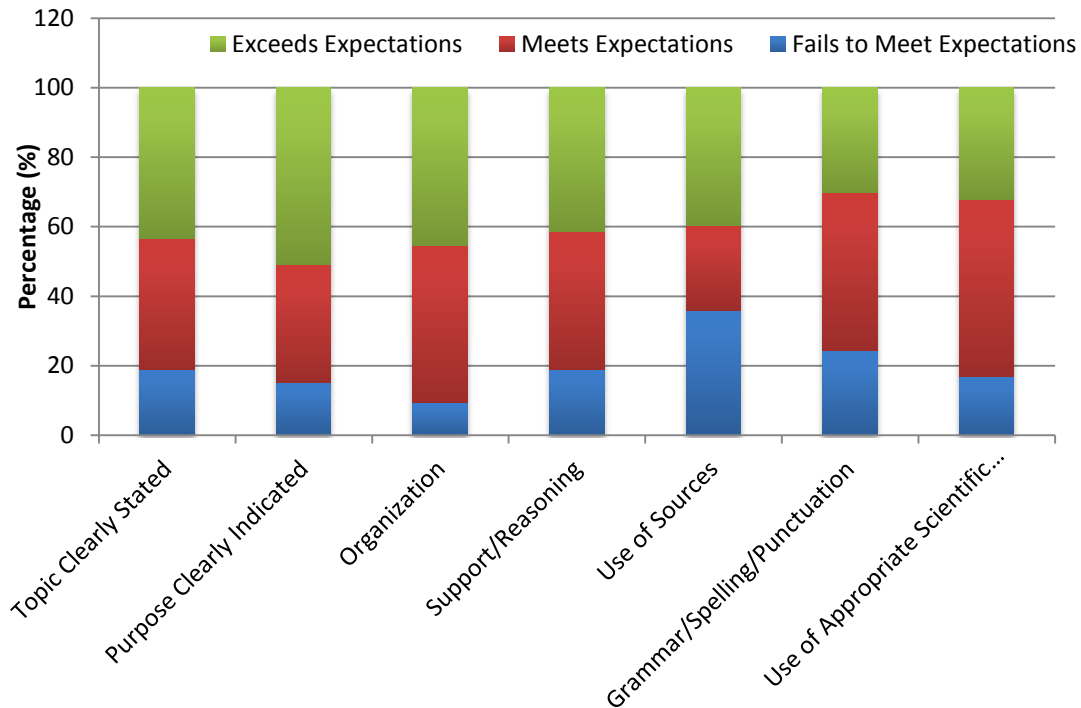
### C. Results from your measurement

The percentage of students that meet, exceed, and fail to meet expectations were calculated for each criteria in the writing rubric for those entering the major. While 95% of BIO150 students met expectations in organization, fewer than 35% met expectations in use of sources. The remaining criteria averaged approximately 50% of students meeting expectations.



**Figure 1. Assessment of Students' Written Communication in BIO150 Essential Skills for Biologist Spring 2015 (2 sections, n=35).** Students' scientific research posters were assessed using the Biology Department Writing Rubric in the seven criteria listed on the x-axis.

The percentage of students that meet, exceed, and fail to meet expectations were calculated for each criteria in the writing rubric for those nearing graduation. On average, 80% of upper-level students met or exceeded expectations in all seven writing criteria.



**Figure 2. Assessment of Students' Written Communication in BIO305 Ecology WIP (1 section) and BIO390 Senior Seminar (2 sections) Spring 2015 (3 sections, n=53).** Students' research papers were assessed using the Biology Department Writing Rubric in the seven criteria listed on the x-axis.

**Feedback loop:** Do you plan to make any changes as a result of your assessment? We are still discussing what changes (if any) will be implemented as a result of our initial assessment data. The current consensus is to continue collecting data of early versus upper-level students before making any curricular changes. We have discussed revising the rubric based on the feedback received from those that teach our writing-intensive program (WIP) BIO305 course. A rubric that better reflects assessment of writing may provide us with more meaningful data based on the practices and curriculum in the course.

### **Executive summary of assessment results**

In Spring 2015 the department chose to assess Program Goal 4a (Write proficiently in discipline-specific formats, such as research-style reports, persuasive arguments and grant proposals) and began to formulate an appropriate assessment tool. We adapted a current NEIU writing rubric to our program and assessed students' written communication at two stages, entry level and upper-level/near completion.

Data was collected from 35 entry-level students and 53 upper-level students. Overall, 64.7% of entry-level students met or exceeded expectations while 80.1% of upper-level students met or exceeded expectations. The biggest improvements were in the criteria of support/reasoning and use of appropriate scientific terminology/style.

Overall, we were pleased with the gains we observed in students' written communication, especially given that our upper-level students were assessed at the conclusion of the writing-intensive program course or after having already completed it. Going forward, we are continuing to assess Program Goal 4a to gain a better perspective of our students before closing the feedback loop and implementing any changes to our courses/curriculum. We will also begin using D2L and TK20 for assessment in Spring 2016. In addition, we are narrowing down the next program goal to assess and will begin devising an appropriate rubric in Spring 2016 for use in Fall 2016.

### Appendix 2: Biology Writing Assessment Rubric

Criteria	Quality	No/Limited Proficiency (Score=__)	Some Proficiency (Score=__)	Proficiency (Score=__)	High Proficiency (Score=__)
1. Topic clearly stated		Reader cannot determine topic.	Topic is somewhat vague.	Topic is fairly clear.	Thesis is clear and provides fresh insight.
2. Purpose clearly indicated		Reader cannot determine purpose.	Purpose is somewhat vague OR only loosely related to the writing task.	Purpose is fairly clear and matches the writing task.	Purpose is clear and closely matches the writing task.
3. Organization		Unclear organization OR organizational plan is inappropriate to thesis. No transitions.	Some signs of logical organization in support of the topic. Transitions are abrupt, illogical, and ineffective.	Organization is evident. Transitions are generally appropriate. However, sequence of ideas could be improved.	Organization and sequence of ideas is effective. Transitions are smooth and effective.
4. Support/ Reasoning: (a) Ideas (b) Details		Offers simplistic, undeveloped, or cryptic support for ideas; Inappropriate or off-topic generalizations, faulty assumptions, errors of fact.	Offers some support that may be dubious, too broad or obvious. Details are too general, not interpreted, irrelevant to topic, or inappropriately repetitive.	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples.	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted.
5. Use of sources: Documentation		Fails to use sources AND/OR uses source material without acknowledgement.	Uses relevant sources but substitutes them for the writer's own ideas.	Uses sources to support, extend, and inform, the writer's own development of idea.	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Skillfully combines material from a variety of sources.
6. Grammar/Spelling/ Usage/Punctuation		Mechanical and usage errors so severe that writer's ideas are difficult to understand.	Repeated weaknesses in mechanics and usage. Pattern of flaws is evident.	Grammar and syntax are correct with very few errors in spelling or punctuation.	Essentially error free. Evidence of superior control of diction.



7. Use of appropriate scientific terminology and writing style	Writing is superficial, lacks depth, and shows minimal use of appropriate scientific terminology.	Sentences are simplistic and show little variety. Use of science terminology is minimally developed.	Sentences show some variety and complexity. Use of scientific terminology is accurate and generally appropriate.	Sentences are varied and complex. Use of science terminology is appropriate and precise.
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\* Based in part on a rubric by Barbara Walvoord, in B. Walvoord & V. Johnson Anderson, *Effective Grading*, 1998 and NEIU's Writing Rubric

# CHEMISTRY

## Annual Report 2014-2015

### Submitted by John Albazi

#### Executive Summary

The Chemistry Department continues to fulfill its program mission in becoming a department well known in the Chicago land area for its strong B.S. and M.S. programs. The curriculum prepares students for careers in the chemical industry and also provides an appropriate background for students planning to pursue graduate schools or to attend medical, dentistry, pharmacy, and other professional health field schools. The *Separation Science Emphasis* curriculum provides appropriate background for students planning careers in the pharmaceutical, cosmetics and food industries. Its strength is demonstrated by the placement of our students into the workforce before or shortly after graduation. Recently, the *Chemical Education Emphasis* graduate program has been introduced. This initiative is designed to serve middle and high school teachers with a bachelor degree in chemistry that have already obtained a teacher certification. Graduates of the program will become highly qualified teachers trained in advanced chemistry and science teaching methods. This program has been finalized and published in the NEIU Academic Catalog for the 2015-2016 school year.

For the second term, Dr. John Albazi has been unanimously elected to chair the Chemistry Department. Dr. Ken Nicholson was awarded tenure and promoted to Associate Professor Rank. Meanwhile, Dr. Stefan Tsonchev has successfully spent the Fall of 2014 on a sabbatical leave at the Department of Nanomaterials Engineering at Pusan National University (PNU) in the Republic of Korea. His research work focused on bacteriophytochromes (BphPs) structure and self-assembly of biologically- active macromolecules. It has resulted in new findings for the light-adapted states of photoreceptor proteins as well as developing new computational methods for self-assembly. The chemistry faculty continues to be actively involved in serving the college and the university. Dr. John Albazi served on the El Centro search and screen committee which established and successfully hired Mark Blackstone as the Lab Manager at El Centro. Dr. Albazi also supported the Search and Screen Committee and successfully hired Tomekia Simeon as the Physical Science Advisor for the Student Center for Science Engagement (SCSE). Dr. Ken Nicholson continues to serve on the working group designed to establish a new major in Environmental Science. He is also the chemistry department representative to the Board of Directors of the SCSE. Dr. Jing Su continues to serve on the College of Arts and Sciences Academic Affairs Committee. She also began serving as the Chemistry Department Graduate Adviser. Dr. Albazi continues to organize the NEIU 5<sup>th</sup> Annual Faculty Research and Creative Activities Symposium held on November 14, 2014. Forty-seven faculty participated in presenting their research work or creative activities. He also edited the proceedings of the

symposium. Dr. Albazi has also organized the NEIU 23rd Annual Student Research and Creative Activities Symposium held on April 17, 2015. Over 200 students participated in presenting one-hundred and fifty-four projects. Over 100 faculty and instructors contributed as Faculty Sponsors, Session Presiders, or Discussants. Dr. Albazi also serves on the “Research and Creative Activities Advisory Group for the College of Graduate Studies and Research”. This committee was established by the Dean of the College of Graduate Studies and Research, Dean Michael Stern. The major achievement of this group for this academic year was finalizing NEIU’s *Research Misconduct Policy*.

The Chemistry faculty continues to be actively engaged in research. Dr. Ken Nicholson and Dr. Stefan Tsonchev along with Dr. Emina Stojkovic (Biology) are continuing to investigate the structural changes of photoreceptor bacteriophytochromes upon red-light exposure by scanning probe microscopy. Dr. Ken Nicholson continues to work with a graduate student who is interested in studying the water quality in northeastern Ohio, near her hometown. Dr. Albazi has supervised independent study of 6 students and thesis research of fourteen students. Eight students successfully defended their work. I am pleased to report that Dr. Jing Su, Dr. Ken Nicholson, Dr. Stefan Tsonchev and Dr. Chandana Meegoda received funding for a Title III grant through the Student Center for Science Engagement for Summer 2015. The Chemistry students have also been active in conducting research with faculty, and presenting their results at both local and national conferences. Students were involved in over 15 presentations. The research work conducted by them was supported by the chemistry department or by grants made to our faculty members from the NEIU Student Center for Science Engagement. It is worth mentioning that Sarah Vorpahl who graduated with B.S. in chemistry in December 2011 received a prestigious Advanced Materials for Energy Fellowship upon admission to a Ph.D. program in Chemistry at the University of Washington in Seattle, Washington. Most recently, Sarah Vorpahl has co-authored a publication in the prestigious journal, *Science*. Other students’ accomplishments involve Neva Akbas who received Ph.D. degree in Biochemistry from Georgia State University and is pursuing her Postdoctoral fellow at Mayo Clinic in Rochester. Steven Jerome has graduated with a Ph.D. in Chemistry from Columbia University and has found employment in New York City. Also, Kristen Veldman has graduated with Master’s Program in Physician Assistant Studies at Butler University (Indianapolis, IN). She began her graduate work in the fall 2013. Monika Boba has recently moved from Abraxis BioScience to Abbvi, Inc. Taral Patel and Adef Alvarado have most recently moved from nexus Pharmaceutical to Abbvi.

To fully implement the Chemical Hygiene Plan in order to maintain our labs in a safe environment, the Chemistry Department Lab Manager works closely with the University Safety Committee to better articulate safety procedures and policies for the Chemistry labs. The following achievements were accomplished to enhance the Safety in Chemistry labs during the academic year of 2014-2015:

- a. The extremely hazardous chemicals were locked with highly restricted access.
- b. Proper signs were placed outside and inside the labs to communicate the hazards contained within.

- c. Continued to conduct laboratory safety audits to identify the hazards and correct them to ensure lab safety.
- d. All the faculty and lab assistants were trained on the new GHS (Globally Harmonized System of Classification and Labeling of Chemicals) Training (Haz Chem 2015).
- e. Obtained the suitable flammable and corrosive cabinets and explosion proof refrigerators for proper chemical storage.
- f. For the several new instruments that were bought this year, Training videos were made and SOP's were created.
- g. Implemented the filling out of the hazardous waste sheets with details, listing the contents and composition.
- h. Placed signs by every lab door to remind the users to lock the doors after they are done.

The Chemistry faculty is regularly trained for the Laboratory Safety SOPs and Chemical Hygiene Plan. Reviewing of essential SOPs with students by the faculty begins during the first laboratory session of each semester.

The instruments in Organic Chemistry, Instrumental Analysis Spectroscopy as well the Quantitative Analysis labs were upgraded. A total of \$350,516 was spent in purchasing the following instruments during 2014-2015 academic year:

- a. Agilent 6850 Series gas chromatograph system: \$22,722.40
- b. Agilent 5977E GCMSD Bundle with Data System and 7820 GC + FID and auto-sampler : \$61285.70
- c. THE NICOLET IS50 FT-IR ADVANCED SPECTROMETER +IS50 Raman module + IS 5 IR system: \$123,606.96
- d. Hitachi Model U-2910UV-Visible Double Beam \$8,188.00
- e. Spectrophotometer with UV Solutions 4.1: \$10,844.00
- f. 1260 Infinity HPLC system with DAD: \$31,896.20
- g. Thermo Scientific picoSpin 80 NMR Spectrometer: \$53,671.50
- h. ICE 3500 AA Spectrometer (dual atomizer flame and furnace system): \$38,302.19

## I. Assessment

- I. Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.

Cycle of Assessment:

2015- 2016: Goal C: **Chemistry lab skills and lab safety**

2016 2017: Goal A: **Chemistry lab skills and lab safety**

- Goal A: **Proficient in basic skills in Chemistry (part x)**  
2017- 2018: Goal B: **Quantitative reasoning skills**  
Goal A: **Proficient in basic skills in Chemistry (part x)**  
2018- 2019: Goal F: **Interpersonal and Team Skills**  
Goal A: **Proficient in basic skills in Chemistry (part x)**

Assessment of program Goals and Learning Outcomes and Results for 2014- 2015 academic year:

**A. Goals assessed this past year**

**Goal A.2:** Ability to utilize knowledge from each area (analytical, bioorganic, inorganic, organic, and & physical) critically & analyze chemistry problems

**Goal D.1:** Ability to gather information from online resources, including scientific journal articles, and critically evaluate its content

**Goal E.1:** Ability to integrate student learning skills orally in a clear and organized manner

**Goal E.2:** Ability to write well-organized reports in a scientifically appropriate style

**Goal E.3:** Acquainted with the current ethical issues in chemistry and be able to apply ethical principles in classes, lab, and research

**B. How goal attainment measured**

A rubric was prepared and used by Dr. Tom Weaver and Dr. Jan Mataka to assess the listed goals of student learning (see Appendix 2).

Students in the Chemistry Capstone Seminar CHEM 391 course were evaluated based on a two presentations along with a submitted corresponding report. Our goal was as follow:

- 30% exceeds expectation
- 55% meets expectation
- 10% approaching expectation
- 5% does not meet expectations

**C. Results from measurements**

Based on a sample of 16 students in their senior year, the assessment results were as follow:

- 19% exceeded expectation (scored at or above 90%)
- 56% met expectation (scored between 80 and 89%)
- 19% approaching expectation (scored between 70 and 79%)
- 6% didn't meet expectation (scored below 70%)

Feedback loop

We plan to make another round of assessments during the Spring 2015 semester to confirm the results obtained in Spring 2014. In addition, we will modify the rubrics used to evaluate both written reports and oral presentations and to include current ethical issues in chemistry.

### Executive summary of assessment results

Assessment was conducted by Dr. Tom Weaver and Dr. Jan Mataka along with the student evaluations performed during the Spring 2015 course. The assessment was conducted to determine the ability of our seniors to utilize knowledge from each area (analytical, bioorganic, inorganic, organic, and & physical) critically. It also determined their ability to gather information from online sources to present them orally and to report them in a scientifically oriented style. Each student was given 40 minutes to present their work and 20 minutes to answer questions. Their presentation as well as their submitted report was evaluated by the faculty and their fellow students.

The number of students who met expectations reached our goal. We need to focus on the number of students who approached expectations, for this goal was not met. There were 19% of students approaching expectations which were higher than our goal of 10% of students approaching expectations. This may be due to a combination of students not reaching the presentation time limit expected and failure to write an appropriate style of a written report. This can be improved by adding the length of presentation to the rubric. In addition, the due date of the written report will be made earlier so a peer review can be done and changes can be made before a final submission.

In addition to the above assessment report, as a program accredited by the American Chemical Society (ACS), the chemistry department has submitted a revised annual report to the Society reviewing the general status of the department for 2014-2015 academic year. This Annual Report was submitted on August 2015. According to this report, the chemistry department must follow the 2008 American Chemical Society guidelines. This includes the curriculum, student research and student skills. In addition, we have given the American Chemical Society General Chemistry exam every year, which help us to find if our courses meet national expectations of General Chemistry. We also think that it is an educational benefit to our students, many of whom are going to end up taking a national, standardized exams containing general chemistry information for the purpose of graduate or professional schools. The exam covers General Chemistry I and II. The last fact does disadvantage many of our students who have a break, sometimes a break of a few years, between the two halves of General Chemistry. However, we require everyone in the Chemistry II classes, not just a selected few, because our goal is to serve all of our students.

During the first year that we gave the exam, only 18% of the students were at or above the national median (see table below). That number has increased slowly to around 39% of the students in years 2007, 2008 and 2009 then slightly decreased to 35.7% in year 2011 and increased again in 2012 to reach 39.5% and decreased sharply to reach 25.8% in year 2014. At the same time, we have seen a slow increase in the number of students in the top 10% national to reach a maximum of 9.8% of the students in year 2011. It slightly dropped to 9.3% in year 2012 and more to reach 7.8%. In year 2014, it increased slightly to reach 8.6%. In addition, we have observed an increase in the retention rate and in the number of students who successfully complete General Chemistry II. The number of students who have successfully completed General Chemistry II has more than doubled in the ten year period. Obviously, our two goals of increasing performance and increasing retention are at odds with each other; we could

increase the percentage over the national median by simply “weeding out” more of the weaker students before the end of General Chemistry II.

Year	01	02	03	04	05	06	07	08	09	10	11	12	13	14
Number	40	60	59	62	68	74	90	85	88	71	112	86	116	93
Top 10% national	1 2.5%	5 8.3%	2 3.4%	1 1.6%	1 1.5%	6 8.1%	8 8.8%	7 8.2%	8 9.0%	6 8.5%	11 9.8%	8 9.3%	9 7.8%	8 8.6%
median national	7 18%	19 32%	18 31%	10 16%	11 16%	27 36%	35 39%	33 39%	34 39%	24 34%	40 35.7%	34 39.5%	30 25.9%	24 25.8%
Median score of NEIU students	25	26	28	26	26	28	32	31	32	32	32	30	31	31

We continue to conduct written student evaluations that cover the lecture as well as the laboratory sections of our courses. Also, we returned to our practice of conducting a survey of all students registered in courses that apply toward the undergraduate major/minor of graduate students as well as alumni in order to better understand our student and the challenges they face in making academic progress.

For the last seven years, we began using student **assessment of learning gains (SALG) survey** for General Chemistry I and II to better understand what learning methods employed inside and outside the classroom help the students gain an understanding of the course material most effectively. From this survey, we analyze the impact of the textbook, lecture notes, group learning activities in lecture, peer-led team learning in seminar, and the hands-on laboratory exercises on student learning. In addition, by student response, we are able to get new insight regarding how this course affects retention in the chemistry program and the STEM disciplines in general.

**Table 1: Summary for General Chemistry I (Spring 2015)**

	Number of Respondents	Mean Response
<b><i>How much did the following aspects of the class help your learning?</i></b>		
<b>The Class Overall</b>		
The instructional approach taken in this class	33	4.5
How the class topics, activities, reading and assignments fit together	33	4.5
The pace of the class	33	4.2
<b>Class Activities</b>		
Attending lectures	33	4.5
Participating in discussions during class	33	4.4
Procedure driven laboratory experiments	32	4.2
Research Experiments in Lab	32	4.2
<b>Assignments, Graded Activities, and Tests</b>		
Graded assignments (overall) in this class	31	4.5

Occasional quiz (Announced)	33	4.4
The number and spacing of tests	33	4.5
The fit between class content and tests	33	4.5
The feedback on my work received after tests or assignments	33	4.5
<b>Class Resources</b>		
The textbook?	33	4.0
Lecture Notes?	33	4.6
General Chemistry Workshop Materials?	24	4.0
Blackboard Materials?	34	4.3
Peer Led Team Learning	24	4.3
<b>The information you were given</b>		
Explanation of how the class topics, activities, reading and assignments related to each other	33	4.5
Explanation given by the instructor of how to learn or study the materials	33	4.6
<b>Support for you as an individual learner</b>		
Interacting with the instructor during class	26	4.5
Interacting with the instructor during office hours	29	4.5
Working with peers outside of class (e.g. study groups)	28	4.5
Working with Peer Leaders in Workshop/Seminar	22	4.3
<b><i>As a result of your work in this class, what gains did you make in your understanding of each of the following areas?</i></b>		
<b>Class Content</b>		
Main Concepts	33	4.4
Relationships between the main concepts	33	4.4
<b><i>As a result of this class what gains did you make in the following areas?</i></b>		
<b>Skills</b>		
Problem solving?	33	4.4
Identifying patterns?	33	4.5
Making a logical argument?	33	4.5
<b>Class impact on your attitudes</b>		
Do you have a better appreciation for the field of chemistry and its applications?	33	4.6
Do you approach chemistry with more confidence?	33	4.5
Are you more likely to major in chemistry or continue studying chemistry as a compliment to your major field of study?	31	4.4
<b>Integration of your learning</b>		
Connecting key ideas with other knowledge	33	4.6
Using systematic reasoning to approach problems	33	4.6
Using a critical approach to information and arguments encountered in everyday life	33	4.6



**Key: 1 = no gains/no help, 2 = little gain/ little help, 3 = moderate gain/some help, 4 = good gain/much help, 5 = great help/great gain**

**Notes about the survey:**

- Students participate voluntarily in this survey outside of class. The students are not required to answer every question on the survey. Students were given the opportunity to provide open response to many of the questions (not included in this summary). The instructor only knows which students participated in the survey; the individual responses are blind.
- Based on the student response and the open-ended questions, students said the lecture notes, practice exams, exam study guides, and outside of class practice problems were the greatest help for their success in chemistry.
- Students commented on the new research experiments incorporated into the lab in General Chemistry I. The response was some gain/some help.
- Students who participated in Peer-Led Team Learning reported an average of 4.0 “much help”. These workshops clearly engage students with the material in a comfortable setting and provide a good arena for questions to be discussed.
- For retaining students in STEM disciplines, it is noteworthy that students responded “good gain/much help” when asked about their confidence in the field of chemistry.

## **II. Program Plan**

The Chemistry Department will continue assessing program goals following the department’s assessment cycle. Criteria to evaluate student learning will be established for each course studied. We will continue in maintaining the guidelines established by the American Chemical Society (ACS) committee on professional training. We will also continue to fully implement the Chemical Hygiene Plan and to maintain our labs in a safe environment. The chemistry department will continue motivating students to become involved in research early in their undergraduate work to improve student learning, student skills, student retention, and the effectiveness of the Chemistry program. The Chemistry Department will continue to develop interdisciplinary directions through designing new courses and improving existing ones through collaboration with the STEM programs, in particular, in the areas of Chemistry and Biology, and Environmental Science. The chemistry department will work to step-up the recruitment efforts for new undergraduate students, and working out better strategies to retain and graduate existing students.

### **Program Plan requirements/projected needs**

#### *1. Faculty*

Our ultimate success and timeliness is dependent on resources available and the continued success of current and recruited faculty. The Chemistry department has lost Dr. Veronica Curtis-Palmer who retired in summer 2014. In order to reach the goals, we hope that the department will receive a tenure-track faculty line in Organic Chemistry to substitute for Dr. Curtis-Palmer.

#### *2. Students*

- a. Increase in student aid money to hire chemistry students to support teaching labs
  - b. Increase in student waivers to support our graduate program
3. *Space*  
As the department grows, we are in need of more space. For now, faculty is making some of teaching labs available for research work of faculty and student.
4. *Budget increase to support the following:*
  - a. Purchase of state-of-art instruments
  - b. In house calibration and maintenance of small instruments
  - c. Service Contract and repairing state-of-art equipment
  - d. Support the role of Chemistry Department in the University wide policy on safety compliance

### III. Accomplishments

#### A. Faculty Research/Creative Activities

##### 1. Articles and Abstracts, Local Exhibitions or Performances:

- Kroeger, M.E., Sorenson, B.A., Thomas, J.S., Stojkovic, E.A., **Tsonchev, S.**, Nicholson, K.T., "Atomic Force Microscopy of Red-Light Photoreceptors Using PeakForce Quantitative Nanomechanical Property Mapping", *J. Vis. Exp.*, 2014, 92, e 52164, doi:10.3791/52164
- **A. Fraiman:** "Transition time? Moving toward student center labs". Proceedings International Conference on Education and New Learning Technologies, Edulearn 14, ISBN: 978-84-617-0557-3, p 5956-5960.
- Kroeger, M.E., Sorenson, B.A., Thomas, J.S., Stojkovic, E.A., Tsonchev, S., **Nicholson, K.T.**, "Atomic Force Microscopy of Red-Light Photoreceptors Using PeakForce Quantitative Nanomechanical Property Mapping", *J. Vis. Exp.*, 2014, 92, e 52164, doi:10.3791/52164

##### 2. Conference Presentations, Group Shows

- **Jing Su,** "Profiling protein phosphatase activity using peptide arrays and mass spectrometry," Midwest Regional Meeting of American Chemical Society, Columbia, MO, November, 2014
- **Denana Miodragovic,** Josh Kurutz, Charlotte Stern, and Thomas O' Halloran, "Application of NMR in characterization of arsenoplatins- inorganic anticancer agents based on the combination of platinum and arsenic drugs", Northeastern Illinois Fifth Annual Faculty Research & Creative Activities Symposium, Chicago, November 14, 2014, Book of abstracts, p.27.

- **Ana Fraiman**, “Transition time? Moving toward student center labs,” EduLearn 14, (International Conference on Education and New Learning Technologies), July 2014, Barcelona, Spain.
  - Sandra Neri<sup>1</sup>, Ngan Tran<sup>1</sup>, Thach Nguyen<sup>1</sup>, Courtney Moran<sup>2</sup>, and **Ana Fraiman<sup>1</sup>**, “Mastery and Wikis, transition time? Moving toward student center labs,” NEIU 5th annual faculty research & creative activities symposium, November 2014, Chemistry Department, <sup>2</sup>Biology Department.
  - **Stefan Tsonchev**, Lecture at the Department of Nanomaterials Engineering at Pusan National University (PNU) in the Republic of Korea, December 2014.
  - **John Albazi**, “Method Development and Validation for Determination of Oxcarbazepine in Oxcarbazepine Raw Material and Pharmaceutical Dosage form Using Reversed-Phase Liquid Chromatography”, Chemistry Department, North Park University, Chicago, IL (September 2014).
  - **John Albazi**, “Role of Chemist in the Pharmaceutical Industry”, STEM Speaker Series, Chemistry Department, Oakton Community College, Des Plaines, IL (October 7, 2014)
  - **John Albazi**, “The Power of Mathematical Modeling in Pharmaceutical Analysis Using DRYLAB® Software”, 5th Workshop on Mathematical and Statistical Modeling”, Mathematics Department, Northeastern Illinois University, Chicago, IL (Dec. 2014).
- 3. Service to academic organization (office holder only), editorial boards**
- **Ana Fraiman**, reviewer for the Journal of Scholarship of Teaching and Learning
  - **Ana Fraiman**, reviewer for the Journal of Chemical Education
  - **Stefan Tsonchev**, Refereed articles submitted to the Journal of Physical Chemistry.
  - **Stefan Tsonchev** Awarded Outstanding Reviewer Status by the journal Chemical Physics, November 2014.
  - **Stefan Tsonchev** Serving on the Editorial Advisory Board of ‘The Open Nanotechnology and Nanomedicine Journal’
  - **Jing su**, Worked as a visiting scientist in the International institute of Nanotechnology at Northwestern University during the summer 2014. Jing Su worked on using high throughput mass spectrometry-based bioassay for characterization of enzyme activities in cancer cells and stem cell differentiation.
  - **John Albazi**, Organized the NEIU 5th Annual Faculty Research and Creative Activities Symposium held on November 14, 2014.

- **John Albazi**, Organized NEIU 23rd Annual Student Research and Creative Activities Symposium held on April 17, 2015.
- **John Albazi**, Reviewer for the Journal of Chromatographic Science.
- **Ken Nicholson**, Reviewer for the ACS publication, Langmuir

#### 4. Workshops and Conferences Attended

- **Ana Fraiman**, “Collaborative and Problem Based Learning, EduLearn14, Barcelona, Spain. PLTLIS (peer lead Team Learning International Society) Invitation for workshop Material Development. May 27<sup>th</sup>.
- **Jan Mataka**, 34th Midwest Enzyme Chemistry Conference held at Northwestern University (Evanston campus) on September 27, 2014.
- **Jan Mataka**, Attendee, Northwestern University College of Medicine review of the proceedings of American Society of Clinical Oncology conference July 10, 2015.
- **Jan Mataka**, Attended the 6th Annual Organic Chemistry Symposium held at University of Illinois at Chicago., July 11, 2015

#### B. Student Achievements:

##### 1. Presentations, conference papers, symposium participation, publications

- Breenna K. Dooley, Alexandra A. Gokee and Ana Fraiman, “Through Hardships to Mastering Organic Chemistry: Interactive Learning and Student Centered Lab with mastery Lab and Chem-Wiki. A student’s perspective,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Andrew Apals and Jing Su, “Synthesis and Purification of INGPA Peptide and Analogs as New Anti-Diabetic Drugs,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Anita Alhasan and Jing Su, “Synthesis and Characterization of a Biotin-Conjugated Peptide for Studying Mechanism of ISLET  $\beta$ -Cell Regeneration During Diabetes Treatment,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Nermeen Hanini and John Albazi, “Method Development and Validation for the Determination of Enantiomers of Mirtazpine and Warfarin in their Pharmaceutical Raw Materials using Reversed-Phase Liquid Chromatography,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.

- Enas Almughmisi and John Albazi, “Method Development for the Determination of Nymalize (nimodipine) Raw Material by Using Reversed- Phase High Performance Liquid Chromatography,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Eyup Zengin and John Albazi, “Method Development and Validation of Synthesized Oxcarbazepine and its Degradants Using Reverse Phase Liquid Chromatography,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Mohammed Nizamuddin Syed and John Albazi, “Method Development and Validation of Trazodone Hydrochloride to Assay Active Ingredient and to Determine the Impurities and Degradants in the Trazodone Hydrochloride Drug Product using Reversed Phase–Liquid Chromatography,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Yating Wei and John Albazi, “Method Development, Degradation study and Validation of Metozolvodt (metoclopramide hydrochloride) using Reverse Phase High Performance Liquid Chromatography,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.
- Shahzaib Mehdi Syed and John Albazi, “Synthesis and Optimization using HPLC, Development and Validation of a Stability-Indicating Method for the Determination of Laboratory Synthesized Fenofibric Acid Raw Material Using Reversed-Phase Liquid Chromatography,” NEIU 23rd Annual Student Research and Creative Activities Symposium, April 2015.

## **2. Acceptance to graduate or professional schools; other honors/scholarships/awards**

- Zain Malik, Outstanding Chemistry Department Achievement Award in Analytical Chemistry
- Jai Mayor, Outstanding Chemistry Department Achievement Award in Physical Chemistry
- Irvin Garcia, Outstanding Chemistry Department Achievement Award in Organic Chemistry
- Alexandra Gokee, Outstanding Chemistry Department Achievement Award in General Chemistry
- Irvin Garcia has been recently admitted into a M.S. Program in Chemistry at Northeastern Illinois University. He will begin his graduate work in Fall 2015.
- Daneil Pyen has been recently admitted into a M.S. Program in Pharmaceutical Sciences at Northeastern University.

## **B. Alumni**

- **Neval Akbas** received Ph.D. degree in Biochemistry from Georgia State University and is pursuing her Postdoctoral fellow at Mayo Clinic in Rochester.
- **Syed Shahbaz Ahmed** continues to work as Drug Safety Associate at Pharmaceutical Product Development (PPD) in North Carolina
- **Syed Shafeeq Ahmed** Continues to work as Drug Safety Associate in California.
- **Adelf Alvarado** has recently moved from Nexus Pharmaceutical to Abbvie Inc.
- **Keith Arntson** continues to pursue a Ph.D. program in Chemistry at the University of Minnesota (Minneapolis, MN). He began graduate work in Fall 2013.
- **Monika Boba** has recently moved from Abraxis BioScience to Abbvie Inc..
- **Umesh Chaudhary** continues to pursue a Ph.D. in Chemistry at Iowa State University (Ames, Iowa).
- **Max Goldmeier** continues to pursue Ph.D. in chemistry at the University of Akron.
- **Steven Jerome** has recently graduated with a Ph.D. in Chemistry from Columbia University and has found employment in New York City.
- **Frank Lagunas**, USEPA, continues to work as the Laboratory Certification Program Manager at US Environmental Protection Agency.
- **Syed Shahzaib Mehdi** is recently employed as Validation Transcription services. in New Jersey
- **Lara Milenkovic** has graduated with a degree in Pharm. D at Roosevelt University (Chicago, Il.). She is recently working in a CVS.
- **Thach Nguyen** continues to pursue a Ph.D. Program in Chemistry at Boston College. He began his graduate work in Fall 2013.
- **Taral Patel** has recently moved from Nexus Pharmaceutical to Abbvie Inc.
- **Rajeshwar Raja** continues to work at Pharmaceutics International Inc. (Baltimore).
- **Mohammed Aziz Shaik** continues to work at ERP Analyst (Ohio).
- **Mohammed Shatat** was employed at Ingredion Inc. in Bedford Park, Il.
- **Fernando Tobias** continues to pursue a Ph.D. in Chemistry at the University of Illinois at Chicago.
- **Kristen Veldman** has graduated with a Masters Degree in Physician Assistant Studies at Butler University. She began her graduate work in the Fall of 2013.
- **Sarah Vorpahl** continues to pursue a Ph.D. in Chemistry at the University of Washington (Seattle, Washington). She will be a Distinguished Energy Fellow of the Advanced Materials for Energy (AME) Institute at the University of Washington. Most recently, Sarah Vorpahl has co-authored a publication in the prestigious journal, Science.

# CHEMISTRY

## Assessment Report 2014-2015

Submitted by John Albazi

The Chemistry Department goals and student learning outcomes are listed below:

### I. Program Goals:

#### **Goal A:** Proficient in basic skills in Chemistry

1. Master a broad knowledge of chemical principles concerning major areas of chemistry
2. Ability to utilize knowledge from each area (analytical, bioorganic, inorganic, organic, and & physical) critically & analyze chemistry problems
3. Ability to effectively utilize modern computing resources such as online database and computational software
4. Ability to initiate careers in professional schools, grad programs, or the job market (Reach out Alumni).
5. Acquire supplementary skills through the STEM programs

#### **Goal B:** Quantitative reasoning skills

2. Develop proficiency in calculations skills
3. Develop ability to solve problems using approximation, precision, accuracy, and other statistical applications
4. Develop ability to relate theories involving numbers.

#### **Goal C:** Chemistry lab skills and lab safety

1. Ability to perform accurate measurements in various fields of chemistry
2. Ability to use instruments, do accurate calculations and draw reasonable conclusion
3. Ability to synthesize, separate & characterize compounds using published reactions, protocols, standard lab equipment, and modern instrumentation
4. Ability to work effectively in diverse teams in the lab
5. Ability to make effective use of computers as a tool in writing, drawing chemical structures and in data analysis & use computers in data acquisition and processing
6. Ability to understand the concepts of safe lab practices and to comply with safety regulations

#### **Goal D:** Chemical Literature and Research skills.

1. Ability to gather information from online resources, including scientific journal articles, and critically evaluate its content
2. Ability to utilize the critical thinking skills, problem-solving skills, and data analysis skills to design an experiment, collect/analyze data to test a hypotheses

**Goal E: Communication and Ethics in chemistry**

1. Ability to integrate student learning skills orally in a clear and organized manner
2. Ability to write well-organized reports in a scientifically appropriate style
3. Acquainted with the current ethical issues in chemistry and be able to apply ethical principles in classes, lab, and research

**Goal F: Interpersonal and Team Skills**

1. Ability to work effectively in a group to solve scientific problems
2. Ability to become an effective leader as well as an effective team member
3. Ability to interact productively with diverse group of peers

**II. The classes that address program goals:**

**Program Goal A: Proficient in basic skills in Chemistry**

A1. Master a broad knowledge of chemical principles concerning major areas of chemistry-analytical, bioorganic, inorganic, organic, and physical: **(CHEM 211, 212, CHEM 231,232, CHEM 213 [ACS exams], CHEM 330, 331, 347,316, 311, 312 [test results]).**

A2. Ability to utilize knowledge from each area (analytical, biorganic, inorganic, organic, and & physical) critically & analyze chemistry problems: [Lab components (more specific discussion section) of **CHEM 213, 231,232, 330, 331, 316,312]and CHEM 391**

A3. Ability to effectively utilize modern computing resources such as online database and computational software: **CHEM 311, CHEM 232, CHEM 330.**

A4. Ability to initiate careers in professional schools, grad programs, or the job market: (Reach out Alumni)

A5. Acquire supplementary skills through the STEM programs: **[(test results) CHEM 319, 350, 353, 355].**

**Program Goal B: Quantitative reasoning skills**

B1. Develop proficiency in calculations skills: **[test results of CHEM 213, 311,312/].**

B2. Develop ability to solve problems using approximation, precision, accuracy, and other statistical applications: **[test results of CHEM 213,311, 312].**

B3. Develop ability to relate theories involving numbers: **[test results of CHEM 213,311,312]**

**Program Goal C: Chemistry Laboratory Skills**

C1. Ability to make effective use of computers as a source of online information and a tool in writing, drawing chemical structures and in data analysis: **[Lab component of CHEM 211,212,213,231,232, 311, 312,316,330,331].**

C2. Ability to report measurements in a peer-reviewed journal style format: **[Lab component of CHEM 211,212, 213, 231,232, 330, 331, 316, 311,312]**

C3. Ability to use chemical instrumentations and also computers in data acquisition and processing, interpret experimental results, perform accurate calculations of the results and draw reasonable conclusions: **(Lab component of CHEM 330, 331, 311, 312)**



C4. Ability to synthesize, separate & characterize compounds using published reactions, protocols, standard lab equipment, and modern instrumentation: **(Lab component of CHEM 231, 232).**

C5. Ability to work effectively in diverse teams in the lab **(Lab component of 211,212, 213, 231,232, 330, 331, 316, 311,312)**

C6. Ability to understand the concepts of safe lab practices and comply with safety regulations: **(Lab component of CHEM 211,212, 213, 231,232, 330, 331, 316, 311,312).**

**Program Goal D: Chemical Literature and Research skills.**

D1. Ability to gather information from online resources, including scientific journal articles, and critically evaluate its content: **[CHEM 305,391,399].**

D2. Ability to utilize the critical thinking skills, problem-solving skills, and data analysis skills to design an experiment, collect/analyze data to test a hypotheses: **CHEM 305 and CHEM 399**

**Program Goal E: Communication and Ethics in chemistry**

E1. Ability to integrate student learning skills orally in a clear and organized manner: **CHEM 391,**

E2. Ability to write well-organized reports in a scientifically appropriate style: **CHEM 391, 305,399]**

E3. Acquainted with the current ethical issues in chemistry and be able to apply ethical principles in classes, lab, and research: **CHEM 391**

**Program Goal F. Interpersonal and Team Skills**

F1. Ability to work effectively in a group to solve scientific problems: **[lab component of CHEM211, 212, 213, 231,232, 330, 331, 316, 311,312].**

F2. Ability to become an effective leader as well as an effective team member:

**[lab component of CHEM 211,212, 213, 231,232, 330, 331, 316, 311,312]**

F3. Ability to interact *productively* with diverse group of peers: **[lab component of CHEM211, 212, 213, 231,232, 330, 331, 316, 311,312].**

**III. Mapping goals to University baccalaureate goals (see separate volume for mapping to Chemistry courses):**

Baccalaureate			
<b>Goals</b>			
<b>1. Intellectual</b>	<i>1. Inquiry, analysis and evaluation</i>	D	<i>D2</i>
<b>and Practical</b>	<i>2. Critical and creative thinking</i>	A,D	<i>A2,D2</i>
<b>Skills</b>	<i>3. Written and oral communication proficiency</i>	C,D,E	<i>C2,E1,E2</i>
	<i>4. Original design and artistic performance</i>		
	<i>5. Quantitative literacy</i>	B	<i>B1 through 3</i>
	<i>6. Information literacy and research skills</i>	C,D	<i>C1,D1,D2</i>
	<i>7. Technological fluency</i>	C	<i>C3</i>
	<i>8. Teamwork and problem solving</i>	C,F	<i>C5,F1,F2,F3</i>

<b>2. Immersion</b>	<i>1. Knowledge of human cultures and the physical</i>		
<b>into Disciplines and Fields of Study</b>	<i>and natural world</i>		
	<i>2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study</i>	A	A1,A5
	<i>3. Ability to synthesize general and specialized studies both within and across disciplines</i>	A	A1,A5
	<i>4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life</i>	A	A1,A5
<b>3. Learning within the Framework and Resources of NEIU</b>	<i>1. Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.</i>	A,D	A2,D2
	<i>2. Engagement at the personal &amp; community level</i>	C,F	C5,F1,F2,F3
	<i>3. Application of local and global civic knowledge</i>	A	A1
	<i>4. Understanding and appreciation of the complexities of individual identities</i>	C,F	C5,F1,F2,F3
	<i>5. Intercultural knowledge and competence</i>	C,F	C5,F1,F2,F3

#### IV. The tentative 4-5 years cycle is as follow:

##### CYCLE of Assessment:

2014- 2015 Goal D: **Chemical Literature and Research skills.**

Goal E: **Communication and Ethics in chemistry**

Goal A: **Proficient in basic skills in Chemistry (Part b)**

Ability to utilize knowledge from each area (analytical, bioorganic, inorganic, organic, and & physical) critically & analyze chemistry problems (CHEM 391)

2015- 2016: Goal C: **Chemistry lab skills and lab safety**

2016 2017: Goal A: **Chemistry lab skills and lab safety**

Goal A: **Proficient in basic skills in Chemistry (part x)**

2017- 2018: Goal B: **Quantitative reasoning skills**

Goal A: **Proficient in basic skills in Chemistry (part x)**

2018- 2019: Goal F: **Interpersonal and Team Skills**

Goal A: **Proficient in basic skills in Chemistry (part x)**

### **Rubrics to assess Goals A.2, D.1, E.1, E.2 and E.3**

**Goal A.2:** Ability to utilize knowledge from each area (analytical, bioorganic, inorganic, organic, and & physical) critically & analyze chemistry problems

**Goal D.1:** Ability to gather information from online resources, including scientific journal articles, and critically evaluate its content

**Goal E.1:** Ability to integrate student learning skills orally in a clear and organized manner

**Goal E.2:** Ability to write well-organized reports in a scientifically appropriate style

**Goal E.3:** Acquainted with the current ethical issues in chemistry and be able to apply ethical principles in classes, lab, and research

## Presentation Evaluation

criteria	weight	Excellent (3)	Good (2)	Poor (1)
Scientific Accuracy	4	Scientifically correct. Distinguishes fact and theory.	Few errors.	Scientific errors in fact. Does not distinguish fact and theory. Presents supposition as fact
Properly Referenced	4	Fact and theory properly referenced to refereed journals and review articles. (References on slides and handouts.)	Some points not referenced. References to internet sites or other non-scientific sources, if net sites are not referenced.	Few, or no, references to scientific sources.
Appropriate Breadth of Topic	4	Sufficient introduction to indicate the reasons behind doing the work, and why it's <b>green</b>	Some question as to why the studies were done, or why the topic was green.	No reason given for why the studies were done.
Appropriate Depth of Topic	4	Complete discussion of the <b>Chemistry</b> of a carefully defined topic.	Too broad, little detailed chemistry; incomplete discussion.	No theme, simply a laundry list of largely unrelated facts; little if any chemistry.
Appropriate Level	3	Appropriate for undergraduate chemistry major.	Too specialized. Does not define terms sufficiently to be understood by chem major.	Too simplistic. Does not actually discuss science.
Appropriate Style	3	Professional. Appropriate for professional meeting.	Adequate scientific style. More like gen chem. class	Conversational. Many instances of unsupported opinion. "I think ..."
Use of support material	3	Makes good use of handouts, glossary of terms, structures	Could have made better use of handouts	No attempt to provide useful background material.
Delivery	3	Crisp, professional, delivery; Used scientific terms correctly	Some rough spots in delivery. Poor use of some science terms	Seemed to be read, not delivered, undefined terms incorrect use of terms.
Use of audio visual aids	3	Helpful slides, blackboard, etc.	Could have made better use of A-V	No attempt to use visual aids
Interest	3	Interesting discussion for the class.	Some interested, some not.	Did not seem that the presenter was interested
Grace under fire	3	Handled questions well, accepted questions in professional manner	Seemed unprepared for, or offended by, some questions.	Tried to fake a way through responses to questions.

# COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

**Annual Report 2014-2015**

**Submitted by Melanie Bujan**

## **Executive Summary**

Now entering its 15<sup>th</sup> year, the College of Arts and Sciences Education Program (CASEP), continues to provide full-time, first, and second-year students with the opportunity to explore their interest in becoming Pre-K to 12 teachers. Students in CASEP are part of a cohort of like-minded individuals interested in pursuing careers in teaching. While in CASEP, students discover a supportive environment in which to test their initial interest. CASEP focuses on providing early insights into teaching by offering classroom coursework and field experiences that examine best practices in pedagogy. With these experiences, students can determine if teaching is the right career path.

All CASEP courses employ the Cohort Model. Approximately 35-45 students are recruited annually. These 35-45 students are divided into equal groups of 18-23 students who take ten courses together over four semesters. The courses are designed to help facilitate their transition into Northeastern's College of Education. Coursework includes general education requirements, requirements that also meet those for entry into the College of Education. This coursework includes communication studies, earth science, public speaking, sociology, theatre, and writing (and new to the program in 2015 is an FYE course in TESL). The sophomore cohort also takes two educational foundation courses, EDFN 305 and 306, prior to their acceptance into the College of Education. In addition to their coursework, all first and second year CASEP students are required to spend a minimum of 40 hours (20 hours each year) observing and assisting a Pre-K through 12 classroom teacher. All of these observation experiences take place prior to students entering the College of Education.

The cohort model employed by CASEP is successful due to its limited focus in one area: helping students who wish to be Education majors explore that possibility. This focus allows faculty and staff involved with CASEP students to guide and respond to students in a supportive way, cognizant of the volatile nature of a young person's choice of major. The further challenge of test scores needed to enter the College of Education can deter many a determined student. In CASEP, passing the ACT or the TAP becomes an immediate topic of discussion during a student's first year. Discouraged students are

often encouraged when they discover CASEP’s connection to other programs like MSTQE and TRIO and find they can take advantage of the workshops those programs offer their students.

Through the cohort model and the support services for students, CASEP seeks to increase student success, which includes: 1). retaining students at Northeastern, whether they ultimately select Education as their major or not; and 2). decreasing time to degree by encouraging 15 hours of study a semester beginning no later than a first-year student’s spring semester. **CASEP’s ultimate objective, however, is to establish, retain, and foster a diverse group of determined and mature students to enter Northeastern’s College of Education to pursue their goal of becoming teacher-leaders in an urban/suburban environment.**

**CASEP’s Three Goals:**

1. Increase overall retention at Northeastern Illinois University
2. Create high-quality candidates for the College of Education, who profess to being committed to teaching as a profession
3. Decrease time to graduation

**I. Assessment**

**Quantitative Assessment:**

Thirty-five students were enrolled in the 2014-2015 CASEP Cohort. This figure represents a 22% decrease in number of students admitted to CASEP from the previous year’s 45. Speculation about this decrease in students eligible for CASEP include: 1). the concurrent program in the College of Education, CTPP, which targeted prospective elementary education majors who would have qualified for CASEP; 2). a change in the English placement test has reduced the number of students testing into English 101 (a current requirement to be admitted to CASEP); and 3). a speculation that fewer students are declaring an early interest in majoring in an area of Education. The decrease in numbers points to a need for a concerted effort on the part of CASEP, in collaboration with university recruiting and the College of Education, to actively engage students while still in high school about teaching as a viable profession.

Of the 35 students who joined CASEP as freshman in 2014-15, retention rates are expected to range from 79-88% in 2015-16. Of the 4 students who have confirmed that they are not returning to Northeastern, three have financial issues while one is heading to SIU to major in Actuarial Science. On their applications, the students self-identified as to their race/ethnicity. Below is a breakdown in comparison to the 2013-14 cohort:

<b>Self-identified Ethnic Origin:</b>	<b>2013-14</b>	<b>2014-15</b>
Asian or Pacific Islander	11%	11%
Black	7%	9%
Hispanic	55%	37%
Multi-Ethnic		3%
White	27%	40%

Certainly, achieving equal cultural representation continues to be the ideal. However, parity in cultural insights often extends to student differences in sex/gender and a worldview colored by urban/suburban upbringings. Therefore, the CASEP Cohort continues to represent a nice cross-section of both CPS and suburban schools, much like Northeastern's general student population.

CASEP continues to meet its two goals of retaining students and decreasing time to degree. Based on the latest available university figures from 2013-2014, CASEP's retention and graduation rates for that same time period continue to exceed that of Northeastern's general population. In September 2014, 71% of CASEP first-year students were enrolled at Northeastern for their sophomore year. This retention rate was higher than the rate of 60.3 % for Northeastern's general first-year student population. And with the 2014-15 CASEP Cohort expected to meet or exceed a retention rate of 79%, CASEP remains a successful model of student retention.

In addition, graduation rates show that CASEP's students continue to exceed the general Northeastern student population. The six-year graduation rate for first-time full-time freshmen entering Northeastern Illinois University in fall 2008 is 21.8 percent. CASEP's six year graduation rate for that same time period is 40%. The six-year graduation rate for CASEP students for 2009 is 44.4%; the university has not reported this figure for the general population of students as of yet.

#### **Qualitative Assessment:**

CASEP's courses have remained consistent over the past few years. The core of first year courses includes: humanities (CMTC 100); fine arts (CMTT 130); social sciences (SOC 100); writing (ENGL 101); and physical education/health (PEMT 342T). The sophomore core includes: speech (CMTC 101); writing (ENGL 102); lab science (ESCI 121); and two educational foundations courses: EDFN 306 and 305.

While the courses in CASEP have remained consistent, the professors teaching the courses have not. Some of the turnover is due to course cancellations followed by the need for chairs to place instructors/professors in CASEP to maintain their full-time status. In some instances, these changes have worked to CASEP's advantage. For example, Dr. Tim Barnett, who taught in CASEP long ago, returned in spring 2015 to teach ENGL 101 and is scheduled to teach the course again in fall 2015. CASEP's coordinator, Melanie Bujan, has also stepped forward to teach CMTC 100 to the freshman in CASEP and CMTC 101 to the program's sophomores in order to remain a consistent teaching/advising presence as students move through the program. Of the teachers who continue to teach in CASEP, Maureen "Mo" Kely remains a cornerstone. Thanks to Northeastern's Center for College Access and Success, Mo has been teaching the Collaborative Learning in Adventure Ed course for almost 15 years now. Adventure Ed is an experiential course that focuses on identity discovery; team building; problem solving; leadership skills; as well as cultural awareness and sensitivity. Mo's gift for teaching this course cannot be underestimated. Time and again students profess to the essentialness of this course in helping them persevere and stay in school—all largely due to Mo and how she connects with students. Below are student comments that attest to these generalizations:

**Comments from CASEP students about Collaborative Learning in Adventure Education:**

*“I felt that everyone shared their feelings so it created a sense of belonging. Sometimes this class was about taking risks to step out of your zone, and I enjoyed that because there aren’t many times in life where you are able to come out of your comfort level with people who won’t judge. Also, this class brought out my leadership skills at times like when we were doing problem solving activities, and when there was a chance to speak up and tell the group my idea. If they liked it, I took the lead and showed them the way.”*

**Halima Ahmed**

*“I only wish more classes operated this way and focused on the same social development skills. I never experienced these sorts of lessons growing up in the system, and I realize that has been missing my whole life. I wonder had I been introduced to these concepts earlier as a child, if I would have been a better facilitator of character, knowledge, and understanding when it came to other people.”*

**Alexis Ayala**

*“My second favorite thing about the class was Mo. I loved her teaching style.... Mo didn’t make me feel like a five-year-old like other teachers do. She made me feel like she was our equal. I also felt like she was completely honest with us....Mo really showed me that there are teachers out there who love their job and really want to connect with their students. I hope to have some of Mo’s spirit in me when I become a teacher.”*

**Jessica Davies**

*“This class has taught me that in order to become the best teacher I can be, for the sake of myself and my future students, I need to reflect both inward and outward. What I mean is that I need to know myself before anyone else can truly know me. Teaching is as much about me as it is the students, for if I can’t communicate myself properly, how can I expect anyone else will comprehend me. Through all of the activities we completed in this class, I have learned the importance of teamwork and how integral it is for a person to succeed.”*

**Kyrie Nelson**

*“I think one of the main points of Adventure Ed was to help make us realize that we need each other to succeed, just as in teaching we work with not only our students but also the other teachers or faculty members. The games...I believe have taught me to be more open not only to my ideas but also to the ideas of others. I was taught how to listen and take other’s opinions into consideration.”*

**Alicia Reczek**

*“To me, the most important thing I learned in this class is the fact that a strong classroom is not a competitive classroom. All the activities we did throughout the semester were non-competitive. I remember at the start of the semester, I didn’t realize that. Sometimes we would think an activity was competitive but then we would be like, ‘Oh wait, we have to work together to solve this!’ We were almost like a family and that’s what you want your class to be like as a teacher. You want great cooperation and friendships being built among your students. Having that environment will allow*



*everyone's ideas to be heard and hopefully, respected. This idea of a non-competitive classroom was my favorite thing...."* **Queen Ishay**

*"Adventure Education was not a gym class, that's for sure. I remember how gym class was always a place for the athletic students to shine, where we would pick teams based on how useful we were to the team captains. But here, there was no team captain. Everyone had something to bring to the table, so there was no true way of losing. Even if we could not come up with an adequate solution, it was enough for us to at least try together and that is what we really need to bring to the classrooms that we will one day teach."* **Nikki Camacho**

*"In the beginning, we all looked at the activities as a competition, but time and again, we would fail to see that the only way we could succeed was by working together. This really not only changed the way I react to activities in class but [also] how I react to some situations in life and eventually [will react] in my teaching."* **Isaac Varela**

Another area of importance in CASEP is Academic Advising. Consistency in Academic Advising is critical to CASEP's success; both CASEP's academic advisor, Jamie Riess, and CASEP's coordinator, Melanie Bujan, remain in touch with students on a monthly/weekly basis. So this year, while Jamie Riess was on leave, Melanie Bujan, the program's coordinator, was trained as the CASEP student's interim academic advisor. This allowed students to have a sense of continuity in advising. CASEP's students are fortunate that Jamie Riess was appointed Director of Academic Advising and will remain their advisor for another year.

Several CASEP students participated in GEAR UP! this year and are working with high school students who are affiliated with the program. GEAR UP! is a program supported by the Center for College Access and Success. CCAS and GEAR UP! may prove instrumental in CASEP's recruiting quest. Though the students are often younger than seniors in high school, exploring career possibilities with students and planting seeds of interest in teaching as a profession may be a possible recruitment avenue.

Recruitment is a primary concern of CASEP's coordinator, Melanie Bujan. She participated in Enrollment Services' series of high school guidance counselor breakfasts in fall 2015. However, little came of the conversations with the schools' representatives, even those that were enthusiastic about sending students. Clearly, a new approach must be devised beyond high school guidance counselors and freshman orientations.

## **II. Program Plan**

### **A. Goals**

#### **Recruiting:**

The recruiting of students through Orientation at Northeastern continues to be a challenge due to enrollment numbers and other circumstances put forth in the Quantitative Assessment. In CASEP's favor, however, is the program's website and a new program brochure. The recruitment of students interested in majoring in education, though, should be a conversation among colleges and departments.

Necessary is a joint effort focused on the sharing of ideas that promote action. This recruitment effort, therefore, must be made in conjunction with the colleges and other programs at NEIU and with the general recruiting team.

**Programmatic:**

Once in CASEP, an effort should be made to give students as many experiences and insights into teaching as possible. In addition, the courses offered in CASEP must count as not only general education credits but also as courses needed to enter the College of Education. This course selection remains tricky as what is required for an ELED major is different from what is required for SPED, ECED, and Secondary Ed. Jamie Riess pointed out that the current Sociology 100 course was an extra course for ELED majors. Therefore, CASEP coordinator, Melanie Bujan, approached Barbara Sherry in the FYE program to find a strong substitute. Students in CASEP will now take a humanities course in TESL. The choice was made for two reasons: 1). it introduces Early Childhood majors to what will eventually be a required minor; 2). it will allow the CASEP coordinator (with the help of pertinent information from the COE) to introduce ELED majors to the possibility of a major in bilingual/bicultural education. Furthermore, the TESL FYE course includes a service learning component of working with English language learners (ELLs). In light of first year classroom observations, adding a second experience of working with ELLs gives students a more complete picture of the challenges facing teachers in urban classrooms.

In addition to this goal of giving students experiences outside the college classroom, a sociological view of education in the U.S. remains important for students planning to teach in an urban/suburban environment. Therefore, beginning spring 2016, CASEP students will have the opportunity to take SOC 104: Schools and Society. Schools and Society “examine[s] the social aspects of education and schooling in America: the interaction between home, society, and educational institutions; the ways that social inequalities are reproduced through schools; and the ways that identities are formed through education” (Wodziak syllabus, spring 2015).

Through the addition of TESL 109A and Schools and Society, CASEP honors its mission to give students a range of perspectives on teaching and education. The hope is that students confirm their desire to become teachers and that a full range of experiences highlights the creativity, tenacity, and maturity it takes to become a teacher. Special attention will be paid to these course reviews by students in the coming year.

And finally, it is a new goal of CASEP to stress disposition and reflection as students move through their freshman year. This discussion about disposition is one that the coordinator intends to have with the CASEP faculty. Students must recognize that they are not simply learners but partners in their own learning. They have the added opportunity to reflect on how their professors teach and to determine what from each educator they wish to emulate. They must understand from the beginning that this unique opportunity exists.

**Other:**

Professional development opportunities did not evolve due to the changeover of CASEP faculty between semesters. Five out of ten professors changed between the fall 2014 semester and the spring 2015 semester. If faculty remains in place for an entire academic year, then professional development is worth the investment. Otherwise, the commitment is not there.

Also, the CASEP Fund is yet to be initiated. More research needs to be done by Alumni Affairs beforehand.

### **B. Projected needs**

Other student support programs at Northeastern, like Proyecto Pa'Lante, have advisor/teachers and designated program recruiters. Having the same two positions in CASEP may allow the program to grow and evolve. Including a recruiter position would mean reinstating the instructor salary that was eliminated from CASEP's initial budget structure.

CASEP will continue to request the assistance of a student aide and a budget line to pay for this assignment. The student most likely would be a current sophomore CASEP student or a former CASEP student enrolled in the College of Education. The student aide would be assigned meaningful work, such as: formulating a feedback mechanism for students participating in CASEP; helping with recruiting efforts as a participant representative; and working with a CASEP instructor or the advisor. The student aide would benefit from this experience in seeing the challenges of program management and administrative educational work. This position would be an annual post beginning July 1, and consist of a maximum of 20 hours per week when school is in session.

## **III. Accomplishments**

The two major accomplishments, outside of retention and programmatic change, include the website and the new CASEP brochure. CASEP's webpage is only effective if students can find it with ease. Therefore, the webpage has a simplified address: [www.neiu.edu/casep](http://www.neiu.edu/casep) as well as a designated email address: [casep@neiu.edu](mailto:casep@neiu.edu). Having these allows for easier access to CASEP information by prospective students. Also, in addition to access through the College of Arts and Science's web pages, the College of Education has offered to host a presence for the CASEP web pages on their site. A direct link from Academic Advising to the CASEP web pages is still recommended as well.

The new CASEP brochure positions the program as an exploration into teaching as a career possibility. The brochure also indicates how CASEP's coursework provides experiences that would benefit a student whether he/she ultimately chose to major in education or not. Students who have exited CASEP in the past are reticent to discuss their reasons for doing so. This dialog is necessary if CASEP is to strengthen its program and offer guidance to other possible majors at Northeastern. If students are encouraged to see CASEP as an opportunity and not as a mandatory course of study, then our opportunity to engage and retain students at Northeastern is enhanced.

# COMMUNICATION, MEDIA AND THEATRE

**Annual Report 2014-2015**

**Submitted by Tony Adams and Cyndi Moran**

## **Executive Summary**

The Department of Communication, Media and Theatre links three creative and demanding disciplines, all of which take as their focus social interaction, technology, and performance. Students in the CMT program acquire proficiency in the theory and practice of communication, media, and theatre and develop an appreciation of differing values and perceptions of the world. CMT is again proud to report being named one of NEIU's top 10 majors (#8). This is the fifth year we have maintained a top-10 distinction, which we owe to the talent and dedication of our faculty and staff, and to the interest and enthusiasm of our students. We also owe this success to the program's continued focus on balancing the theoretical knowledge, practical skills, and opportunities for personal and professional development that students need to compete in today's workforce. Our undergraduate major in CMT and our five minors (Communication, Media and Theatre; Communication; Media; Theatre; Journalism) integrate technology and a liberal arts curriculum. CMT's graduate program provides an in-depth study of the principles and practices of communication, media, and theatre and is designed for students interested in advanced corporate positions, those preparing for positions in higher education or further graduate study, and teachers at the elementary or secondary level.

CMT continues to work hard to offer a program that is timely and relevant, grounded in the best practices of our discipline, and that meets the needs of NEIU's diverse student population. Faculty-directed internships, service learning experiences, and hands-on work in our Theatre and Media areas (at both the undergraduate and graduate level) continue to be essential elements of our curriculum and hallmarks of our students' experience in the program. CMT student and alumni achievements continue to reflect their positive experience in the program, as well as the high quality of instruction, advising and support for professional development strived for by our faculty. CMT also continues to contribute to the University's General Education program with two regular course offerings in the Fine Arts (*CMTT-130: Introduction to Theatre* and *CMTM-160: Introduction to Cinema*) and one course in the Humanities (*CMTC-100: Introduction to Communication*). These courses emphasize effective oral and written communication skills and prepare students for more advanced study in the CMT program and at NEIU. As of Fall 2014, CMT has 269 undergraduate majors (including double majors), 79 undergraduate minors, and 35 graduate students.

CMT's graduate program grew to 38 students in Fall 2013, and is holding steady, with 35 in Fall 2014). Undergraduate degree conferrals have been strong, with a high of 110 degrees awarded in 2014, after the low 84 degrees awarded in FY13. Graduate degree completion numbered only 8 in 2014, after 10 in FY 2013. With lower enrollments and credit hour production across the University in recent years, CMT student credit hour production has been dropped as well, from 5,906 SCH in 2012 to 4,929 in 2014. Despite these shifts, CMT enrollment and credit hour production remain comparatively strong, and we continue to appreciate student interest in our undergraduate and graduate degree programs, as well as our five undergraduate program minors.

### **Program Activities and Accomplishments**

Major activities during the 2014-2015 academic year include: 1) organizing the first-ever CMT Internship Fair, 2) implementation of programming and production changes in the Theatre Practicum sections, 3) annual events such as CMT Day and the North by Northeastern Media and Performance Festival, which continue to be a success and to give us an opportunity to showcase our program and students, and 4) establishing a partnership with the Northwest Chicago Film Society, which also helped with the addition of a permanent projection screen and 35mm projector to the Auditorium.

All of the activities and accomplishments tie to our recruitment and retention goals. We seek to recruit and retain CMT majors and graduate students by offering an effective and relevant curriculum, an interactive learning environment, and opportunities for students to develop skills that will provide them professional success and personal satisfaction.

#### Partnership with Northwest Chicago Film Society

We are pleased to report the CMT-sponsored partnership between NEIU and the Northwest Chicago Film Society to offer 35mm archival ("true") film screenings on the NEIU campus. The Northwest Film Society is a non-profit organization that educates the public about the cultural history of film, and this proposed partnership would continue the 30-year tradition of local theatres providing the Classic Film Series to the Chicago area arts community. This film series partnership complements NEIU's existing academic and arts programming; offers increased engagement with the local Albany Park and North Park communities; garners audiences from nearby Skokie, Evanston and other Northwest Chicago communities; and provides opportunities for internships and other student learning experiences in the technical aspects of film exhibition, rights acquirement, publicity and social media management. The screenings will be integrated into CMT's film studies courses, which serve more than 200 students each semester.

#### CMT Internship Fair

Faculty member Edie Rubinowitz, Office Administrator Bruce Mace, and CMT majors Erika Monterroso and Abe Harb organized the first-ever CMT Internship Fair. More than 15 employers attended this event, including representatives from the Chicago Tribune, Steppenwolf Theatre, and Univision. Although the organizers anticipated 50 student attendees, more than 160 students attended the one-day event. In 2015-16, CMT seeks to continue this event.

### CMT Day

The 3<sup>rd</sup> annual CMT Day Celebration was held in April 2015 to celebrate the accomplishments of the CMT community – our program, our faculty and staff, and most importantly our students. CMT Day is an opportunity to recognize our faculty and special guests, recognize CMT scholarship and CMT Award winners, and honor those who support our program and students. This year we presented five students with the CMT Distinguished Student Award and three students with the Anna Antaramian Excellence in Theatre Award. The recipients of these awards are nominated and selected from a committee of CMT faculty and receive medals to wear at NEIU’s commencement ceremony. We also recognized the recipients of five CMT scholarships endowed by Professor Emeritus, Dr. Bernard J. Brommel: the Brommel-Kramer-Barnitz Scholarship, the Brommel-Hanson-Ijams-Hayward Scholarship, the Brommel-Adams-Bell-Jordan Scholarship, the Brommel-Levy-Staniec Scholarship, and the Brommel-Denson-Everson-Snell Scholarship.

### North by Northeastern Media and Performance Festival

In April 2015, the CMT Department proudly presented its 6<sup>th</sup> annual North by Northeastern Media and Performance Festival. Each year the festival features audio, video and performance entries by NEIU students and alumni, which often highlight social, cultural and economic issues facing the community, region and world. Because Chicago is home to many festivals, we are pleased to see the growth of NxNE over the last six years and to have the opportunity to showcase the work of these artists.

### ComMuniTy Newsletter

The *ComMuniTy* newsletter is an important tool and opportunity for showcasing the academic successes and professional accomplishments of CMT students, faculty and alumni. The newsletter also plays an important role in the Department’s efforts to recruit and retain CMT students, as well as to remain connected with alumni. Each issue of *ComMuniTy* features faculty, staff, alumni and student activities; CMT program updates and events; Stage Center Theatre information and programming; CMT Department events; and links to the CMT Department website, Facebook page and Twitter.

### Pi Day

On March 10, 2015, CMT faculty and students collaborated with NEIU’s Math Department to create a campus-wide celebration of Pi Day (March 14). At this event, CMT students created short 5-10 minute “tabletop performances” for small audiences, which explored aspects of performance and the concept of Pi. The audiences were composed of faculty, staff, and students from departments across the NEIU campus, and all participants received a free piece of pie. The event was highly successful, with more than 50 performances across three hours.

### Transfer Tuesday

As a department, we have increased our efforts in recruiting and retaining NEIU students, especially CMT Majors and Minors. On the three “Transfer Tuesday” days held

by enrollment services (February 10; March 10; April 14), CMT held CMT Information Sessions for new students and prospective majors, and a general CMT Major/Minor advising session for current majors/minors. On each day, CMT also arranged for select CMT classes to host potential students so that students could get a sense of the CMT faculty and curriculum.

### Third Thursdays

During FY2015 CMT Assistant Professor Kristin Hunt organized three Third Thursday colloquia, events designed to increase informal interaction between students and faculty. The afternoon gatherings were held in the lobby of the Stage Center Theatre, and drew a nice mix of students and faculty, who shared “finger-foods” prepared by faculty, and good conversation. Featured CMT faculty members responded to a topic or question devised by students, followed by Q&A. CMT hopes to revive this series in the future.

### Stage Center Theatre

A hallmark of the Stage Center Theatre and CMT’s Theatre program is our integral role in NEIU’s liberal arts education. The Theatre introduces students to all aspects of theatre: from the technical, organizational and management skills needed for success in the theatre world, to the conceptual and artistic elements needed to understand the theatre arts. In 2014-2015, nearly 750 students were enrolled in Theatre courses and more than 150 students took practicum courses that involved work on our Main Stage Theatre, Summer Theatre and/or Children’s Theatre Workshop. Each year we also involve more than 200 students in every aspect of production; we offer opportunities for student set designers; and our Studio Series gives both students and alumni opportunities as playwrights, directors and designers.

In 2014-15, the Stage Center Theatre presented seven shows via the Main Stage, Summer Theatre, and Children’s Theatre. Our season offers the audience a broad range of plays, and provides students an opportunity to read, produce, and watch both classical and contemporary productions. This year’s productions included *Boeing Boeing* (2014), *39 Steps* (2014), and *With Two Wings* (2015), and fall semester productions of the quirky *bobrauschenbergamerica* and Christopher Durang’s political satire *Why Torture is Wrong and the People Who Love Them*. Spring productions included *Gregor and the Squonk*, a collaboration with playwright Dan Caffrey which featured original music by NEIU student Tyler Miles, and a modern classic, Samuel Beckett’s *Endgame*. The Children’s Theatre Workshop produced *Kindness* (Fall 2014) and another collaboration with a contemporary playwright, *Pirates! Theodore Thud and the Quest for Weird Beard* (Spring 2015).

Our Theatre program prepares students to meet current workforce demands through hands-on training and experience in production, design and performance – skills that are all highly transferrable to numerous fields. Our students have worked at Steppenwolf Theatre, the North Shore Center for the Performing Arts and the Lyric Opera; they have produced and/or performed at the Greenhouse Theatre and Circle Theatre; they have earned advanced degrees in Theatre and now teach at institutions

around the country; and they learn from faculty who are accomplished, award-winning and highly-respected members of professional theatre.

### Children's Theatre Workshop

The Stage Center Theatre's *Children's Theatre Workshop* continues to provide a valuable theatrical experience to Chicago area students, many of whom have little access to the arts. Children's Theatre productions bring hundreds of children from over 20 Chicago-area public schools to NEIU each semester (reaching an average of 1,800 elementary/middle school students and teachers). These schools are regular visitors to the Stage Center Theatre and NEIU, and each year we work to maintain this interest and involvement by continuing our Theatre and Theatre education promotional campaign, which targets counselors and teachers at high schools around the Chicago area, as well as schools from which many NEIU students graduate.

We are proud that our Children's Theatre curriculum is not only a valuable "hands-on" experience for our students, but also serves as important community outreach and as a way to cultivate a love of theatre among children. This year, the Children's Theatre Workshop produced *Kindness* (Fall 2014) and another collaboration with a contemporary playwright, *Pirates! Theodore Thud and the Quest for Weird Beard* (Spring 2015).

### Theatre Practicum

In response to student need/feedback and the new University Core Curriculum (UCC) requirements especially the Engage Learning Experience requirement, we have significantly revised our theatre practicum courses: CMTT139: Theatre Practicum 1, CMTT239: Theatre Practicum 2, and CMTT339 Theatre Practicum 3. CMT now only offers two kinds of theatre practicum—CMTT239 Theatre Practicum (3cr.) and CMTT339 Advanced Theatre Practicum (3cr.)—and we have changed the content of these courses to include more practical/engaged theatre work on main stage theatre productions.

### Media Production

CMT's Media Lab is in its seventh year of operation. The Media Lab continues to be a tremendous asset to our media production curriculum, exposing students to both audio and video production, and hands-on learning experiences that allow students to compete for internships and other employment in the media industry. We continue to find resources to acquire and maintain the best computers, editing and computer graphics software, cameras, and lighting kits.

A critical component of the Media Lab is the work of student tutors. The hands-on learning experience CMT students gain from use of the Media Lab as both students and tutors; this opportunity not only responds to their professional development needs, but also foregrounds the program's curricular focus on student success, and academic excellence and innovation.

CMT video production students were actively involved in various projects this year, including producing videos for the initial planning sessions for the College of Arts and



Sciences and NEIU Student Affairs Economic Inequality Initiative. Students created short discussion-starter videos featuring Albany Park small business owners struggling to stay afloat, community members organizing the Fight for Fifteen, immigrant families benefitting from Head Start programs and trying to provide a college education for their children, and other works tying to economic inequality. CMT alum and current NEIU MA student in Gerontology, John Patrick Garone, wrote, produced and directed a half-hour reality-TV style sitcom, *Werk*, which featured NEIU alum and current students in the cast and crew.

### Student Research

The CMT Department continues to excel in the area of student research, creative activities, and community engagement. Matthew Dealy (M. A., 2014) published a sole-authored, peer-reviewed essay in *Kaleidoscope: A Graduate Journal of Qualitative Communication Research* (November 2014). In April 2015, three CMT students (Benjamin van Loon, Francesca Miroballi, and Samantha Stawiarski) participated in the annual Student Research and Creative Activities Symposium.

### Scholarships

Thanks to the continued generosity of Professor Emeritus Bernard Brommel, the CMT Department now offers five annual scholarships. Endowing five annual scholarships, Dr. Brommel has donated more than \$200,000 to the Department, which provides important financial assistance to our students. We are also proud to announce that in 2014, the National Communication Association awarded the 17th annual Bernard J. Brommel Award for Outstanding Scholarship or Distinguished Service in Family Communication, an award that pays tribute to our esteemed NEIU Professor Emeritus.

In 2014-15, current graduate student Carrie Reffitt (B.A., 2011) and CMT alum Nikki Nigl (M.A., 2014) also established the “Communicating Sexualities” scholarship available to CMT, Sociology, and Women and Gender Studies students. This is another commendable gift aimed at helping NEIU students.

### CMT Website/Facebook/Twitter

The launch of NEIU’s new website has had a positive and immediate impact on the CMT Department’s visibility and the ease of access to information about our program. The Department’s social media presence, CMT Facebook page and Twitter account (@cmtneiu), also continue to significantly enhance our effectiveness in delivering CMT program information, as well as contribute to the enrollment and retention of CMT students. We are also making effective use of data collected about social media usage.

### CASEP

The College of Arts and Sciences Education Program (CASEP) is a pre-service education program for full-time, first- and second-year students that employs a cohort model, team teaching, community initiatives, professional development, field experience and a laboratory school setting, in order to enhance pre-teacher retention and produce high quality teachers. In FY 2013, CASEP became a free-standing program within the College of Arts and Sciences, and was officially recognized with its own organizational structure and budget.

The CMT Department continues its involvement and commitment to CASEP, most prominently through the General Education courses, CMTC-100: *Introduction to Communication* and CMTT-130: *Introduction to Theatre*, and CMTC-101: *Public Speaking*, one of CMT's core courses.

#### WGS and LGBTQ Studies Program Course Offerings

The CMT Department continues to contribute the following courses to the WGS major/minor as well as the minor in LGBTQ Studies: CMTC-313: *Communication, Gender and Identity* and CMTM-377: *Gender and Media*. This program offers an interdisciplinary approach to studying the lives, histories and cultures of Lesbian, Gay, Bisexual, Transgender and Queer communities and their allies. Courses in history, culture, health, politics, justice, education, literature and the arts reflect a commitment to understanding and representing the contributions of LGBTQ individuals and communities.

#### CMT Program Advising

Finally, we reiterate in our reporting each year the importance of advising in the retention of our students. CMT seeks to meet the ongoing advising needs of our majors and minors, by providing extensive program information, course planning, and professional consultation. CMT faculty continue to innovate and to make advising accessible to our students, whose busy and demanding schedules sometimes make advising a challenge in relation to their work-school-life balance. To be sure, we remain focused on how intentional advising, together with strong curriculum, attractive course offerings and careful scheduling, are all best practices for encouraging the retention of students.

#### **Faculty Engagement**

CMT faculty engagement is a hallmark of the CMT program – and directly related to the quality educational experience the program is able to provide our students. CMT faculty contribute significantly to their disciplines, professional and scholarly communities and local community. They are acclaimed authors, grant writers, and recipients of awards for their research, teaching and creative activities.

In 2014-15, CMT faculty published three books; published four book chapters, articles and/or reviews; directed, designed and/or edited eight films and plays; gave three invited lectures and/or presentations; hosted two media programs/series; and gave over twenty conference presentations to local/regional, national and international associations. CMT faculty were also recipients of multiple stipends and grants for their research and creative activities (including COR Grants and summer research stipends).

CMT faculty continued significant service to the College and University: They participated on General Education and Shared Governance Task Forces; they continued to serve in lead roles on critical NEIU constituencies, such as the NEIU chapter of the University Professionals of Illinois and the College of Arts and Sciences Academic Affairs Committee; they maintained membership on the Latino and Latin American Studies Faculty Board and University Honors Program Board; and they served on the

Screening Committee for the Director of Communications in Academic Affairs. Likewise, CMT faculty participated in important University initiatives such as the annual NEIU Student Research and Creative Activities Symposium; they were on the steering committee of the NEIU Faculty Research and Creative Activities Symposium; they participated in the planning of the College of Arts and Sciences and Division of Student Affairs Reimagining Food Initiative and NEIU's Asian American Heritage Conference and they served again this year as a Faculty Herald at NEIU's Commencement. CMT faculty accepted invitations to speak at local area high schools on behalf of the Gear Up Program and at NEIU's New Faculty Orientation. Finally, CMT faculty serve their professional, local/community and state organizations as officers, members of professional editorial boards, facilitators of professional workshops, and in various key leadership roles.

Each year the CMT Department is guided by the overall goal of supporting student success, professional development, and preparation for the workforce through the following: 1) a curriculum that integrates technology and liberal arts; 2) hands-on, practical experiences in our theatre production and media production classes; 3) service-learning opportunities; 4) faculty-directed internships; and 5) student research and creative activity.

A specific enumeration of 2014-2015 CMT faculty teaching, research/creative activities, and service is presented in the "Accomplishments" section of this report.

CMT is also pleased to report again the ongoing high quality of teaching, scholarly activity and service of CMT's *instructors* – who publish regularly, direct and/or perform in professional theatre and media productions, receive awards for excellence in teaching and critical acclaim for their creative work, and also contribute to important Department initiatives (e.g., teaching in the Writing Intensive Program; serving on the Instructor Department Personnel Committee). For example, Dr. Kate Kane used her educational leave to develop digital skills and prepare a hybrid version of the sitcom writing course; she worked on a book chapter about television and nostalgia; and she developed a course on Lesbian and Queer Cultures. Professor Ann Hartdegen presented for the second time at the NEIU Faculty Symposium, Professor Dan Wirth directed a summer Shakespeare production for Fury Theatre, and Professor John Ross developed a new upper-division course on religion and communication.

Finally, we are proud to acknowledge the following CMT award winners this year:

**Tony Adams** was awarded an Educational Leave (Fall 2015).

**Wilfredo Alvarez** was the recipient of a 2015 NEIU Summer Research Stipend.

CMT major/Student Aide **Abraham Harb** received the 2015 Student Employee of Year.

CMT Office Administrator **Alan Mace** received a 2015 Employee Excellence Award.

**Cyndi Moran** received Audrey Reynolds Distinguished Teaching Award (Fall 2014).

**Seung-Hwan Mun** was awarded a NEIU Faculty Research Sabbatical (Spring 2016).

**Robert Ritsema** was awarded an Educational Leave (Fall 2015).

**John Ross** was awarded an Educational Leave (Spring 2016).

## **I. Assessment**

The Communication, Media and Theatre program approaches assessment of its mission, program goals and program outcomes with a focus on student learning and with continued attention to disciplinary best practices, pedagogical developments and national trends.

Each year we reiterate in our assessment reporting that program assessment is not a singular, monolithic process. Rather, CMT considers it to be both a formal and informal process of perspective taking, information gathering, and results-oriented activities – with a focus on student recruitment, retention, and degree completion. Assessment of our undergraduate and graduate program continues to be considered from this vantage point with lengthy and detailed dialogue, along with ongoing input from both teaching and technical faculty, administrative staff, current and prospective students, and alumni. This dialogue has led to meaningful revisions to our undergraduate courses of study (e.g., development of a new minor in Communication and minor in Journalism), to our graduate program curriculum (e.g., review and revision of program policies and procedures, comprehensive exams, and thesis requirements), as well as to our Writing Intensive Program course curriculum and internship program. As always, CMT seeks to provide an academic experience that prepares students for a competitive workplace and/or further academic study, and that continually innovates to increase student enrollment and retention in our undergraduate and graduate programs.

In 2013-2014, CMT conducted a Program Assessment Survey. The purpose of the survey was to seek input from CMT students about their learning experiences in the program and to determine the extent to which NEIU's baccalaureate goals are being met in the CMT program/curriculum.

The survey revealed strong positive feedback among participants to the overall learning experience in the CMT program and effectiveness of CMT faculty. The survey reinforced current consideration in the Department for the need to create more opportunities for students in the area of experiential learning, specifically in terms of service learning and civic engagement. The data and results of this survey were reported in the 2013-2014 Annual Report.

In Fall 2014, the CMT Program Assessment Committee analyzed and evaluated primary source of data obtained from the CMT general survey. The Committee also requested the NEIU Office of Institutional Research and Assessment to review the CMT general survey questionnaires and assessment procedures, and received written feedback from Blase Masini. Based on the feedback, the CMT Committee worked on remapping the department program goals and learning outcomes, as well as primary target courses for

next rounds of assessment. The Committee also planned to implement course-based measurement schemes and specified year-based assessment schedules to generate numerical data for the following academic year. As part of this process, Dr. Tony Adams (Chair) and Dr. Seung-Hwan Mun (assessment coordinator) attended the University Assessment Workshop on March 27, 2015, and consulted with Blase Masini to design assessment rubrics to be used for evaluating CMT's core courses, including the CMT Writing Intensive course, CMTC-200: WIP: Theories of Communication, Media & Theatre. The CMT Program Assessment Committee agreed to adopt course-embedded evaluation tools for all sections of WIP core courses during the Fall 2015 semester.

## **II. Program Plan**

### **A. Long term goals**

In 2015-16, we will continue to work on community outreach, student recruitment and retention, co-organize CMT Day/North by Northeastern Media Festival, and create and edit the seventh issue of *ComMuniTy*. Even though we are in the midst of difficult discussions about budget cuts to state universities, we will continue to find additional, innovative ways to support our students and be more resourceful with diminished funds, courses, and faculty.

#### Program Review and Development

CMT has identified the following five areas for consideration during the upcoming 2015-2016 academic year:

- Review, discuss, and assess the CMT Major, with a specific focus on establishing additional ways introductory courses can become a part of the major
- Seek connections between the new MPH program. CMT has established good relationships with this program, and many CMT graduate courses will serve as electives for the MPH program
- Review and assessment of recent program changes to the 2014-2015 Theatre Practicum format and consider ways in which the practicum course can serve as an active recruitment/retention tool
- Continued exploration of ways to expand CMT's involvement in NEIU's Global Studies Initiative, from curriculum to international experiences
- Consideration of CMT Department memberships in key Media organizations (e.g., Society for Cinema and Media Studies) and Theatre organizations (e.g., Association for Theatre in Higher Education), as additions to our long-term membership in the National Communication Association

#### Recruitment and Retention

CMT is committed to innovate in the area of recruitment and retention, and to emphasize additional activities in undergraduate and graduate program recruitment:

#### *Program Advising*

In keeping with CMT's understanding of the critical role of academic advising in student success and retention, we continue to seek ways to ensure quality and effective advising. For example, we continue to consider the development of an Undergraduate Student Handbook. In 2015-16, we will experiment with having a part-time advising position.

### *Student Media*

Recent organizational/leadership changes in the area of NEIU Student Media provide a good opportunity for CMT to consider reestablishing relationships with these constituencies (e.g., *The Independent* and WZRD), specifically to explore ways to collaborate on practicum and other experiential opportunities for CMT students.

### *Alumni Relations*

Each year we grow our communication and relationship with CMT program alumni through our social media presence on Facebook and Twitter, through increasingly more submissions by alumni to the *ComMuniTy* newsletter, through interest and enrollment of graduates of the CMT program in our graduate program, and through ongoing research and creative activity among CMT faculty and our alumni. CMT continues to use social media to establish and maintain contact with alumni, and we have seen evidence that new media are encouraging our alumni to stay interested and invested in the CMT program and community.

### *Fundraising and Outreach*

Fundraising and outreach are ongoing areas of consideration in CMT, with specific attention to promoting the Stage Center Theatre and now the relationship with the Northwest Film Society. We hope to work more closely with NEIU's Marketing, Public Relations and Alumni Relations offices to increase the visibility of the Stage Center Theatre and to promote the significant and positive impact that structural development of the F-Wing would have on the arts at NEIU. To be sure, fundraising and outreach efforts would also provide incredible support to the CMT Program as a whole – advancing CMT program initiatives, providing infrastructure, space, and technology that would support both the growth of the Theatre and expansion of our Media production area (for example via a proposed Black Box studio), and student development.

## **B. Projected needs**

Based on the identification of ongoing program needs, disciplinary changes, and the economic reality facing the University and higher education generally, the following are issues facing the CMT Department:

### *1. Faculty/Instructional Support*

Last year, we noted that CMT faced significant faculty losses due to: 1) the impending transition of CMT faculty member/Department Chair Katrina Bell-Jordan (Communication; Media) to the College of Arts and Sciences; 2) transition of full-time CMT instructor Melanie Bujan (Communication) to full-time coordination of the CASEP program; and 3) Tony Adams (Communication) moving to the position of CMT Chair.

This year, we lost four additional faculty members: tenure-track faculty member Dr. Kristin Hunt (Theatre) took a tenure-track job at Arizona State University; Ronald Mace (Communication) and Richard Pierson (Communication) both retired; and instructor Lisa Cantwell (Theatre) relocated to Colorado.

CMT now only has two tenure-track/tenured faculty members in Theatre. The lack of faculty in this area will adversely affect student advising and retention, especially students who want to make theatre a primary focus. Two theatre faculty members are now tasked with overseeing all activities of the Stage Center Theatre, supervising talent scholarships and theatre internships, advising theatre students, and monitoring the theatre curriculum.

And although CMT has had strong enrollment numbers over the last five years, the loss of these full-time faculty members also impacts heavily on the ongoing issue of program advising. Although we rely on our very capable full-time and part-time instructors to meet our instructional needs, advising responsibilities are not required of these faculty members. Therefore, they cannot help us respond to the issue of high CMT faculty advising load, nor the need for faculty support of important Department, College and University initiatives.

### 2. Technical Theatre Support

CMT's Theatre practicum courses and production needs in the Stage Center Theatre's Main Stage, Studio Series, Summer Theatre and Children's Theatre, necessitate the hiring of an additional full-time technical instructor/director. CMT's Theatre area curriculum is designed to prepare students to meet current workforce needs through hands-on training, teamwork and production experience, which are all highly transferrable to numerous fields. However, the tireless efforts of our two existing technical instructors/directors are simply not sufficient for accomplishing this work. An additional technical instructor/director in Theatre (bringing expertise in master carpentry and scenic design) is critical to meeting CMT's instructional needs and student demand for additional sections of our Theatre Practicum and Theatre production courses. The Stage Center Theatre continues to maintain a high level and quality of programming; however, managing the technical demands of its Main Stage, Studio Series, Summer Theatre and Children's Theatre grows in significance each year, and our two technical instructors/directors struggle to meet these demands.

### 3. Theatre Administrative Staff Support

Each year the CMT Department also faces the issue of how to address our administrative needs in the Theatre area, as indicated below from last year's report:

The Stage Center Theatre's Main Stage, Studio Series, Summer Theatre and Children's Theatre require additional support personnel in the form of an administrative/business management staff member. Currently, graduate assistants who seek work in theatre-related contexts after graduation do this work. However, the challenges related to yearly turnover in this area call for a more permanent staff assignment to assure consistency and oversight of administrative and business issues in the Theatre area. A permanent staff position would assist greatly the work of our Managing Artistic Director in handling such tasks as Box Office management, publicity and accounting. It is also important to reiterate that this staff member could also support the Department's efforts to provide leadership, training and development for Theatre Practicum students.

### 4. Equipment and Technology

The CMT Department is pleased to report that the E-112 Media Lab, which is in its seventh year of operation and supports both our audio and video production courses, had a significant equipment upgrade in 2013. The upgrade included new computers, new editing and computer graphics software, as well as new High Definition cameras and lighting kits. We appreciate the University's recognition that ongoing technical support, periodic software upgrades, and continued access to the Media Lab are required for the maintenance of the facility. This support is: 1) essential in the administration of CMT's audio and video production curriculum; 2) required for the lab to remain timely and current in meeting disciplinary and industry standards in audio and video production; 3) important in meeting ongoing student demand for courses in media production; and 4) necessary for our students to be more competitive in their search for internships and other employment in media.

Attention to equipment and technology resources for the Media Lab, general maintenance of the facility, ongoing technical support, and continued access to the space are areas of consideration each year. It is also important to be responsive to the need for future support for equipment and software that will facilitate developments in our video and audio production curriculum, TV studio production, and film instruction. Additionally, support for student tutors in the Media Lab must continue to be prioritized as it is an important aspect of learning accomplished in this space.

In Theatre, it is important to reiterate (as we do each year) that there is ongoing need for equipment and technology that responds to the infrastructure challenges in the F-Wing Theatre area that impact the production of shows for the Stage Center Theatre, Children's Theatre Workshop and Studio Series. The equipment and technology needs in this area continue to be too numerous to describe here, but we are grateful for the ingenuity of our Theatre faculty, who face these ongoing constraints.

#### 5. Space and Infrastructure

The CMT Department has long been confronted with space and infrastructure challenges in the F-Wing Theatre area. Not only do we maintain that an entire renovation of the Theatre would have a significant and positive impact on the CMT program and the NEIU arts, it is long overdue.

We continue to struggle with ongoing issues of storage for equipment, props, and materials, as well as instructional space for technical theatre courses and office space for Theatre faculty. We also face the issue of *recurring flood damage* to valuable props, costumes and essential stage equipment currently stored in the F-Wing and Fine Arts Building basements.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances**

###### **Adams, Tony**

Adams, T. E, Ellis, C., & Holman Jones, S. (2015). *Autoethnography*. Oxford: Oxford University Press.



**Hunt, Kristin**

Hunt, K., McAvoy, M. and Van de Water, M. (2015). *Drama and education: Performance methodologies for teaching and learning*. New York: Routledge.

**Moran, Cyndi**

Moran, C. (Editor). (2015). *CURE 2015: A Tribute to Phil Doran, Jr.* [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy).

**Sweigart-Gallagher, Angela**

Sweigart-Gallagher, A. (Ed.). (2014). *Nationalism and youth in theatre and performance*, New York: Routledge.

Sweigart-Gallagher, A. (2014) *All Night Check*, PerformASTR'14, American Society for Theatre Research, Baltimore, MD.

**2. Book Chapters, Regional Exhibitions or Performances****Adams, Tony**

Berry, K. & Adams, T. E. (2015). Notes on Andy Cohen. In R. Silverman (ed.), *The fantasy of reality: Critical essays on The Real Housewives* (pp. 175-189). New York: Peter Lang.

Ellis, C. & Adams, T. E. (2014). The purposes, practices, and principles of autoethnographic research. In P. Leavy (ed.) *The Oxford handbook of qualitative research methods* (pp. 254-276). New York: Oxford University Press.

**3. Articles and Abstracts, Local Exhibitions or Performances****Alvarez, Wilfredo**

Alvarez, W., Bauer, J., & Eger, E. K. (2015, April). (Making a) Difference in the organizational communication undergraduate course. *Management Communication Quarterly*, 29(2), 302-308.

**Higginbotham, Rodney**

Higginbotham, R. Creator/Webmaster. The Theatre Ephemera website:  
<http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>

Higginbotham, R. (Director) (Spring 2015). *Endgame* by Samuel Beckett, NEIU, The Stage Center Theatre, Chicago, IL.

**Hunt, Kristin**

Hunt, K. (Director) (Fall 2014). *bobrauschenbergamerica* by Charles Mee, NEIU, The Stage Center Theatre, Chicago, IL.

Hunt, K. (Director) (2015, March). Pi Day Table Top Performances, NEIU, Chicago, IL.

**Rubinowitz, Edie**

Rubinowitz, E. (Reporter/ Producer/Narrator) (Dec. 2013), "Hosting Our Enemy: Our WW II POW camps," <http://www.wbez.org/series/curious-city/hosting-enemy-our->

[wwii-pow-camps-109344](#), aired Dec. 10, 2013 on WBEZ, 91.5 Chicago Public Media's Curiously City program and website, repackaged and re-aired, Dec. 11, 2014, also featured nationally on NPR -National Public Radio's Facebook feed

### **Sweigart-Gallagher, Angela**

Sweigart-Gallagher, A. (2015). The location's the thing: Endstation Theatre Company and dramaturgies of place. *Theatre Topics* 25.1 (2015), 25-35.

Sweigart-Gallagher, A. (Director) (Spring 2015). *Gregor and the squonk* by Daniel Caffrey, NEIU, The Stage Center Theatre, Chicago, IL.

Sweigart-Gallagher, A. (Designer, Costume and Lighting) (Summer 2015). *With Two Wings* by Anne Negri, NEIU, The Stage Center Theatre, Chicago, IL.

## **4. Conference Presentations/Group Shows**

### **Adams, Tony**

Adams, T. E. (2015, May). Watching reality television. Eleventh International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2015, May). The basics of autoethnography. Eleventh International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2015, May). Publishing online and outside of a discipline. Eleventh International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Boylorn, R. M. & Adams, T. E. (2015, May). Queering and quaring autoethnography. Eleventh International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2014, November). Misadventures in autoethnography. National Communication Association, Chicago, IL.

Adams, T. E. (2014, November). Sex at 100: The Closet, Forgiveness, and "Queer." National Communication Association, Chicago, IL.

Adams, T. E. (2014, November). Queer lineages. National Communication Association, Chicago, IL.

### **Alvarez, Wilfredo**

Alvarez, W. (2014, November). Engaging difference in U.S. university classrooms to prepare global citizens. NEIU Faculty Research Symposium, Chicago, IL.

Alvarez, W. (2014, October). Layers of disability meanings in the U.S. Latino community: Implications for access and rehabilitation. NEIU Latino and Latin American Studies Research Symposium, Chicago, IL.

Alvarez, W. (2014, November). [Making a Difference in Organizational Communication Pedagogy](#). National Communication Association, Chicago, IL.

Alvarez, W. (2015, February). Leading from within: Self-leadership and role modeling functions to support Black and Latino male college students. University of Illinois Black and Latino Male Summit, Urbana-Champaign, IL.

Alvarez, W. (2015, April). Communal appreciation and communicating prejudice. Central States Communication Association Convention, Madison, WI.

### **Hunt, Kristin**

Hunt, K. (2015, June) Edible dramaturgy: Exploring death and fetish through candy. Edible performance with Leigh Henderson. Prague Quadrennial Maker Fair, Prague, Czech Republic.

Hunt, K. (2014, November) How to do things with food(s): food as research/food in performance. Working Session Convener. American Society for Theatre Research Annual Conference, Baltimore.

Hunt, K. (2014, July) Reclaiming the classics: Iphigenia Kingsdaughter. Panel Presenter. "Across and Through Adaptation: Transcultural and Transhistorical Plays for Young People." American Alliance for Theatre and Education Conference.

### **Moran, Cyndi**

Moran, C., Pierre, K, & C. Toffolo. (2015, June). Reimagining food and reimagining relationships: Building a framework for integrating student learning. Illinois Campus Compact, Chicago, IL.

### **Mun, Seung-Hwan**

Mun, S. (2014, July). To steal or not: Reality television formats and copyright laws. Global Fusion Conference, Austin, TX.

### **Pepper, Shayne**

Pepper, S. (2014, November). Screening Italy's national psychodrama: Melodrama, public service, and *The Best of Youth*. National Communication Association Conference. Chicago, IL.

### **Sweigart-Gallagher, Angela**

Sweigart-Gallagher, A. (2014, November). Too much of a good thing: Motherhood in the plays of Margaret Sanger's *Birth Control Review*. Faculty Research Symposium, Northeastern Illinois University, Chicago, IL.

Sweigart-Gallagher, A. (2014, August). *Nationalism and youth in theatre and performance*: A post-publication roundtable. American Alliance for Theatre in Education, Denver, CO.

## **5. Invited Lectures/Presentations:**

### **Adams, Tony**

Adams, T.E. (2015, February). Narrating Forgiveness, keynote/plenary lectures. Angelo State University, San Angelo, TX.

**Alvarez, Wilfredo**

Alvarez, W. (2015, January). Revisiting the situation: What makes MLK's "I Have a Dream" speech the greatest speech of the 20<sup>th</sup> century. Northeastern Illinois University's MLK, Jr. Day Celebration, Angelina Pedroso Center for Diversity and Intercultural Affairs, Chicago, IL.

**Hunt, Kristin**

Hunt, K. (2015, March). You're Doing It Wrong: Food, Performance, and Participation. University of Arizona Department of Theatre and Drama.

**6. Service:****Adams, Tony**

- Editorial Board Member, *The Qualitative Report*
- Editorial Board, *Health Communication*
- Editorial Board, *Western Journal of Communication*
- Editorial Board, *Journal of Family Communication*
- Editorial Board, *Departures in Critical Qualitative Research*
- Editorial Board Member, *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*
- Editorial Board, *Women's Studies in Communication*
- Editorial Board, *QED: A Journal in GLBTQ World Making*
- Associate Editorial Board Member, *Communication Studies*
- Chair, Ethnography Division, National Communication Association
- Chair, Member Working Committee, National Communication Association

**Alvarez, Wilfredo**

- Reviewer, Social Construction Communication Division
- National Conference Panel Chair, Intercultural/International Communication Division, National Communication Association
- Reviewer, Asian American/Pacific American Communication Division, National Communication Association

**Mun, Seung-Hwan**

- Editorial Board Member, *Integrative Studies*
- Manuscript Reviewer, *Asian Journal of Communication*
- Manuscript Reviewer, the Asian/Pacific American Studies Division and Caucus, National Communication Association
- Reviewer, Graduate Student Travel Grant, Korean American Communication Association

**Pepper, Shayne**

- Submission Reviewer for the National Communication Association Conference
- Mass Communication Division
- Theater, Film, and New Media Division
- Manuscript Reviewer for the *Journal of Communication Inquiry*

- Manuscript Reviewer for *Communication and Critical/Cultural Studies*
- Book Reviewer for *Choice Magazine*

**Sweigart-Gallagher, Angela**

- Member, Emerging Scholars Award Committee, American Theatre and Drama Society (2014-2015)

**B. Student Achievements**

1. Presentations, Conference Papers, Symposium Participation, Publications, and Performances

**Dealy, Matthew (M.A. 2013)**

Dealy, Matthew R. (2014) "Avoided Connections: Reflections on a Father, as a Son; and on Fathering, as a Father," *Kaleidoscope: A Graduate Journal of Qualitative Communication Research*: Vol. 13, Article 3.

**Van Loon, Benjamin (M.A. 2015)**

Van Loon, Benjamin (Spring, 2015). Toxic Cults: Repo Man, The Toxic Avenger, and Street Trash. *Unpublished Master's Thesis*.

**C. Alumni News**

**Anna Cannova (B.A. 2009)** is a public information specialist in the NEIU Office of Public Relations.

**Randy McEntee (B.A. 2004)** is the Lead Flame Artist and Supervisor of Effects for The Mill Chicago, a leading production house in Chicago.

**Tm McMahon (B.A. 2010)** has returned to NEIU, and serves as the Coordinator for Career Services/Employer Relations. He was instrumental in the success of CMT's Internship Fair!

**P.J. Randhawa (B.A. 2008)** is an Investigative Reporter at WIS TV In Columbia, SC. She continued her media studies at DePaul University

# COMPUTER SCIENCE

## Annual Report 2014-2015

Submitted by **Peter G. Kimmel**

### Executive Summary

The Computer Science Department has continued to grow over the past year. Enrollments have been growing so much that we have had to hire many new instructors for each of the fall 2014, spring 2015, and summer 2015 semesters in order to accommodate the student demand. One of our newest instructors is **Chris Sulla**, who received his Bachelor's degree in Computer Science (it was then called "Information Science") from NEIU in 1980. Chris has been teaching IT Project Management (so far) for us, which is perfect, since he is the director and Global-IT guru for a huge company (Sensient Technologies Corporation).

We conducted a successful search for a new tenure track Assistant Professor. This resulted in the hiring of **Xiwei Wang**, who received his Ph.D. in May, 2015 from University of Kentucky. We also hired a new secretarial support assistant, **Alex Gonzales**, to replace Janet Lipner, who retired on December 31, 2014. Finally, we sponsored a visiting lecturer from Venezuela, **Eduardo Blanco**, who taught several courses and also provided invaluable help to **Graciela Perera** in setting up our new computer lab at El Centro.

The new El Centro building on Avondale opened in Fall of 2014. Graciela and Eduardo set up the entire lab from scratch. There are two fully functional Blade Servers running Ubuntu. These servers were used to test the lxc (light weighted containers) in Ubuntu and test the BGP (Border Gateway Protocol) Hijacking attack. This attack is one of the most important attacks to the Internet Infrastructure. The creation of the containers was fully automated in python and PHP. They also have a fully configured Web Server and tested a distance learning tool called "Big Blue Button".

Graciela told UTS what machines, routers, and other equipment to buy, such as UBUNTU. They were delivered to El Centro, where she put them together physically, as well as configured all of the software on them.

It is now a full-fledged working research lab, which has been used for projects such as setting up and configuring switches using the NetFPGA technology, developing a Testbed for security attacks such as BGP hijacking, and developing educational materials with step by step instructions on how to connect to the NSF national Testbed called GENI (where student have access to recent advances in networking technology that are not currently available on the Internet). More than five graduate student projects and three undergraduate volunteers contributed to all these projects.

There was already one open house, in which potential (and current) students had a chance to see the new lab. This lab will allow our students to obtain top-notch research experience and will be instrumental in recruiting more students at El Centro.

We obtained funding for and purchased 6 new computers for our CS ST&R (Computer Science Student Tutoring & Research) lab on the main campus, in LWH-3102 and 3103. The computers there previously were ancient and too slow to run anything.

Our Computer Networks class, CS-331, which is taught by both Graciela and by instructor **Mirza Baig**, has become much more “hands on” and is giving the students a lot of practical experience, in addition to the theory. Mirza has added getting a “Network Pro” certificate into his course, and Graciela has also added certificate training into her sections as well. Mirza (who works for UTS at NEIU) is also furthering his own education—he started his PhD in Instructional Technologies in Spring 2013 at NIU, and he just passed his candidacy exam in May, 2015. He is now starting work on his dissertation proposal.

We have had a lot of successful research involving undergraduates (and graduate students) this year. Computer Science had four presentations in the 23<sup>rd</sup> Annual Student Research Symposium (see Student Achievements later in this report). Students also participated in the SACNAS conference in Los Angeles, as well as the NEIU Student Center for Science Engagement Research Symposium.

There has also been a lot of activity in the revived Computer Science Society (faculty advisor: **Rachel Adler**), which also serves as the ACM Chapter at NEIU. Many students were involved with this club, which had events such as “HackerRank” bi-weekly meetings, Linux workshops (led by double math and computer science major Julien de Castelnau), LaTeX workshops (also run by Julien), guest speakers (most notably, CEO Sam Glassenber of the video game company Funtactix), faculty “meet and greets”, as well as the Hour of Code on December 6, 2014.

The Hour of Code event was actually organized by TRIO UBMS, but members of the Computer Science Society attended as mentors for around 75 high school and middle school students that came from around the area. The CSS mentors taught them how to write code. Also, NEIU student and CSS Officer John Hewitt created a video for this event which included interviews with students and faculty. This video was shown at the event. (See [https://www.youtube.com/watch?v=S\\_InsRgvp3Y&feature=youtu.be](https://www.youtube.com/watch?v=S_InsRgvp3Y&feature=youtu.be)).

Finally, the Computer Science Department has been forging ahead with collaborations with other departments, such as Biology (with Pam Geddes and Joel Olfelt) in a research communities grant, Political Science (with William Adler), also in a research communities grant, as well as the Department of Teacher Education, with Hanna Kim.

## **I. Assessment**

The Assessment report and the strategic plan developed in 2011 served as the main guidelines for a comprehensive curricular transformation at the undergraduate level. The new curriculum requirements for our undergraduate major became effective this fall 2014. It has posed some difficulties, as admits from fall 2014 and later are required

to do 16 courses, whereas only 14 courses are required for earlier admits. At this point, there are relatively few students still left in the “old” program, so things are becoming easier to manage.

The Department’s Alumni Career Panel was held on April 16, 2015, in Alumni Hall. The goal of the panel is to give our students an opportunity to learn from and network with successful NEIU alumni who are working in the field. The Department also invited our panelists for an informal reception after the event, during which they spoke individually with students and also discussed the Department’s future plans with the faculty members. We heard a lot of positive feedback concerning courses that have recently been added, such as Mobile Application Development and Human Computer Interaction. The panelists are pleased with the increased number of courses that emphasize group projects. Still, the panelists still stressed to the students the importance of the basic core courses we have always offered, such as Programming I, Data Structures, and Algorithms, as well as the necessity to be able to work independently as well.

**Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.**

As for our specific 2014 – 2015 assessment of our Program Goals, this year we assessed how we are doing with two of our goals in our Programming I (CS-200) course. The two goals are (1) being able to write a correct algorithm to solve a given problem, and (2) being able to trace through a computer program step by step.

The tool we used to assess this was the Programming I Common Final from December 2014 and May 2015. Each semester the same final exam is given to all sections of Programming I at the same time and place (it is different but similar to all previous common final exams). The first 60 points of the exam test the students’ ability to write an algorithm to solve a problem (Goal 1). The last 40 points of the exam test their ability to trace through a computer program step by step (Goal 2). A student must receive at least 60% of the points from each section (36 points from the first part and 24 points from the second) in order to be allowed to continue with CS-207 (Programming II). Achieving this does not guarantee passage into CS-207, but a student who does not achieve 60% of the points from *either* section cannot earn a grade of C, B, or A, and must retake CS-200 before going on to CS-207.

The common final is created by all instructors teaching Programming I that semester. We implement blind grading as follows: the students write their name and ID# on the cover page, but only their ID# on subsequent pages, so when grading a question, an instructor does not see the name of the student. We also ensure that the exams are graded consistently across all sections as follows: we take apart each exam and separate the papers into separate piles for each individual question as well as a pile for the cover sheets. Each instructor grades one or two problems for all students in all sections, and sees only an ID# on each paper. This way, no student can complain that their particular instructor graded their section more harshly than another section’s instructor.



Whatever rubric is used by a particular instructor in grading a question is used for every single student that is taking Programming I. The individual question grades are then recompiled into a single spreadsheet, so we can see the scores of each student both by ID# and also by name. This also gives us easy access to how students did on each particular question.

Our goal is to have at least 67% of the students who take this exam passing both sections. This has been our unofficial goal for a long time, based on our experience with good and not so good years. This is also the percentage of students that pass their introductory programming course, according to the article, "Failure Rates in Introductory Programming", by Jens Bennedsen and Michael E. Caspersen, in SIGCSE Bulletin Inroads, Volume 39, Number 2, June 2007, pp. 32 – 36.

The following table shows the results of this assessment from Fall 2014 and from Spring 2015. In Fall 2014, a total of 128 students took the exam, and in Spring, 2015, a total of 98 students took the exam. The results do not take into account students who took the exam at a later date because of religious or health reasons or emergencies. Again, Goal 1a is to be able to write a correct algorithm to solve a given problem, and Goal 2a is to demonstrate the ability to show what happens at every step of an existing computer program. Here are the results:

<b>Semester</b>	<b>Success with</b>		
	<b>Goal 1</b>	<b>Goal 2</b>	<b>Both Goals</b>
Fall 2014	61.7%	64.8%	60.9%
Spring 2015	70.4%	82.7%	70.4%

We did better in Spring 2015, and met the goal of 67%, but not by a lot. It is clear we still have a lot of work to do to improve the ratio of students that pass this exam and can move on to Programming II. However, this is something that pretty much every school is struggling with, and something about which there is a lot of research.

Finally, we continue to do written course evaluations every semester, and every Spring, we do our own survey of Computer Science students to get their feedback. One comment from one course evaluation does not mean anything, but this year one of our instructors received a long list of truly superior comments, one of which was the following (the instructor's name is X'd out for anonymity):

"I took Programming I and II at DePaul University 2 years ago. I received an 'A' for both courses, nothing was more challenging and stimulating than taking XXXXX's versions."

## **II. Program Plan**

### **A. Long term goals**

The main long term goal of the Computer Science Department is to continue providing the best possible and most enriching education for our students. Our enrollments have

jumped dramatically over the past couple of years, and it is our goal to be able to accommodate this growth in enrollment without having to sacrifice small class sizes and close contact with the professors.

We also have a long term goal to offer enough courses at El Centro so that a student can get their Bachelor's degree entirely at El Centro, without needing to come to the main campus for any courses. This goal will be quite challenging if our enrollments continue to grow as they have been this year.

Another long term goal is to increase the amount of hand-on experience for students, so they can more easily enter the job market, but not at the expense of the important theory they have been learning up until now.

Finally, one of our most important long term goals is to strengthen the integrity and rigorousness of our program, which would in turn bolster our reputation, make more companies interested in recruiting graduates of our program, and allow us to attract students that might have otherwise gone to higher ranked, more expensive private schools. This would then strengthen our program, and the cycle will feed on itself.

## **B. Projected needs**

### 1. Faculty

The Computer Science Department successfully completed a faculty search—our new Assistant Professor is **Xiwei Wang**. This brings the number of tenure-line faculty in our department to 7. We have around 18 instructors now. We have hired 9 new instructors this year, and we have three instructor offices housing all 18 of our instructors.

We are actually having a difficult time finding enough quality instructors to meet the student demand. For both fall 2014 and spring 2015, we have been interviewing candidates down to the last couple of weeks before the start of the semester, and even adding more sections after the start of the semester to keep up with the student demand. We have had a huge increase in graduate students (especially international students) as well as undergraduate students.

Our instructors are wonderful and do an excellent job, but it is still a bit alarming that they taught 67 out of the 100 sections of our major courses that were offered in fall 2014 and spring 2015 (combined). We understand the very bleak budget situation going on now, and we know we cannot add 6 new tenure track faculty next year, but we are hoping to have at least one more tenure track position added, if not more. We would like the ratio of major courses taught by tenure-line faculty to be much higher. Also, because there are so many graduate students, our instructors are taking on several master's projects.

### 2. Equipment

We replaced six very old, very slow computers in our main campus lab with six new computers. We also received a lot of support toward creating our Lab at El Centro. Still, there are faculty that are working with computers that are over 5 years old. And, for our

new tenure track faculty member, we need a computer, a monitor, a printer, and a phone (departments have to pay \$250 now for a phone).

Almost all of our faculty and especially our Administrative Aide, are in need of new printers. The offices for our instructors either do not have printers or have ancient printers. We have been getting HP Officejet All-In-One printers, and although these are not expensive, they tend not to last very long. Also, the ink for these inkjets is very expensive. It would be nice to have quality laser printers that can scan quickly and that last a long time.

Equipment specific to our program that we need include at least two Android Phones on which students can develop mobile apps, and six Arduino "Internet of Things" boards: <http://www.instructables.com/id/Internet-of-Things/>

### *3. Other Resources*

Office space—we will have 6 or 7 instructors in each of three offices this fall. The Department is lucky to have even three offices for instructors, but we need more space. Christina Georgakis has pushed the idea of converting the storage closet that is within the LWH-3046 classroom into an office. However, this would entail soundproofing the room, as it is inside LWH-3046, as well as moving the door frame inwards, so that one doesn't need to go through the classroom to get to this office. Another problem is that there is no network or phone connection in that space.

We have a huge demand for tutors—we do get one graduate assistantship each year for this, but we need more. We also do not get any student aide money, and this would allow us to have undergraduate tutors as well.

It would also be extremely helpful to have a graduate assistant to administer the computers we have at the El Centro Lab—this would entail administering two Unix servers, a web server, and five computers each running different operating systems.

Finally, we need real travel and conference registration budgets. The majority of our tenure-line faculty are new and eager to do research and want to go to conferences to present and further their research but are discouraged from doing so unless they can pay the expenses out of their own pockets.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. National/International Exhibitions or Performances:**

(Co-authors who are graduate students at NEIU are underlined, and co-authors who are *undergraduate students* are italicized.)

**Rachel F. Adler**, Sushma Adepu, Anusha Bestha, and Yehuda Gutstein, "Remind Me: Minimizing Negative Effects of Multitasking," In *Proceedings of the 6th International Conference on Applied Human Factors and Ergonomics*, 2015, Las Vegas, NV.

**Rachel F. Adler, Francisco Iacobelli, and Yehuda Gutstein.** “Are You Convinced? A Wizard of Oz Study to Test Emotional vs. Rational Persuasion Strategies in Dialogues” In *Proceedings of the 10th International Conference on Persuasive Technology (Work in Progress)*, Persuasive 2015, Chicago, IL.

V.R. Martínez, L.E. Perez, **Francisco Iacobelli**, S. Suarez Bojórquez, and V.M. Gonzalez, (2015). Semi-Supervised Approach to Named Entity Recognition in Spanish Applied to a Real-World Conversational System. In *proceedings of the 7th Mexican Conference on Pattern Recognition (MCPR15)*.

G. Alastair and **Francisco Iacobelli**, (2014). Generative Topic Modeling for Concept Understanding. In *Proceedings of the 14th meeting of the Society for Text and Discourse*.

**Rachel F. Adler, Deena Rubin, Abdul Rahman Mohammad, Amna Irfan, Haridu Senadeera, Timothy Nguyen,** "That's Easy! The Effects of Objective and Subjective Task Difficulty when Multitasking," In *Proceedings of the 6th International Conference on Applied Human Factors and Ergonomics*, 2015, Las Vegas, NV.

## **2. Conference Presentations, Group Shows**

**Rachel F. Adler**, Hanna Kim (Teacher Education). (November 14, 2014). *Promoting Preservice Teachers' Inquiry and Computational Thinking Using Scratch*. 5<sup>th</sup> Annual NEIU Faculty Research and Creative Activities Symposium.

**Graciela Perera.** (October 18, 2014). *Women In Network and Security Research*. 2014 Annual SACNAS National Conference, Los Angeles.

## **3. Funded grants**

The NEIU foundation was awarded a grant of \$10,000 for the support of the new computer lab at El Centro. Graciela and Eduardo presented the new and functional El Centro Computer Lab and some of the projects completed there to AT&T. Two undergraduate students presented their work on Internet Topology (March 2015).

## **4. Service**

### **Rachel Adler**

- Reviewed and refereed papers for the following: *International Journal of Human-Computer Studies* (September 2014), *Behaviour and Information Technology* (December 2014), *CHI '15: Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (November, 2014), *ACM Conference on Computer-Supported Cooperative Work and Social Computing* (June 2015)

### **Graciela Perera**

- Accompanied 35 NEIU students to 2014 SACNAS Annual Conference, in Los Angeles, CA, October, 2014.

- Participated as a panelist in the N2women Workshop at Sigcomm (the premier conference of the ACM in Computer Networks), August 2014.
- Attended GENI Engineering Conference in Washington, DC, where she supported workshops on Cloud Computing, March 2015.

## B. Student Achievements

1. Presentations, conference papers, symposium participation, publications.

**Abdul Rahman Mohammad, Timothy Nguyen, Haridu Senadeera, Amna Irfan, Deena Rubin.** (September 26, 2014). *The Effects of Objective and Subjective Task Difficulty on Multitasking Performance*. 6<sup>th</sup> Annual NEIU Student Center for Science Engagement Research Symposium. *Faculty advisor: Rachel F. Adler*

**Rivka Strauss**<sup>1</sup>, Courtney Moran<sup>2</sup>. (April 17, 2015). *Innovation In Microsatellite Cataloguing: Finding Markers In Midwestern Cattails [Typha species]*. 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium. *Faculty advisors: Pamela Geddes*<sup>2</sup>, **Rachel Trana, Francisco Iacobelli**. (<sup>1</sup>Computer Science and Biology, <sup>2</sup>Biology).

**John C. Hewitt**<sup>1</sup>. (April 17, 2015). *Topic Modeling Using Pointwise Mutual Information*. 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium. *Faculty Sponsor: Francisco Iacobelli*. (<sup>1</sup>Computer Science and Mathematics).

**Julien de Castelnau**<sup>1</sup>. (April 17, 2015). *The Hexahexaflexagon And Its Algebraic Structure*. 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium. *Faculty Sponsor: Peter G. Kimmel*. (<sup>1</sup>Computer Science and Mathematics)

**Deena G. Rubin.** (April 17, 2015). *Smart Multitasking With Smartphones*. 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium. *Faculty Sponsor: Rachel F. Adler*.

**Charla Earls, Michael Abreu, Bonnie Tong, Karl Amjad-Ali.** (October 17<sup>th</sup>, 2014) *A First Step Toward Evaluating The Impact Of Wide Area Deployments On The Internet*. 2014 Annual SACNAS National Conference. *Faculty advisor: Graciela Perera*.

2. Acceptance to graduate or professional school; other honors/scholarships/awards  
AWARDS/SCHOLARSHIPS/HONORS

- **Charla Earls** is a McNair Scholar recipient, and is being mentored by *Graciela Perera*.
- **Michael Abreu** was selected as a 2015 Illinois Technology Foundation **Fifty for the Future** Awardee: The Illinois Technology Foundation (ITF), a not-for-profit organization dedicated to fueling the technology workforce in Illinois, announced the top 60 Illinois technology students for 2014. The program, in its

8th year, recognizes 50 college students and 10 high school students from around the state.

## JOBS

- **Rivka Strauss** has been doing an internship as an Informatics Support Engineer at Apervita, and was offered a full-time job there in Healthcare Informatics, where she is now working full time and finishing at NEIU.
- **Konrad Kukowski** a senior, has started his own company, RadKon Inc. in May, 2015. They provide IT services and solutions, sell computers, servers and IT hardware and provide services such as IT support and website hosting and design.
- **Jeremy Grajales** (BS: December 14, 2015) completed two internships at Chicago Celtic before he was hired full-time after his graduation. Within three months, his mentor left the company and Jeremy assumed a senior role in the company.
- **Deena Rubin** took a job at Factset in Chicago--they develop financial software that is used by investors.

## INTERNSHIPS

- **John Hewitt** has been working with an internship in IT at U.S. Foods.
- **Brian McCauliffe** is working as an Intern for an educational-technology company called Academic Approach.
- **Michael Kravtsov** completed a successful IT Internship at Sensient Technologies Corporation in Hoffman Estates, IL in the Fall 2014 semester.
- **Oshioke Omoh** completed a successful internship with Sears, and was offered a full-time job there upon graduation.
- **Piotr Nizierski** completed a successful internship at Motorola Solutions, and was offered a full-time job there upon graduation.

## RECENT GRADUATES NOW TEACHING COMPUTER SCIENCE AT NEIU

- **Jeremy Baker** (MS: August 13, 2014).
- **Jonathan Murfey** (MS: December 15, 2014).
- **John Wallin** (MS: August 13, 2014).
- **Yehuda Gutstein** (MS: August 13, 2014).

## C. Alumni News

- **Bartholomew Brylak** (Computer Science B.S., May 2013) was promoted at kCura (a Litigation Software Company) to Software Security Engineer.
- **Chris Sulla** (Information Science B.S., 1980) has started teaching for us here at NEIU, IT Project Management.

- **Daniel Kamber** (Computer Science, B.S., May 2013) After working for over 3 years at Software AG as an ESB Consultant, Daniel has started working at Basware as a Solutions Consultant.
- **Paul Paterinski** is presently working as a Mobile Developer at Paylocity, and is also the owner of the company Simple Productions Inc., where he is in charge of the full development cycle, distribution and branding of Mobile Applications.
- **Greg Nikitow** is a Developer at a company called STATS, which provides all sorts of Sports statistics from a huge amount of data.

## COMPUTER SCIENCE

### Assessment Report 2014-2015

Submitted by Peter G. Kimmel

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

#### Cycle of Assessment

- 2015 – 2016: Goal 3 – Mathematical Skills for Computer Science
- 2016 – 2017: Goal 6 – Work Effectively and Productively in Teams
- 2017 – 2018: Goal 5 – Oral and Written Communication
- 2018 – 2019: Goals 4 and 7 – Conduct Research in CS and related Areas.
- 2019 – 2020: Goals 1 and 2 – Writing and Analyzing Algorithms

#### Assessment of Program Goals and Learning Outcomes and Results

##### A. Which goals were assessed this past year?

Goal 1a (Create a correct algorithm to solve a given problem) and Goal 2a (Trace through a computer program step by step).

##### B. How was goal attainment measured?

*Describe the **tool and rubric** you used to determine attainment of your goal(s) and the **sample of students** that you measured.*

The tool we used to assess this was the Programming I Common Final Exam from December 2014 and May 2015. Each semester the same final exam is given to all sections of Programming I at the same time and place (it is different but similar to all previous common final exams). The first 60 points of the exam test the students' ability to write an algorithm to solve a problem (Goal 1a). The last 40 points of the exam test their ability to trace through a computer program step by step (Goal 2a). A student must receive at least 60% of the points from each

section (36 points from the first part and 24 points from the second) in order to be allowed to continue with CS-207 (Programming II). Achieving this does not guarantee passage into CS-207, but a student who does not 60% of the points from *either* section cannot earn a grade of C, B, or A, and must retake CS-200 before going on to CS-207.

The common final is created by all instructors teaching Programming I that semester. We implement blind grading as follows: the students write their name and ID# on the cover page, but only their ID# on subsequent pages, so when grading a question, an instructor does not see the name of the student. We also ensure that the exams are graded consistently across all sections as follows: we take apart each exam and separate them into a pile with the cover sheets and piles for each individual question. Each instructor grades one or two questions for all students in all sections and sees only an ID# on each paper. This way, no student can complain that their particular instructor graded their section more harshly than another section's instructor. Whatever rubric is used by a particular instructor in grading a question is used for every single student that is taking Programming I. The individual question grades are then recompiled into a single spreadsheet, so we can the scores of each student both by ID# and also by name. This also gives us easy access to how students did on each particular question.

Our goal is to have at least 67% of the students who take this exam pass both sections. This has been our unofficial goal in the past, based on our experience with good and not so good years. This is also the percentage of students that pass their introductory programming course, according to the article, "Failure Rates in Introductory Programming" by Jens Bennesen and Michael E. Caspersen, in SIGCSE Bulletin Inroads, Volume 39, Number 2, June 2007, pp. 32 – 36.

### C. Results from your measurement

The following table shows the results of this assessment from Fall 2014 and from Spring 2015. In Fall 2014, a total of 128 students took the exam, and in Spring, 2015, a total of 98 students took the exam. The results do not take into account students who took the exam at a later date because of religious or health reasons or emergencies. Again, Goal 1a is to be able to write a correct algorithm to solve a given problem, and Goal 2a is to demonstrate the ability to show what happens at every step of an existing computer program.

Semester	Success with		
	Goal 1a	Goal 2a	Both Goals
Fall 2014	61.7%	64.8%	60.9%
Spring 2015	70.4%	82.7%	70.4%

We did better in Spring 2015, and met the goal of 67%, but not by a lot. It is clear we still have a lot of work to do to improve the ratio of students that pass this exam and can move on to Programming II. However, this is something that most every school is struggling with, and about which there is a lot of research.



## **Feedback loop**

Since we have this common final exam already in place, we will assess how we are doing with Goals 1a and 2a in our first Programming course again. One of the differences between Fall 2014 and Spring 2015 was that there were several first time instructors teaching our Programming I course in Fall. By Spring 2015, everyone teaching this course had experience teaching it. We plan to keep experienced instructors on this very important course and when we do bring in a new instructor, there will be a lot of guidance, classroom observations, and support for him or her. There is a PLTL grant that will start in the fall that will be for two of the four sections of our CS-207 class (Programming II), so we will also examine the results of the CS-207 common final as well.

## **Executive summary of assessment results**

In this past year of assessment, we decided to assess our students' abilities to create (Goal 1a) and trace through (Goal 2a) algorithms. We did this through data obtained from our common final exam for CS-200, Programming I. We found that we were just shy of our goal in Fall 2014 and a few points ahead of it in Spring 2015. We will reexamine the new data next year, and see how more experienced instructors and the addition of PLTL impact these results.

In addition, we will examine how well these goals are met by seniors at the end of the program. We imagine that by senior year, a higher percentage of students will meet these goals, although some of this is due to the attrition in the first course.

We will also implement an assessment tool to see how we are succeeding in our Discrete Structures (CS-201) class—how well are we preparing our students with the mathematical tools necessary for a computer scientist.

## **Appendix 1. Computer Science Program Goals and Learning Objectives**

1. Students should be able to write an algorithm to solve a given problem.
  - a. Create a correct algorithm.
  - b. Create a clear and readable document.
  - c. Create a time and space efficient algorithm.
2. Students should be able to analyze algorithms.
  - a. Trace through an algorithm or computer program, step by step.
  - b. Determine the correctness of an algorithm.
  - c. Determine the efficiency of an algorithm.
3. Students should have the mathematical skills necessary to solve problems and analyze algorithm efficiency.
  - a. Have sufficient understanding of binary and hexadecimal arithmetic, and how it applies to computer science

- b. Understand combinations, permutations, and counting techniques, to be able to figure out the complexity of a brute force algorithm.
  - c. Understand asymptotic notation, in reference to the running time of algorithms.
- 4. Students should be able to transfer learned skills to master other technologies.
  - a. Apply basic programming concepts universally.
  - b. Apply knowledge of different categories of algorithms and specific classical examples to determine how to approach and solve problems in other disciplines.
- 5. Students should be able to communicate technological ideas and concepts.
  - a. Communicate effectively orally.
  - b. Communicate effectively through writing.
- 6. Students should be able to work effectively and productively in teams.
  - a. Cooperate with other teammates.
  - b. Be able to present their project collaboratively.
- 7. Students should be able to conduct research on and propose solutions to complex problems related to technology
  - a. Identify key variables pertaining to the problem.
  - b. Isolate the main components of the problem.
  - c. Sketch metrics to decide if they have found a satisfactory solution to the problem.
  - d. Identify possible improvements to a given solution.

# EARTH SCIENCE

## **Annual Report 2014-2015**

### **Submitted by Kenneth Voglesonger**

#### **Executive Summary**

In 2014 – 2015, the Earth Science Department welcomed a new faculty member, saw graduates go onto graduate schools around the country, continued to work on major curriculum revisions tied to the approved name change of the department to Geological Sciences, was active in the preparation, submission, and funding of external grants, worked on the implementation of external grants, was involved in college and university-wide initiatives, saw one of the top retention rates in the college while graduating 11 students, built on partnerships with other universities and government agencies, and aided students in numerous research and internship opportunities.

#### *Student Success*

Earth Science kept pace with university-wide declining enrollments with intensive recruitment efforts and the advertisement of the successes of our majors. We began the year with 45 majors in fall 2014 and at the close of the academic year had 46 majors, graduating 11 students. Many of these students went on to graduate schools at institutions such as Brown University, Michigan State University, Purdue, Kent State, Southern Illinois University, Northern Illinois University, and the University of Bath. The culture of research and student success at the undergraduate level that we have cultured since approximately 2008 has continued to show its worth in our graduates and our current students. Data from the NEIU Office of Institutional Research and Assessment shows that the Earth Science Department had the second highest retention rate (Fall 2013 – Fall 2014) in the College of Arts and Sciences at 88.5%. Our students are not only graduating and going onto some of the top programs; they are also continuing on as Earth Science majors and showing the perseverance needed to succeed in a STEM (Science, Technology, Engineering, and Mathematics) field.

As referenced above, student research and participation in internships has become the rule rather than the exception for our students. During the 2014-15 academic year Earth Science students were involved in 15 separate research internships at institutions such as the United States Forest Service, Brown University, Stanford University, and the United States Department of Agriculture (USDA) National Soil Erosion Research Laboratory. This research resulted in 5 presentations at national conferences and numerous other presentations at local and regional events. In the fall of 2014, Bella Arroyo (Earth Science Major) won first place in the Earth Science division of Undergraduate poster presentations at the National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science. As a critical

mass of students doing research and seeking external opportunities has been reached, we are beginning to see this level of participation become more and more sustainable.

### Partnerships & Fiscal Strength

Our faculty have continued to work to secure external funding to support and increase opportunities for students both in the Department and at the University. Two major grants were funded during the 2014 – 2015 Academic Year. Dr. Elisabet Head is a Co-Principal Investigator on a grant to the National Science Foundation (\$426,738) to bring research practices and peer-leaders into introductory-level science classes in the Earth Science, Mathematics, Chemistry, and Physics degree programs. Dr. Nadja Insel is the Principal Investigator on a grant to the National Science Foundation (\$86,589) investigating climate change during recent geological history (130,000 – 115,000 years ago) that includes funding for student research at NEIU.

Grant writing efforts have also resulted in a number of proposals that are currently under review. Dr. Laura Sanders (Principal Investigator), Dr. Kenneth Voglesonger (Co-Principal Investigator), and Ms. Jean Hemzacek (Co-Principal Investigator) have submitted two proposals totaling \$575,000 to the USDA focused on providing students with internships and research opportunities, as well as professional development and pathways to careers with the USDA. Dr. Sanders is also a Principal Investigator on a Proposal to the National Fish & Wildlife Foundation (\$277,256) that involves the development of green infrastructure for stormwater runoff and education about the issues of stormwater in the urban environment. She is also a Co-Principal Investigator with faculty in the Department of Geography and Environmental Studies on a proposal to the United States Environmental Protection Agency (USEPA) that deals with environmental education related to stormwater and combined sewage overflow events in Chicago (\$79,999). Dr. Voglesonger is the Principal Investigator on a proposal to the National Science Foundation in collaboration with colleagues from Northern Illinois University that seeks to fund student research opportunities in the Yucatan Peninsula examining the impact of the tourism industry on regional water supplies (\$86,238). He is also a Co-Principal Investigator on a proposal to the National Science Foundation with colleagues in the Physics, Chemistry, and Mathematics Departments for \$600,000 to provide scholarships to students in STEM fields.

Many of the grant proposals listed above were submitted to programs focusing on increasing the participation of underrepresented minorities in the geosciences, and to secure the funding to provide a variety of support services to those students. We continue to work to increase the participation of underrepresented groups in the geosciences. The grant proposals also show the efforts that the Earth Science faculty participate in to increase access to Earth Science for all students, improve pedagogy and teaching practices, educate the public and community about important issues related to Earth Science, and to provide our students with high impact research and professional experiences during their time as NEIU students.

### Investment in Faculty

Our two newest faculty members, Dr. Elisabet Head and Dr. Nadja Insel established new research spaces in the department, one focusing on volcanology and volatile

emissions (Head) and the other on computational modeling of climate processes (Insel). The repurposing of our existing spaces to support the endeavors of our newest faculty members shows the Department's investment in and support of faculty in their goals related to scholarship, research, and student engagement.

### *Implementation and support of curricular and pedagogical best practices*

Our work on curriculum development continues as we move towards changing the name of our department to Geological Sciences. While the proposal to change the name has been approved, we are awaiting the submission of the associated curriculum changes before we implement the name change. While curriculum development has been ongoing, the arrival of new faculty has necessitated the inclusion of their input and revision of plans that we have previously been working on. Our goals in this work are to streamline the curriculum, remove potential roadblocks to timely graduation, increase training in critical thinking and analysis, and to include real-world research practices in the classroom.

## **I. Assessment**

As the Earth Science Department continues to work on curriculum revisions, we are also working on improvements to our assessment plans. We have completed the mapping our program goals along with the baccalaureate goals, and are currently gathering materials from students for the purposes of assessment. As the curriculum work progresses we expect to move to a more formal, quantitative method for the assessment of our program goals and learning outcomes. The assessment mapping materials are included as a separate appendix to this report.

## **II. Program Plan**

### **A. Long term goals**

The long term goals of the Earth Science Department are as follows:

- 1) Revise our current curriculum to better harness the expertise of the faculty, to support the name change of the department, and to provide our students with a set of distinctive and useful courses.
- 2) Develop a systematic assessment plan for the program.
- 3) Continue efforts to recruit and retain more students, with particular efforts to increase student diversity within the department.
- 4) Continue to secure external funding to support student centered programs focused on research opportunities and career development.

### **B. Projected needs**

1. Faculty: As of the 2014-15 academic year we have four tenured/tenure-track faculty for the first time since 2007. We have good coverage of a variety of areas of specialty within the geosciences. Outside of the retirement of our most senior faculty member at some point on the future, we do not anticipate any faculty needs in the short term.

2. Equipment: The Earth Science Department needs to update equipment relevant to the study of geosciences in an urban setting, as well as in support of the more traditional

geologic courses. Specifically, the X-ray diffractometer currently housed in the department is over 30 years old. X-ray diffraction is a fundamental tool in many fields of the geosciences, and upgrading this equipment would allow us to use the instrument more effectively for both coursework and research. Our analytical capabilities within our Soil and Water Research Laboratory are outdated and severely limited. While we are able to teach students the basics of the chemical and physical analysis of water and soils, they do little to prepare them for the advanced equipment that they will be exposed to in their careers and in graduate schools.

**3. *Other Resources:*** The Earth Science Department has one laboratory classroom, BBH 116, which is in need of renovation to engage modern pedagogies and to improve functionality. Another need of the Earth Science Department is space for faculty offices within Bernard Brommel Hall that is in proximity to our laboratories and classrooms. Difficulties continually arise in regards to student access to research spaces, concerns about the safety of our students working in laboratories, and general access of the faculty to our students, equipment, and supplies. We realize that space is a difficult and sensitive issue for all departments, and that we all need to work together in order to find solutions that are best for all involved. We do want to let it be known that this is a projected need of the department as our program continues to grow.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Articles and Abstracts, Local Exhibitions or Performances:**

**Head, Elisabet M.**, S.A. Cairn. 2015. *Altitude Matters: Assessment of SO<sub>2</sub> Clouds from the Eruption of Nyamuragira Volcano (D.R. Congo, Africa)*. Abstracts of the 2015 North Central Section Meeting of the Geological Society of America.

**Insel, Nadja**, D. Rowley. 2014. *The Relationship between Climate and Stable Isotopes: faking or Breaking Andean Paleoelevation Estimates?* Abstracts of the 2014 National American Geophysical Conference.

**Voglesonger, Kenneth, L.L. Sanders, J.M. Hemzacek.** 2015. *The Role of Research Experiences for Rising Sophomores in Increasing Success, Retention, and Participation in Earth Science and Other STEM Disciplines*. Abstracts of the 2015 North Central Section Meeting of the Geological Society of America.

##### **2. Conference Presentations, Group Shows**

**Head, Elisabet M.**, S.A. Cairn. 2015. *Altitude Matters: Assessment of SO<sub>2</sub> Clouds from the Eruption of Nyamuragira Volcano (D.R. Congo, Africa)*. Presented at the Geological Society of America North Central Section Meeting, May 19 – 20, 2015. Madison, Wisconsin.

**Insel, Nadja**, D. Rowley. 2014. *The Relationship between Climate and Stable Isotopes: faking or Breaking Andean Paleoelevation Estimates?* Presented at the

American Geophysical Union Annual Fall Meeting, December 15 – 19, 2014. San Francisco, California

**Voglesonger, Kenneth, L.L. Sanders, J.M. Hemzacek.** 2015. Connecting Urban Students to Geosciences and their Environment using Field and Research Experiences. Presented at the Spring Midwest Regional Meeting of Science Engagement and New Civic Responsibilities (SENCER), March 14, 2015. Chicago, Illinois.

**Voglesonger, Kenneth, L.L. Sanders, J.M. Hemzacek.** 2015. *The Role of Research Experiences for Rising Sophomores in Increasing Success, Retention, and Participation in Earth Science and Other STEM Disciplines.* Presented at the Geological Society of America North Central Section Meeting, May 19 – 20, 2015. Madison, Wisconsin.

### **3. Funded grants**

**Co-PI Elisabet Head,** Peer Enhanced Experiential Research in STEM (PEERS), National Science Foundation, \$426, 738.

**PI Nadja Insel,** Collaborative Research: Rocky Mountain Ecohydrology during the Eemian Interglacial, National Science Foundation, \$86, 589.

### **4. Service**

#### **Head, Elisabet M.**

Poster Judge, North Central Section Meeting of the Geological Society of America.

#### **Voglesonger, Kenneth M.**

Poster Judge, North Central Section Meeting of the Geological Society of America.

Panel Review Member, National Science Foundation, Geosciences Directorate.

### **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications. Earth Science majors are marked in bold, Earth Science Faculty are marked with an asterisk.

**Arroyo, Bella,** Chi-Hua Huang. *Can Plant Juice Be Used to Minimize Wind Erosion or Dust Emission?* National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans In Science (SACNAS), October 16 – 18. Los Angeles, California.

**Beer, James,** Javier Gonzalez, Janae Bos. *Sorption of Microcystin-LR by Natural and Modified Clay Minerals.* National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans In Science (SACNAS), October 16 – 18. Los Angeles, California.

**Villegas, Jazmin,** Thalika Santil, Wendy Francesconi, Jean Hemzacek\*, Laura Sanders\*. *Implementing Silt Socks in Tile Risers to Reduce Sediment and Nutrient Transport*. National Meeting of the Society for the Advancement of Chicanos/Hispanics and Native Americans In Science (SACNAS), October 16 – 18. Los Angeles, California.

**Villegas, Jazmin,** Thalika Santil, Wendy Francesconi, Jean Hemzacek\*, Laura Sanders\*. *Implementing Silt Socks in Tile Risers to Reduce Sediment and Nutrient Transport*. American Society of Agronomy, Crops Science Society of America, and the Soil Science Society of America International Meeting, November 2 – 5, 2014. Long Beach California.

2. Acceptance to graduate or professional school; other honors/scholarships/awards.

**Bella Arroyo:** First place award winner, Undergraduate Posters, Earth Science Division at the National Society for the Advancement of Chicanos/Hispanics and Native Americans (SACNAS) Conference, Fall 2014.

**Natasha Budimirovic:** Accepted to the M.S. program in the Department of Geology at San Jose State University.

**Sonny Divita:** Accepted to the M.S. program in the Department of Geology and Environmental Geosciences at Northern Illinois University.

**Mariah Green:** Accepted to the Summer Undergraduate Research in Geosciences and Engineering (SURGE) Program, Stanford University.

**Grace Gruendel:** Summer internship with Group Delta Consultants.

**Eric Hueneman:** Accepted to the M.S. program in the Department of Geology at Southern Illinois University.

**Patricia Jaimes:** Accepted to the Ph.D. program in Geocognition at Michigan State University; 2015 NEIU Student Commencement Speaker.

**Thomas McLaughlin:** Accepted to the M.S. program in Environmental Design at the University of Bath.

**Jenna Palmer:** Accepted to Brown University as a Ph.D. Candidate in Geophysics and a M.S. candidate in Applied Mathematics.

**Colleen Schwartz:** Accepted into the Ecological Sciences and Engineering program (M.S.) at Purdue University; Recipient of the Knox Fellowship at Purdue University.

**Brianne Yarger:** Accepted to the M.S. program in the Department of Geology at Kent State University.



## C. Alumni News

**Jeffrey Havey (B.S. 2011):** Became a Park Ranger with the National park Service

**Chris Crosby (B.S. 2007):** Publication: *Fossil Evidence of Iron-Oxidizing Chemolithotrophy Linked to Phosphogenesis in the Wake of the Great Oxidation Event*, *Geology*, v. 42, pp 1015-1018, 2014.

**Nimbus Shrestha (B.S. 2014):** Employed with Google.

**Justin Mackey (B.S. 2012):** Enrolled in a graduate program in the Department of Geology and Environmental Science at the University of Pittsburgh

**Yesenia Herrera (B.S. 2014):** Enrolled in the M.S. program in the Department of Geology at the University of Puerto Rico Mayaguez.

**Sean O'Hara (B.S. 2013):** Exploration Science Intern (2015) at the Planetary School of the Lunar and Planetary Institute

**Natalie Leibovitz (B.S. 2013):** Internship with the United States Geological Survey; Enrolled in the M.S. program in the Department of Geology at Southern Illinois University-Carbondale.

**Ian Stark (B.S. 2012):** Awarded a M.S. in Geophysics from the University of Oklahoma

## EARTH SCIENCE

### Assessment Report 2014-2015

Submitted by Kenneth Voglesonger

Included here are the goal mapping materials we have developed for our assessment plan. Also see Volume II for the comprehensive assessment map for the Earth Science program.

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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Table 1. Earth Science Program Goals and Outcomes

<b>A</b>		<b>General Knowledge of the Field</b>
	A.1	Students will be able to describe the origin and evolution of the earth and rates of geologic change over time.
	A.2	Students will demonstrate familiarity with global geological processes such as plate tectonics, climate change, the rock cycle, and the hydrologic cycle, and they will be able to describe the interactions between the lithosphere, hydrosphere and atmosphere that affect and control these processes.
	A.3	Students will be able to describe and explain in non-technical language a) the causes of geologic hazards and some strategies for mitigation of hazards and b) the distribution and abundance of earth resources (mineral, water, fuel).
<b>B</b>		<b>Field, Lab, Research Skills</b>
		Students will be able to gather, synthesize and interpret geologic observations and data by applying proper scientific procedures within the context of the accepted body of geologic knowledge; students will be able to critically evaluate geologic data and interpretations from other people/sources.
	B.1	Mapping and Map Interpretation: Students will be able to construct and interpret geologic and topographic maps and cross sections from borehole logs, field observations, and regional geologic data.
	B.2	Identification and Characterization of Earth Materials: Students will be able to identify rocks, minerals and sediment samples by applying standard field and microscopic methods, describe the physical and chemical characteristics, and interpret the geologic environments and processes represented.
	B.3	Research: Students will be able to complete a small-scale research project.
	B.4	Students will apply appropriate methods of information technology as tools for research and communication within the sciences, including spreadsheets, graphing, mapping, and others.
<b>C</b>		<b>Communication Skills</b>
		Students will be able to effectively communicate with both technical and non-technical audiences about geologic phenomena.
	C.1	Written communication: Students will be able to produce a coherent and scientifically accurate technical paper about geologic issues or phenomena using the conventions accepted in the discipline.
	C.2	Oral communication: Students will be able to verbally present the results of a project or investigation.
<b>D</b>		<b>Citizenship</b>
		Students will demonstrate the knowledge and skills needed for good citizenship - especially the ability to make informed decisions about resources and the environment and to continue life-long learning about science-based issues.
	D.1	Students will demonstrate effective teamwork and "scientific citizenship", including ability to complete a team project using effective communication, respectful consideration of new or alternate ideas and input in small-group settings, and consideration of unfamiliar ideas in the context of good scientific evaluation
	D.2	Students will demonstrate civic engagement, including the ability to relate and apply appropriate earth science concepts to other disciplinary concepts and to real-world issues of local, regional and/or global scope.

Table 2. Mapping of Program Goals and Outcomes to Courses in the Degree Program.

Program Goals	Learning Outcomes	CORE COURSES								ELECTIVES
		207	211	306	311	312	317	331	390	
A	A.1		X			X				*
	A.2	X	X	X	X	X	X	X	X	X
	A.3	X	X	X	X		X			*
B	B.1		X				X	X	X	*
	B.2			X	X		X		X	*
	B.3			X	X		X		X	X
	B.4				X	X	X	X	X	X
C	C.1	X	X	X	X	X	X	X	X	X
	C.2			X	X		X		X	X
D	D.1	X	X	X	X	X	X	X	X	X
	D.2								X	X
										<i>*depends on elective course</i>

Table 3. Assessment Map

Learning Outcomes	Core Course Example	Artifact	Scoring Notes	ALL CORE COURSES ADDRESSING OUTCOME							
				207	211	306	311	312	317	331	390
A.1	312	Summative geologic history concept map	Ability to recount and correlate effects of geologic factors in proper sequential order; Successful completion of coursework & project		X	X		X	X	X	X
A.2	306; 390	Research paper (306); Final exercise (390)	Ability to synthesize geologic information in context; Ability to correlate geologic map information to the identity of specific rock types; Ability to analyze useful characteristics of rock type for resource use; Ability to distinguish variability among tectonic environments	X	X	X	X	X	X	X	X
A.3	207, 211; 306	Written assignments; research project	Ability to summarize and elaborate on current events, relevant to environmental geology	X	X	X	X		X		
B.1	331; 390	Individual/team exercises; Field mapping exercises	Ability to construct a cross-section from a geologic map; Ability to construct cross-section from field observations		X				X	X	X
B.2	306	Identification and correlation of rocks and minerals to tectonic environments	Ability to distinguish and characterize major categories of sediments, soils, and/or rocks and minerals			X	X		X		X
B.3	many	Individual/ small-group research project: visual and/or oral presentation	Ability to research, critically evaluate data and published sources, and communicate in appropriate written scientific format			X	X		X		X
B.4	many	Individual/ small-group research project data sets	Ability to organize data, demonstrate formula calculations, and create appropriate graphic representations within spreadsheets and other software				X	X	X	X	X
C.1	ALL	Research paper and/or short essay/critique	Clear written expression of concepts, interpretations, and connection to related concepts	X	X	X	X	X	X	X	X
C.2	311	In-class oral presentation of individual/small-group research	Clear oral expression of concepts, interpretations, and connection to related concepts			X	X		X		X
D.1	ALL	in-class exercises and/or team research project	Demonstrate good team citizenship	X	X	X	X	X	X	X	X
D.2	ELECTIVES	Term project	Demonstrate connection of foundational concepts to project with a local, regional and/or global application								X

# ECONOMICS

## **Annual Report 2014-2015**

### **Submitted by Michael Wenz**

#### **Executive Summary**

The Economics Department went through Program Review during 2014-15, making it a good time to look back on program accomplishments not only this year but since the last review in 2007. In that time, we have seen 100% turnover in tenure-line faculty and a near doubling of economics majors. We currently have between 100-120 majors and enroll approximately 225-250 student seats in our upper division courses each semester. We enroll another 350-400 seats in Principles courses. As we look forward, we have reached a level of stability in faculty and student enrollments that will allow us to move the department in innovative new directions.

In 2015, Dr. Ryan Gallagher was awarded tenure and promotion to Associate Professor on the strength of his excellent teaching, service and research record. We congratulate him on his accomplishments.

We made one significant change in our program requirements, adding Econ 221: WIP:Tools for Economists as a new required course. This course will focus on foundational skills for economics and will satisfy the department's Writing Intensive Program requirement.

We inducted 18 new members into our student honor society, Omicron Delta Epsilon, and had several successful professional placements in industry and graduate programs, including sending one student to Harvard Law School. One of our recent graduates completed his Ph.D. in Economics from the University of Illinois at Chicago, another earned an M.A. from Columbia University and another earned an M.B.A. from the University of Chicago. Finally, Emma Battaglia (Economics '14) was named the Lincoln Laureate nominee from Northeastern in 2014.

Our department continues to build relationships with our partner universities in Poland, including the Warsaw School of Economics, the University of Warsaw and Czestochowa University of Technology. Christina Ciecierski earned a Fulbright grant to study and teach at the Warsaw School of Economics, and Scott Hegerty presented his research at a conference in Budapest, Hungary that was organized by our colleagues in Czestochowa. We look forward to continue these relationships with more faculty exchange in 2015-16.

#### **I. Assessment**

In parallel to our 2014-15 Program Review, this year was a period of intensive review of our assessment measures. In 2012, the department began assessing student learning through a pre- and post-test given in four of our courses. During 2014-15, this assessment protocol was dropped in favor of a move toward assessing student learning in ways more consistent with the University approach to assessment.

The department has identified three broad program goals for evaluation. These include:

**Program Goal 1:** Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen subfields of the discipline.

**Program Goal 2:** Develop specialized skills including the ability to collect and analyze data, and to effectively communicate empirical results in oral, written, and graphical forms.

**Program Goal 3:** Promote student employment in chosen subfield.

The current assessment protocol involves an annual evaluation of one of our three program goals, and this is the first year of full implementation. In 2014-15, the department are evaluated Program Goal 1: Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen and related subfields in the discipline. We will evaluate Program Goal 2 in 2015-16 and Goal 3 in 2016-17. To evaluate Goal 1, we used three course-embedded instruments during Fall 2014 and three course-embedded instruments in Spring 2015 to evaluate the fraction of students who meet, exceed, or fail to meet department standards on various learning outcomes related to this goal. We collected results for a sample of 69 students and identified fifteen instances where students exceeded expectations, 44 instances where students met expectations and ten instances where students did not meet expectations.

In addition to our formal assessment measures, we have established a process for both ensuring that feedback from assessments is incorporated into future efforts and for integrating informal feedback, especially from alumni, is reviewed and acted upon. A complete examination of our assessment protocols and results is available in the appendix.

## **II. Program Plan**

### **A. Long term goals**

Based on our program review, we believe we have entered a period of stability. We have added five new tenure track faculty members over the past seven years, but this phase of turnover is coming to an end. Looking forward, we must make sure that stability does not become an excuse to stand still. We have many opportunities to move our program forward. Here are some targets for the future:

- Continue our rollout of technology-driven teaching tools.
- Complete a full cycle of assessment activities on each of our program goals.

- Connect our research with the broader community, both local and abroad.
- Develop external grant funding sources.
- Activate our alumni base and begin fundraising to support student success.
- Strengthen our career and internship placement infrastructure.

We are pleased with the academic core of our program and with our high success rates in moving students toward graduation, and we look forward to connecting our successes with opportunities beyond Northeastern.

## **B. Projected needs**

1. Faculty: We do not anticipate the need to hire faculty in the next 1-2 years.

2. Equipment: We have limited needs for equipment. We have been able to leverage NEIU grant funds to obtain statistical software, and our other needs are modest.

3. Other Resources: Northeastern has the largest undergraduate enrollment and number of majors relative to its Illinois peers without graduate programs, and has an undergraduate program similar in size to Western Illinois University and Eastern Illinois University, two masters-granting institutions. In comparison to these two programs and to the state average for undergraduate courses, Northeastern has been able to deliver undergraduate instruction at significantly lower cost. The average cost per credit hour for Northeastern undergraduate courses is \$244.15, compared with a state average of \$253.21 and averages of \$379.51 and \$311.93 at EIU and WIU respectively.

We would like to be able to depend on resources to cover subscription costs of journals, data and software, funds for conference registrations, and predictable travel support. In addition, we would like to be able to count on funds to produce some simple marketing collateral and occasionally cater an event for students, prospective students and alumni. We would like full time office support as well. An increased and stable budgetary allocation holds a great potential to enhance student-faculty research which perfectly aligns with all the three program goals stated before and broadly with university goal 1.7. Apart from explicit benefits, financially facilitating faculty research is one of the most important pillars to the success of University in the long run.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Articles and Abstracts, Local Exhibitions or Performances:**

**Ciecerski, Christina**, J. Kang, E.L. Malin, A.J. Carroll, M. Gidea, L.L. Craft, B. Spring, B. Hitsman. "A latent class analysis of cancer risk behaviors among U.S. college students" *Preventive Medicine*. 64, July (2014):121-125.

**Gallagher, Ryan**, H. Kurban and J. Persky. "Demographic Changes and Education Expenditures: A Reinterpretation," (2015) *Economics of Education Review* 45, 103-108.

**Hegerty, Scott, M. Bahmani-Oskooee and K. Satawatananon,** “Exchange-Rate Risk and Japanese-Thai Industry Trade” (2015) *Australian Economic Papers* 54(1), 22-37.

**Hegerty, Scott.** “Time-Varying Versus Fixed Weights in Exchange-Market Pressure Indices: Evidence From Tests Using Latin American Data” (2015) *Bulletin of Applied Economics* 2(1), 21-36.

**Hegerty, Scott, M. Bahmani-Oskooee and A.S. Hosny.** “The Effects of Exchange-Rate Volatility on Industry Trade Between the U.S. and Egypt” (2015) *Economic Change and Restructuring* 48, 93-117.

**Hegerty, Scott.** “Dollar Depreciations and Monthly Local Employment in Three Midwestern States: Evidence From Time-Series and Cointegration Analysis” (2015) *Economics Bulletin* 35(1), 291-297.

**Hegerty, Scott, M. Bahmani-Oskooee and H. Harvey.** “Exchange-Rate Volatility and Commodity Trade Between the U.S. and Indonesia” (2015) *New Zealand Economic Papers* 49(1), 78-102.

**Hegerty, Scott, M. Bahmani-Oskooee and A. S. Hosny.** “Exchange-Rate Volatility and Commodity Trade Between the E.U. and Egypt: Evidence From 59 Industries” (2014) *Empirica: The Journal of European Economics* 42, 109-129.

**Hegerty, Scott.** “Exchange Market Pressure and Stock-Price Spillovers in Emerging Markets” (2014) *Applied Economics Quarterly* 60, 41-74.

**Hegerty, Scott.** “Do International Capital Flows Worsen Macroeconomic Volatility in Transition Economies?” (2014) *Bulletin of Applied Economics* 1(1), 1-13.

**Hegerty, Scott.** “Exchange Market Pressure and Price Spillovers in Russia, Ukraine, and Belarus” (2014) *Applied Econometrics and International Development* 14(2).

**Hegerty, Scott.** “Output Volatility in Latin America: Evidence From a Multivariate GARCH Model” (2014) *International Journal of Applied Economics*, 11(2), 10-18.

**Hegerty, Scott.** “Measuring Exchange Market Pressure and its Contagion in the East African Community” (2014) *South African Journal of Economics* 82(2), 239-257.

**Hegerty, Scott, M. Bahmani-Oskooee and H. Harvey.** “Exchange-Rate Volatility and Spanish-American Commodity Trade Flows” (2014) *Economic Systems* 38, 243-260. (With M. Bahmani-Oskooee and H. Harvey)

**Hegerty, Scott.** “Interest-Rate Volatility and Volatility Transmission in Nine Latin American Countries” (2014) *Applied Financial Economics* 24(13), 927-937.



**Hegerty, Scott, M. Bahmani-Oskooee and R. Zhang.** “The Effects of Exchange-Rate Volatility on Korean Trade Flows: Industry-Level Estimates” (2014) *Economic Papers* 33(1). 76-94.

**Hegerty, Scott.** “Exchange Market Pressure, Commodity Prices, and Contagion in Latin America” (2014) *Journal of International Trade & Economic Development* 23(1) 56-77.

**Marfatia, Hardik.** "Impact of Uncertainty on High Frequency Response of the U.S. Stock Markets to the Fed's Policy Surprises." (2014) *The Quarterly Review of Economics and Finance*, 54(3): 382-392.

## **2. Funded grants**

**Christina Ciecierski**, Fulbright Scholarship, Warsaw School of Economics.

## **3. Service**

**Michael Wenz**, President, Illinois Economic Association.

**Scott Hegerty**, Editorial Board, *Eastern European Business and Economics Journal*, *Bulletin of Applied Economics*, *Journal of Stock and Forex Trading*.

## **B. Student Achievements**

**Matt Reardon** (Economics, '12) enrolled Harvard Law School.

**William Foster** (Economics '06) completed Ph.D., University of Illinois at Chicago '15.

**Haik Ter-Nersesyan** (Economics '10) completed M.A., Columbia University.

**Justin McPhee** (Economics '09) completed MBA, University of Chicago-Booth.

**Emma Battaglia** (Economics '12) was named NEIU Lincoln Laureate 2014.

# ECONOMICS

## Assessment Report 2014-2015

Submitted by Michael Wenz

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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## **Direct Assessment**

In parallel to our 2014-15 Program Review, this year was a period of intensive review of our assessment measures. In 2012, the department began assessing student learning through a pre- and post-test given in four of our courses. During 2014-15, this assessment protocol was dropped in favor of a move toward assessing student learning in ways more consistent with the University approach to assessment.

The department has identified three broad program goals for evaluation. These include:

**Program Goal 1:** Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen subfields of the discipline.

**Program Goal 2:** Develop specialized skills including the ability to collect and analyze data, and to effectively communicate empirical results in oral, written, and graphical forms.

**Program Goal 3:** Promote student employment in chosen subfield.

During 2014-15, this assessment protocol was dropped in favor of a move toward assessing student learning in ways more consistent with the University approach to assessment as outlined in the matrix in Table 1. We did, however, maintain the assessment post-test in Econ 304 as one of our assessment instruments for Fall 2014 and in Econ 303 in Spring 2015.

Our current assessment protocol involves an annual evaluation of one of our three program goals, and this is the first year of full implementation. In 2014-15, we are evaluating Program Goal 1: Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen and related subfields in the discipline. We will evaluate Program Goal 2 in 2015-16 and Goal 3 in 2016-17. To evaluate Goal 1, we used three course-embedded instruments during Fall 2014 and will use three course-embedded instruments in Spring 2015 to evaluate the fraction of students who meet, exceed, or fail to meet department standards on various learning outcomes related to this goal. These learning outcomes are noted in Table 1.

The first instrument is the Econ 304 post-test noted above. This is used to assess student understanding on a broad range of economic topics and is most closely associated with Baccalaureate Goal 2.2: Mastery of Different Modes of Knowing. Students were considered to have met standards if they achieved a 60% score on the assessment exam and were considered to exceed standards if they scored above 85% on the exam. Of 25 students who completed the exam, four students exceeded expectations, 17 students met expectations and four students did not meet expectations.

The second instrument was a written homework assignment from Econ 334: Cost-Benefit Analysis, which asked students to perform some relatively technical calculations related to elasticity, present value, and slope. They were then asked to interpret their results. These outcomes were related to baccalaureate goals 1.1: Inquiry, Analysis and Evaluation and 1.5: Quantitative Literacy. Student assignments were reviewed by a panel of department faculty and it was determined that out of 24 students, 11 exceeded expectations, nine met expectations and four failed to meet expectations.

The third instrument was a term paper from Econ 342: The Economics of Vice, which asked students to research a topic and prepare an essay. These papers were then put

through a rubric by a panel of department faculty. The rubric was based on a selection of questions drawn from AAC&U VALUE Rubrics to fit the needs of this assessment exercise. Questions were drawn to evaluate student learning as related to baccalaureate goals 1.2: Critical and Creative Thinking, 1.3: Written Communication Proficiency, 1.6: Information Literacy and Research Skills, and 2.3: Ability to Synthesize General and Specialized Studies. Each paper was evaluated by two faculty members and each category was scored on a combined scale of 6-24. A paper was judged to meet the standards in that category if it obtained a score of 13-20 and exceed the standards if it obtained a score of 21-24. For baccalaureate goal 1.2, two students exceeded expectations, 12 students met expectations and three did not meet expectations. For goal 1.3, no students exceeded expectations, 18 students met, and two did not meet. For goal 1.6, one student exceeded, 16 met, and three did not meet. For goal 2.6, no students exceeded, 18 students met, and two did not meet expectations.

During the Spring 2015 semester, we will collected three more direct assessment instruments that were administered in Econ 303, Econ 323, and Econ 333 and will target baccalaureate goals 1.7, 2.1 and 2.2. The instruments include the assessment post test, a technical homework assignment, and a term paper. We will evaluate these instruments at our regularly scheduled department planning meeting in early Fall 2015. look forward to developing our assessment framework to provide more direct evidence of program strengths and weaknesses.

### **Indirect Assessment**

In addition to the direct assessments outlined and identified above, the faculty has engaged in extensive indirect evaluation of student learning. Each year we hold three day-long planning and evaluation sessions for the tenure-track faculty to discuss curricular trends and programmatic needs for the future. These meetings generally occur at the beginning of the academic year, at semester break, and at the end of the academic year. We review student evaluations, job and graduate school placements, club activities and enrollment patterns. Much of the discussion is based on informal, qualitative observations from the faculty, but this has proven to be an effective way to identify strengths, weaknesses, opportunities and threats within our department. In recent years, we have identified several areas of need through this process.

In 2014, we began a program modification that is designed to provide students with an earlier exposure to the basic tools of economics, including writing, mathematics and data management using Excel. We have developed a new required course, Econ 221, which will satisfy the university's Writing Intensive Program requirement and can be taken before completion of the Principles sequence. This course will be phased in for cohorts beginning in the 2015-16 academic year and will eventually replace the existing model of providing WIP education in 3XX courses. The existing 3XX WIP courses will be converted to Enhanced Learning Environment courses as part of the new University Core Curriculum program.

The department faculty also made a conscious and coordinated decision to use Microsoft Excel exclusively as the platform for teaching statistical analysis in the 3XX courses outside of econometrics. Though we recognize the career value of more sophisticated programming languages such as SAS, STATA and R, we felt that consistency across sections was more important and more appropriate for our students who are often unable to sequence courses as might be hoped. Excel provides the capacity for basic regression analysis and data presentation, which is sufficient to meet current program goals.

We have also added two new courses and reorganized a third course to strengthen student career skills. Financial Economics, a new course, provides students with exposure to the basics of financial accounting and finance. This course complements Managerial Economics, a redesigned course, to form a foundation for students interested in careers in the private sector. Another new course, Macroeconomic Data Analysis, focuses on data management and technical skills necessary for careers in quantitative fields.

While we have made progress in addressing some of the identified gaps in student learning, the department still needs to make progress on connecting students with careers both during and after graduation. We have had some impressive successes with internships and placements, especially with the FDIC, BLS, and Anixter. Now that we have reached five tenure-track faculty, we have sufficient human resources to develop these aspects of our program.

# ENGLISH

## Annual Report 2014-2015

### Submitted by Tim Libretti, Chair

#### Executive Summary

The English Department faculty continue to excel in the classroom and in creating innovative curriculum responsive to our students' needs and to the evolving cultural landscape of our contemporary national and global cultures. Moreover, English faculty are consistently and actively engaged throughout the university, playing a vibrant role in strengthening and innovating academic programs at the university and in executing the university's strategic plan, as well as working with larger state institutions to address pressing issues in public higher education and also with local high schools to address issues and articulations between secondary education and higher education in the state with an eye toward preparing students more effectively for college. Additionally, the department has made significant strides in developing relationships with other departments and programs to initiate the creation of interdisciplinary curricula, to coordinate curricula, and to unite energies and intellects in offering programming and events for students, the university community, its alumni, and the broader community. Internally, the department has launched strategic efforts in recruitment, curriculum development, alumni and community outreach, and assessment. Without a doubt, one hallmark of our department is the community we have created among faculty, students, and alumni, providing a nurturing and supportive environment for our students while they are here as well as programming, a sense of community, and career networking for our students after graduation. It is fair to say we have probably the most engaged and active group of majors on campus. As for our faculty, in addition to their substantial contributions to the department and university, the faculty should be noted for the continued vitality of their creative and scholarly contributions to the profession of English and Cultural Studies and to the literary world at large.

#### Department/Faculty Achievements

**Professor Julie Iromuanya** was awarded the Tennessee Williams Scholarship at the Sewanee Writers' Conference in 2014. **Professor Kristen Over** was awarded a Fulbright Scholarship to teach and do research at the University of Bergen in Bergen, Norway. **Professor Tim Libretti** won multiple awards from the Illinois Woman's Press Association and the National Federation of Press Women for his scholarly and journalistic writings as well as for a Ted Talk. These awards speak not only to the level of regard in which the university and broader academic and cultural communities hold English Department faculty but more importantly to the impact that the contributions of our faculty have had on our community and the degree to which these energies have

been transformative and profoundly felt. We view our department as one that with great intentionality works to serve not just our students and curriculum but the entire university and community.

This community-minded service was perhaps most evident this past academic year in the work of our two creative writing faculty, **Professors Alicia Erian** and **Julie Iromuanya** who worked with Christie Miller in the Office of Cultural Events to organize for the second year a top-flight Visiting Writers Series, relying on their stellar reputations and strong relationships in the U.S. literary culture to bring six major contemporary writers to campus. This series was well-attended by students, in particular, and by the university community as a whole, creating an incredible opportunity for students to engage important writers in relatively accessible ways. This series, it is fair to say, had a meaningful impact on our community, bringing vibrancy and excitement to campus, as over 700 people attended these events in total; and the energy and creative intelligence of Professors Erian and Iromuanya had much to do with charging up our students and building a vital and blooming literary culture on campus. Already they are working hard on next year's series, and we believe this series will become a signature event of the university that will attract outside attention and highlight to our broader community the amazing resource Northeastern can be for those hungry for a nourishing cultural environment. The Provost's pledge of support for the event underscores the value of this series to the university's mission.

As we try to create an environment and conduct programming that is attractive to and serves our broader communities, our faculty are also engaged scholars serving our students by helping them develop research skills and independent scholarly minds by engaging them with the world. **Professor Tim Scherman** this year wrote a grant for new archival projects for a College of Arts and Sciences Summer Research Stipend. Eventually the proposal yielded two grants, one from the College and one from the Provost's office, allowing two faculty members and four students in all to travel to New Bedford, Massachusetts and Sacramento, California in search of evidence to support current projects. Additionally, he also participated in the annual Catherine Maria Sedgwick Symposium with one of our former graduate students, Rebecca Wiltberger, who is now a Ph.D. candidate at the University of Kentucky. Similarly, **Dr. Ryan Poll** received a research grant that allowed him that travel with our graduate student Aaron Leiva to engage in archival research at the New Bedford Library, the New Bedford Whaling Museum Research Archives, and the home of Frederick Douglass to analyze the intersecting lives of Herman Melville and Frederick Douglass and to study how New Bedford became a global city that was central to a globalizing capitalist system. Additionally, in order to professionalize students, engage them with research, and provide opportunities for them to share their research and engage the larger academic world, **Dr. Poll** organized two panels for professional conferences to help NEIU students. He organized the panel "Food Studies and 'Popular' Figurations of Minority Identity" for the Sigma Tau Delta 2014 International Conference in Savannah, GA last March in which three undergraduate students (Katie Galmiche, Billy Peters, and Sarah Vaid) and graduate student Nathan Steele presented papers. Additionally, with **Tim**

**Libretti**, he organized a panel for the “How Class Works” conference of the Working Class Studies Organization in Stonybrook, New York, which included papers from one undergraduate student (Katie Galmiche) and one graduate student (Jon Antol). Additionally, in order to professionalize our students, cultivate their research skills, and engage our university community, both **Tim Scherman** and **Ryan Poll** organized mini-conferences that grew out of research students were doing in their classes. Out of his English 487: Material Culture course and his English 372: American Women Writers, Professor Scherman organized the conference “Out of the Archives: Four Papers on Material Culture,” which took place last April 1, 2014 and featured papers by our students. Over fifty people attended the conference. Additionally, **Professor Scherman** also organized a roundtable discussion for the Student Research Symposium titled “Research in the Archives: A Roundtable,” featuring current and former students Katie Galmiche, Abigail Harris, Rebecca Wiltberger, Joan Shapiro Beigh, Nathan Steele, Chris Hoppe, Jon Gronli, and Mary Dohm Wurtzenbach. Last October 2013, **Dr. Poll** organized a two-day conference at NEIU titled “Oil Cultures” in which English undergraduate and graduate students (Meghan Cieslik, Katie Galmiche, Carl Hauck, Christine Heckman, and Lucas Van Duyne) shared their work before a wide, diverse public. These efforts are part of our larger commitment to professionalizing students and cultivating research and presentation skills that will serve them in the academic world but also many other professional worlds as they pursue careers.

**Professor Alicia Erian** has also been tireless in using her energies and reputation to both instruct and through her instruction create professional opportunities for our students in the literary world. She worked with a cohort of students on a treatment for a television show that she submitted to the Sundance Institute for their first Episodic TV lab and also spent every Tuesday in June, July, and August working on a film treatment for the prominent producer Alan Ball (*Six Feet Under*, among other credits) with whom she has a professional relationship. Her idea is that if/when these projects are accepted, the students will become the paid writers working on the scripts. The Sundance submission, unfortunately, was not accepted, but these students are gaining invaluable experience not just with the writing they are doing but in the professional writing industry as well. She is laying the groundwork for creating a writing program at NEIU that will be known for the professional and publishing possibilities it provides for students. For example, this year for our Annual Student Awards Ceremony (more below) she arranged for an award called the Agent Award which involved the prominent literary agent Peter Steinberg reading and providing feedback on the long manuscript of the winning student and possibly even agreeing to represent the student. In short, her work exemplifies our overall department effort to highlight the professional opportunities our major and our faculty can open to students.

In this vein, it is also worth noting other ways our faculty are contributing to creating a vibrant intellectual and socially-meaningful campus environment and to serving our university mission. **Professor Erian** helped the university procure an NEH grant to run a program next year entitled “Let’s Talk About It: Muslim Journeys,” which entailed her facilitating discussions on five works of Muslim literature in an open series this past

year. **Professor Emily Garcia** served on the organizing committee for the conference “Imagining Latina/o Studies: Past, Present and Future” which took place in Chicago in June 2014.

In short, our faculty are very much invested in creating a department that interacts with and advances our institution and community as a whole.

Additionally, English faculty, as they historically have, continue to serve the university in key leadership roles in the administration, operation, and development of our academic life for students, faculty, the broader university, and public education in the state. **Professor Vicki Byard** continues to serve as Coordinator of the First-Year Writing Program. **Professor Kristen Over** has continued her service as administrator of the University Honors Program.

Other notable service within the department includes **Professor Scherman’s** spearheading of our departmental assessment efforts which maintains quality in our programs and keeps our eyes on the prize so we continue to innovate and adjust to serve our students more effectively. Also, **Professor Christopher Schroeder** has been instrumental in working on our website and producing an on-line English Lounge open to the public which allows visitors to stay abreast of happenings in our profession, opportunities to publish or submit work for conference presentations, and even to interact with others through blogs and forums. **Professor Byard and Dr. Davros** are active in leadership roles in their local school districts, and **Professor Erian** gives her time as a volunteer parent counselor for Tuesday’s Child.

In short, in addition to being outstanding scholars and teachers, English Department Faculty bring to bear their expertise and knowledge on the administration and operation of the university’s academic life and demonstrate their commitments to their profession and education at large by generously serving the broader community and social world.

- In the area of research, many of our faculty are productive scholars and writers, publishing books, articles, book chapters, and book reviews and presenting their research or creative writing at major conferences and literary events, as indicated below. Most notably **Professor Julie Iromuanya** published her debut novel *Mr. and Mrs. Doctor*.
- Overall, English faculty are incredibly active in serving the university on a wide range of important committees and governing bodies, including the Faculty Senate, the Faculty Council on Academic Affairs, the College Academic Affairs Committee, the Global Studies Committee, the University Advisory Council, the Honors Program, the Advisory Council for the Center of Teaching and Learning, the Finance and Administration Committee, and the General Education Committee, among others.
- English Department faculty sponsored 15 students at this year’s Student Research and Creative Activities Symposium and sponsored another 6 student presentations



of research at professional conferences outside the university. We have really stepped up our efforts to professionalize our students and to prepare them with the skills and experience to enter doctoral programs or open doors in the professional world.

- Additionally, our faculty teach and serve in the Latina/o and Latin American Studies Program, the Women and Gender Studies program, the LGBTQ program, the African and African-American Studies program, the First-Year Experience Program, and others.
- **Dr. Ryan Poll** advised and grew our chapter of Sigma Tau Delta, the International English Honor Society, which promises to open up many scholarship, internship, and professionalization opportunities for our graduate and undergraduate students.
- **Dr. Ryan Poll** advised our student-run literary journal *Seeds*, which has revitalized the literary culture on campus and provided valuable experience for our students in the work of editing and print production.

### **Important Developments in Curricular Reform, Recruitment, and Outreach**

This year the most substantial and potentially transformative initiative, next to the creation of the Visiting Writers Series and the development of our creative writing curriculum, was that of our series of professional development seminars for high school and community college faculty across disciplines (see Appendix I below for full documentation). One of our goals for the 2014-2015 Academic Year was to build on the Professional Development Seminar Series we inaugurated last year, aimed primarily at supporting high school and community college faculty from across disciplines in the work they do. In addition to providing what we hoped would be a valuable service of support to teachers and to fulfilling our mission of working to improve secondary education in the state, the series also helped publicize and recruit to our programs as well as generate a modest revenue stream to fund our other efforts to support students and offer a range of programming. More importantly, we continued our efforts in developing relationships with high school and community college faculty and chairs with whom we plan to work in the future. Most gratifying this year was the number of faculty we attracted from Malcolm X College, an institution with which we have been developing a relationship and which we would like to serve. At least two high school teachers who participated in the seminars have applied to our MA program. In the coming year, we plan to make greater efforts to publicize the series more broadly and make use of the relationships we have developed to grow our enrollments and develop seminars more responsive to the needs of the populations we aim to serve. This year we attracted faculty from Oakton Community College, Malcolm X College, and Truman College as well as a range of high schools that included Rolling Meadows, New Trier, John Hersey, Glenbrook North, Vernon Hills, Libertyville, Roosevelt, and Fenton. Evaluations were incredibly positive, and we anticipate momentum building. Indeed, as a result of this series, Professor Ryan Poll was invited to New Trier High School to assist their faculty in teaching graphic novels, which is just one example of the success of this

series. He also taught this seminar off-site at Lincoln Park High School for a group of teachers to help us foster our relationship with CPS. Of the series we put together, we ended up running the following seminars:

- **Teaching Developmental Writing**, taught by Professor Marcia Buell

Developmental writers occupy a contested space in high school, college, and university settings in that they come to schools unprepared in academic literacies, but are often adept in other literate practices outside of classroom settings. Standardized assessments often point to severe deficits in grammatical and textual structure, but research shows that strict attention to formulaic writing and grammatical errors are ineffective in helping developmental writers find an academic voice. This seminar will address questions of defining developmental writers, assessing their needs and abilities, and designing class activities and assignments that can allow developmental writers to participate more fully in academic communities. Seminar time will be split between discussing issues in a few supplied readings and in creating and analyzing writing tasks to be used in developmental writing classes or classes mixed with developmental and more academically adept writers.

- **Teaching the Graphic Novel Across the Disciplines**, taught by Dr. Ryan Poll

In this seminar, we will explore the phenomenon of graphic novels being used in various institutional settings to help open discussions about various social traumas including poverty, cancer, and the wars in Iraq and Afghanistan. This seminar will introduce teachers to a range of graphic novels that have become central to various Institutional spaces from prisons and hospitals to therapy sessions and homeless shelters. Moreover, this seminar will introduce teachers to the critical vocabulary and aesthetic debates that will critically strengthen any lesson plan that focuses on teaching graphic novels at the high school level.

We anticipate the series building momentum and helping us build broader and more substantial relationships with local high schools and community colleges so we can better serve their needs. The seminars also help us recruit and market our programs while also bringing in revenue that supports our student awards ceremony and other important programming efforts that support our mission.

In response to calls from Academic Affairs to develop innovative summer courses with more convenient and compressed schedules, the English Department continued its Summer Institute program with the intent of reaching a broader range of students as well as reaching targeted populations.

- We offered one summer institutes with the intent of taking advantage of the strengths and interests of our faculty to (1) offer a wider variety of scheduling options for students during the summer, (2) help grow our graduate program and potentially our creative writing program, and (3) publicize our programs and faculty with the objective of not only recruiting students but also of developing long-term partnerships between our graduate programs and local high schools and school districts. The Summer Institutes for 2011 were the following:
  - ***The Summer Creative Writing Institute:*** Larry Dean and Christine Simokaitis taught an intensive two-week Summer Creative Writing Institute for its fifth year. It met with great interest, enrolling nineteen students (with minimal publicity), and enabled us to feature a strength of our faculty who are creative writers but do not typically have the opportunity to teach creative writing. The students appreciated the different scheduling option, and the department views this summer institute as an offering that will help us recruit students, grow our creative program, and perhaps even, in the long view, lead to the development of a B.F.A. and perhaps further down the line an M.F.A. in creative writing. Given the high level of student satisfaction and interest this year, we anticipate that through word of mouth and a greater effort to publicize the institute that the enrollments in the institute will grow and our creative writing program will become a centerpiece of our English curriculum. Cronk and Simokaitis also put together an impressive slate of local authors, from novelists to poets to journalists, to guest lecture.
- Our Graduate Program this year continued its implementation of the substantial revision and overhaul of its MA comprehensive testing structure, allowing students to create under faculty supervision their own areas of concentration which integrate primary readings, important secondary sources, and theoretical readings. This new structure allows students who enter the programs with various goals, such as professional development or preparation for a doctoral program, in a sense to customize the program. We also recognized that any kind of “coverage” of all literary fields and developments is a chimerical goal, so we decided to accentuate the development of critical skills, particularly research skills. These efforts have met with success as our program has shown its ability to cultivate research skills in our students, and the program is working (and has worked) successfully to launch those students who are interested into Ph.D. programs.
- In terms of curriculum development, we had a productive year updating and enlivening our course offerings to meet evolutions in the profession and to meet changing social and workforce demands.
  - We offered two new on-line offerings which enjoyed solid enrollments. Those were English 335: Written Communications for Business and

English 360: Detective Fiction, taught by John Doyle and Julie Kim, respectively.

- In beginning to highlight the cultural studies dimension of our disciplines, particularly at the grad level, we offered a series of new graduate courses, including the following: English 408: Global Cities (Eze); English 464: Producing American (Libretti); English 487: Material Culture (Scherman); and English 479 (Latina/o Literatures). At the undergraduate level, we introduced English 356: The Graphic Novel (Poll) and English 357: The Production of America (Libretti).
- We continue also to develop our creative writing curriculum with an eye toward building a distinctive program not just for the city but the nation. Alicia Erian developed and taught English 240: Elements of Style for Creative Writers as well as a course linked to the Visiting Writers Series, English 393: Literature Live. To introduce incoming students to our program, we also developed and offered an FYE creative writing course, English 109E: Your Chicago: Write On! (Simokaitis).
- As a department we spent the year overhauling our major and re-organizing our major to highlight the relevance of what we do and to define requirements such that they provide students with the skill sets and comprehension of particular bodies of knowledge necessary for them to succeed in the professional world or to pursue graduate education. Relatedly, we went through a meaningful and collective process whereby we re-conceptualized and re-wrote the goals and outcomes for the undergraduate major so that they encompass all aspects of our curriculum and what we offer to students.
- Internship development: **Dr. Ryan Poll** continues to cultivate a relationship with the public relations firm Orly Telisman. Thus far three of our students have taken advantage of this internship opportunity. We hope to develop more of such relationships and to build internship experiences into our curriculum in more coherent and substantial ways in order to highlight the utility of the English major in the professional world.
- The department undertook a fundraising campaign to raise funds for a student awards ceremony and to begin funding an endowed scholarship. The department raised over \$5,000 from alumni and students, increasing our donor participation over last year, and held a fabulous and moving ceremony honoring the outstanding work of our students. We gave around \$2000 in cash awards to students for their creative writing, critical essays, and literary analysis and for two overall outstanding students, in addition to giving awards to first-year writing students for the first time. The event honored our students as well as our alumni and also helped to shape future alumni donors. Overall, the event helped

to create a stronger English community and, by recognizing excellence, to create a greater sense of the English Department's commitment to excellence.

- Submission awards: This year **Professor Erian** arranged new awards by working with the literary journals *Tin House Magazine*, *Prairie Schooner*, and *The Sun*. The award guarantees the prize-winning student a careful reading and response with feedback from the editor, even if the piece is rejected. And, of course, the piece might be accepted. The award is a huge coup for our students and for our program. As mentioned above, she also developed the Agent Award.
- **Dr. Ryan Poll** organized multiple orientations for our undergraduate and graduate students. They have really improved our advising, we believe, and have served to create much more coherent student communities. Such community-building student-service events are already growing enrollments and we anticipate they will also aid with retention and graduation rates.
- **Tim Libretti** organized an event for alumni and students that featured alumna Becky Sarwate, President of the Illinois Woman's Press Association and successful professional writer, marketing strategist, and public relations executive in the corporate world. She came to discuss professional opportunities open to our students and alumni. The event was well-attended by both our alumni and students, and it was gratifying to hold an event that served the interests of our alumni population.
- Also in the area of alumni outreach, the department has continued growing a Facebook group for English Major/MA alumni and friends. The group currently has over 350 (and growing) members, both current and former students, and has proved effective in publicizing our programs (such as our summer institutes), recruiting students, and for simply maintaining relationships with students and alumni. We have been encouraging our alumni and students to use the page for career networking, and it is already working to help students find jobs and internships.

## I. Assessment

When students graduate, the department requires that students fill out a written exit interview and write a reflective essay assessing their experience in the major. We inform them we want to know what their expectations of the major are, whether or not those expectations were fulfilled, what if any career goals they had in selecting the major, how effectively the curriculum worked for them, what they saw as the value of the major, etc. On the whole, we find that what students value most about the major are the ways the major rigorously equips them with incisive critical reading and writing skills and the diversity of courses that we offer. Most often students underscore the excellence of the advising they received from Dr. Poll, identifying the advising they received as a heightened form of instruction. Most of the students indicate that they did not have specific career goals in mind in choosing the major but express a comfort level and even

confidence in heading out into the career world because of the analytical and writing skills they have acquired. Several respondents indicated, interestingly, that other former English majors had assured them that the major provides students with versatility in approaching the professional world and prepares them with valuable skills.

Some comments from these exit interviews that stand out as typical, exemplifying student responses to the major are as follows:

- “I was challenged to think critically on issues that were interwoven into the texts that I was required to study, as well as write out essays that demonstrated my knowledge in those areas. It also changed my way of thinking by opening my mind to diverse perspectives as well as different forms of literature.”
- “I am well aware now of how to use my ability to read efficiently, write and speak critically and properly in the non-profit sector in Chicago to create presentations and speak from a professional and intellectual standpoint and read any work-related documents in a quick manner.”
- “Before being an English major I had changed my major three times. I wasn’t positive about what I wanted to do for a career, but I did research and found that an English major is versatile for a number of different fields such as publishing, editing, law, and business. I felt that English was a good fit because I would learn skills that would help me adapt to a number of different fields, regardless of where I ended up for a career.”
- “The quality of instruction I received was excellent, as the majority of my professors were greatly invested in the material and were able to relate the material to their students in an interesting manner.”
- “Advising at NEIU was great. Dr. Poll was always helpful and available whenever I had a question . . . He genuinely cares about students. Every time I saw him he’d ask how my classes were and he also knew that I was on the school paper the *Independent*. Dr. Poll also helped to make my time as an English major less stressful since he kept me up to date with all the classes I had to take to graduate.
- “As an English major, I constantly get questioned by others why I chose English as my major and what I can do with an English degree. To me the answer is simple; English is a major that although highly underrated by some, is there to prepare you for your future as a dynamic intellectual who possesses the skill to see things from multiple perspectives. This ability can be highly valuable in the workforce as employers often seek problem solvers.”

In terms of assessing our students and our own effectiveness in the classroom, this year the department migrated to the D2l system for our students to create portfolios. All majors and secondary education majors are required to upload samples of their writing so we can measure their knowledge of literary history, their effectiveness at writing literary analysis, their ability to analyze a non-literary text, their comprehension of cultural diversity, and their ability to assess research. Over time the nature and types of assignments we asked them to upload have varied depending on which particular goals and outcomes have seemed most imminent for us to assess.

What has come out of the department's efforts at implementing assessment were meaningful discussions and even finally revisions of our goals and outcomes for the English and Secondary Education English Majors. We also moved through the process of creating rubrics to assess student writing to determine how well we are working as a program to help students to achieve our standards for each goal and outcome.

In short, while the process of assessment is slower and more arduous than one might like given the urgency of preparing for program reviews, the department is beginning to make significant strides in defining its programs and really trying to align its teaching practices in a more intentional way with more consciously articulated goals and outcomes in mind.

Our assessment plans and rubrics as well as our most recently processed results are included in the attached appendix (see below).

## **II. Program Plan**

### **A. Immediate challenges and long term goals**

One immediate challenge the English Department and, frankly, the University face is providing proper support for and properly recognizing the importance of the First-Year Writing Program for our students. Housed in the English Department and included in the English Department budget, the First-Year Writing program, coordinated by **Professor Vicki Byard**, has to compete with two graduate programs and two majors as we struggle to allocate resources and staff classes. Yet nearly every student at this university moves through this program, and the instruction they receive is vital to their success (and to our retention and graduation rates). Nonetheless, the university has not recognized and supported this program nor given it the visibility and support that it has, say, the First-Year Experience program, and it has not recognized first-year writing classes as high-impact classes, despite their obvious foundational significance. The program does not have an independent budget the way the FYE program does to ensure adequate staffing or to offer professional development, workshops, and ongoing training for faculty, which is crucial as we try to maintain a common standard and continuity among the roughly 100 sections we offer each year of first-year writing. When the department loses instructors, we have not been able to replace them, threatening the progress which by all accounts (primarily feedback from departments across the university) Professor Byard has made in improving writing instruction and hence student writing at the university. When Professor Byard assumed the position of First-Year Writing program, she lobbied to hire four new full-time instructors with the understanding that the success of the program required a stable faculty as opposed to having twenty-five to thirty faculty teaching one or two sections. Over these years some of these instructors have left for higher-paying positions and have not been replaced. This dwindling of support undermines student success and erodes the progress Professor Byard has been making, in addition to putting the department in the untenable position of having to decide between staffing first-year writing classes, our two majors, and our two grad programs. Finding a new organizational structure for the First-Year Writing program that gives it autonomy and a budget is of high importance,

we hope, not just for the department but for the university. This year Professor Byard produced a self-study of the program as we prepare to undergo a long awaited program review of the First-Year Writing Program, which will include a visit from an outside evaluator.

With regard to our other programs, our main long term goals involve growing our majors and graduate programs by creating a vibrant and relevant curriculum and department environment for students, creating and highlighting the professional and career opportunities for which our programs prepare students, and developing more effective means of tracking and communicating with our students.

This year we plan to develop on the undergraduate level a minor as well as a certificate program in creative writing. We hope also to develop post-BA and post-MA certificate programs at the graduate level, including one in Global American Studies that our research of local high schools leads us to believe will attract students.

We are also in the process of revamping our graduate programs and working strategically to promote them. As discussed above we are developing our graduate curriculum in a more cultural studies direction and working through our summer intensive seminars and professional development seminars to recruit students and offer innovative and relevant curriculum and a variety of modes of delivering quality educational services.

In terms of recruitment and retention, we have already begun to track and communicate more effectively with students, developing comprehensive e-mail lists which allow us to inform students more effectively of deadlines, requirements, and other developments in the department or opportunities available to them.

Our work to develop our summer institutes, aimed at meeting the professional development needs of secondary education teachers in the state, is one way we are addressing work force needs in the state. Additionally, as we revise our curriculum, we are beginning to explore integrating internship experience into the major to prepare students for the professional world and to highlight the careers for which our programs prepare students. Our efforts at alumni outreach will be central to this effort, as we will gather concrete data as to what exactly our major has prepared our students to do and how effectively it has done so. Additionally, such outreach, obviously, will help us develop a network of professional relationships for our students.

Most importantly, we see the creation of a relevant curriculum that recognizes and responds to the complexities of our global society as essential to our students' success. We look to develop our curriculum in literary and composition studies in ways which recognize both traditional constructions of the field and more contemporary revisions and developments in English studies, particularly as these revisions have extended the scope of the field beyond the U.K., Europe, and the United States to include literatures of Africa, the Caribbean, Latin America, and Asia as well as a range of U.S. multicultural, indigenous, and working-class literatures which have been less recognized.



This plan for curricular development responds to evolutions in the field and also to the cultural composition of our student body and its needs. Additionally, this plan is designed to foster an interdisciplinary dimension to our offerings and to integrate the department more cogently into the university curriculum as a whole, solidifying the department's relationships with and service to the emerging global studies initiative, Latina/o and Latin American Studies, and African and African-American Studies.

Consequently, our hiring program will aim to define positions that integrate traditional bodies of literature which our students, especially our secondary education students, are required by the state to know with revisionary approaches that responsibly offer our students an updated curriculum, which is especially necessary for students pursuing a graduate degree.

We look also to sustain and expand our creative writing offerings in the department, looking to develop a creative writing program that will offer a M.F.A. degree. Our program review indicated a strong demand for creative writing and, academically, our outside evaluator also stressed the importance of developing this component of our programs to create a greater coherence and link between our programs in literary and cultural studies and composition and rhetoric.

As the teaching of writing has long been a staple of the department and is now, through the Title V grant, a priority of the university as a whole, creative writing courses offer an important outlet for students to refine their writing skills and to explore modes of written expression beyond the academic essay, developing students' creative and imaginative faculties in ways central to a humanistic curriculum geared toward cultivating well-rounded and thoughtful people. Additionally, as the department curriculum is essentially devoted to the reading and writing of texts, the creative writing component of our curriculum serves a vital integrative function, enabling students to grapple with the same issues of poetic and narrative form that they encounter in their reading of texts in literature courses from the perspective of producing such texts.

Consequently, our future hiring program may define positions that give priority to creative writing and also call for teaching or scholarly expertise in a literary field that meets a programmatic need as defined above.

Most immediately, we have requested a hire in interdisciplinary cultural studies that would help us build bridges to other majors and disciplines and help develop in students the analytical and writing skills that will necessarily undergird their success in any profession. We also see this position as bridging our literature and composition offerings and, in particular, being able to serve and re-invigorate both of our graduate programs.

Relatedly, we look to articulate the coherence of our offerings, exploring and accentuating links between our literature offerings and our rhetoric and composition offerings. While we are unclear where this exploration might lead, possibilities might

include some reconfiguration within our department, including perhaps the development of a textual studies approach that highlights the commonalities or intersections of the two fields. Additionally, the future will likely include a more forthright development in our curriculum of rhetoric and composition studies, as Professor Byard developed a 300-level course that introduces students to the field of composition studies.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Books, National/International Exhibitions or Performances:**

###### **Iromuanya, Julie.**

- *Mr. and Mrs. Doctor*. Coffee House Press, 2014.

##### **2. Book Chapters, Regional Exhibitions or Performances**

###### **Libretti, Tim.**

- “‘Verticality is such a risky enterprise’: Class Epistemologies and the Critique of Upward Mobility in Colson Whitehead’s *The Intuitionist*.” *Class and Culture in Crime Fiction: Essays on Works in English Since the 1970s*, ed. Julie H. Kim. Jefferson, NC: McFarland & Co., 2014, pp. 201-224.
- “Beyond the Innocence of Globalization: The Abiding Necessity of Carlos Bulosan’s Anti-Imperialist Imagination.” *Kritika Kultura*, no. 23 (Summer 2014). On-line.

###### **Poll, Ryan.**

- “The Rising Tide of Neoliberalism: Attica Locke’s *Black Water Rising* and the Segregated Geographies of Globalization.” *Class and Culture in Crime Fiction: Essays on Works in English Since the 1970s*, ed. Julie H. Kim. Jefferson, NC: McFarland & Co., 2014, pp. 175-200.

##### **3. Articles, Creative publications, and Abstracts, Local Exhibitions, or Performances:**

###### **Buell, Marcia Z.**

- “The Place of Basic Writing at Wedonwan U: A Simulation Activity for Graduate Level Seminars. *Basic Writing E-Journal*, 12.1 (2013-2014), 1-18.

###### **Cronk, Olivia.**

- Edited issues 001 and 002 of *The Journal Petra*.
- Reading from *Skin Horse*. The Human Body Series. Iowa City, IA. Feb. 15, 2015.
- Reading from *Skin Horse*. Sector 2337 (Gallery). March 7, 2015.

###### **Eze, Chielozona.**

- “Re-thinking African Culture and Identity: The Afropolitan Model.” *Journal of African Cultural Studies*, 26:2, 2014, pp. 234-247.

###### **Libretti, Tim.**

- “*Sixteen Tons*, a novel about coal miners, invites us to rethink capitalism.” People’s World, October 15, 2014 [on-line].
- “Wanted: an economy that puts people first.” People’s World, November 12, 2014 [on-line].
- “Low Prices or livable wages? Let’s discuss.” People’s World, October 10, 2014 [on-line].
- “Education and low-wage jobs: Time to change of the narrative.” People’s World, October 3, 2014 [on-line].
- “Honey Butter Fried Chicken and redistribution of wealth.” People’s World, October 21, 2014 [on-line].
- “The Wealth gap and its threat to democracy.” People’s World, January 5, 2015 [on-line].
- “How to Create Policies to Address Income Inequality? De-Mythologize Upward Mobility.” PoliticusUsa.com, Sept. 9, 2014.
- “Who Really Knows How to Address Income Inequality and Save Us From the Grave?” PoliticusUsa.com, October 11, 2014.
- “How Much Would You Pay for the Good Society? Where the Income Inequality Debate Can Take Us.” PoliticusUsa.com, Sept. 15, 2014.
- “Republicans Don’t Care About Income Inequality or Basic Human Needs.” PoliticusUsa.com, October 30, 2014.
- “Let’s Not Forget Democracy and Equality in the Income Inequality Debate.” PoliticusUsa.com, December 29, 2014.

#### **4. Conference Presentations, Group Shows, Media Appearances**

##### **Buell, Marcia.**

- “Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives.” Pre-Conference Workshop for College Composition Conference. Tampa, FL, March 19-22, 2015.

##### **Cronk, Olivia.**

- “Team Teaching as a Mode of Textual Production: Teaching as Writing, Writing In Teaching.” Midwest Conference on Language, Literature, and Media. Northern Illinois University. March 2015.

##### **Dean, Larry.**

- Poetry Reading for *Blotterature* literary magazine fundraiser. Gary, IN. May 22, 2015.
- Featured Reader at the Poetry Foundation for Third Man Books event. April 7, 2015.

##### **García, Emily.**

- “Manuel Torres and Spanish-American Independence in Philadelphia” at the “Imagining Latina/o Studies: Past, Present and Future” International Latina/o Studies Conference. Chicago, IL July 18, 2014

**Iromuanya, Julie**

- “Intimate Communities: How to Form and Keep a Writing Group that Works.” *Association of Writers and Writing Programs*. Minneapolis, MN. April 9, 2015.
- Master Prose Workshop, Lecture, and Reading, Chicago, IL, September 27, 2014.
- Reading, Sewanee Writers’ Conference, July 2014.

**Libretti, Tim.**

- “The Reality of Violence, the Myth of the Market: Exposing the Abstractions of Brutality in U.S. Capitalist Dynamics in Kevin Corley’s novel *Sixteen Ton*” Fifth International Art Against Violence Conference. Northeastern Illinois University. October 23, 2014.
- “Decolonization as Class Struggle: Internally Colonized Working-Class Writers Imagine Egalitarian Cultures.” Conference of the Working-Class Studies Association, Georgetown University, May 31, 2015.

**Poll, Ryan.**

- “The Aesthetics of Speed: Racing Subjects, The Myth of Mobility, and the Politics of Slow Art.” Conference of the Working-Class Studies Association, Georgetown University, May 31, 2015.
- “American Ghost Stories: The End of Oil.” Midwest Modern Language Association. Detroit, MI, November 14, 2014.
- Addicted to Speed: Racing Subjects, Fast Culture, and the Blurred Workers on the Side of the Road.” Fifth International Art Against Violence Conference. Northeastern Illinois University. October 23, 2014.

**Scherman, Timothy.**

- “Hiding in Plain Sight: Tom Waits’s Resistance to Postmodernity.” Midwest Modern Language Association. Detroit, MI. November 14, 2014.
- “Is Thingum Bob Bad as Me?’: Tom Waits as Gateway Curriculum to the Work of Edgar Poe.” Poe Studies Association Conference. Boston, MA. May 21, 2015.

**5. Service****Buell, Marcia.**

- Article Reviewer for *Composition Forum* (May 2015)
- Participant on Parent Panel on Communication Strategies for Pediatric Cancer medical students and interns, Lurie Children’s Hospital. October 2014.

**Byard, Vicki.**

- Vice Chair, Local School Council, Solomon Elementary School

**Davros, Michael.**

- Member of the Lincolnwood District School District #74 Board of Education

**García, Emily.**

- Served on the organizing committee for the conference “Imagining Latina/o Studies: Past, Present and Future” which took place in Chicago in June 2014.

**Libretti, Tim.**

- Editorial Board Member for the journal *JAC*.
- Peer Reviewer for the journal *MELUS* (Multi-ethnic Literature of the United States)

**Over, Kristen.**

- Evaluator for *Viator: A Journal of Medieval and Renaissance Studies* published by Brepols for the UCLA Center for Medieval and Renaissance Studies.
- Manuscript evaluator of *Cursi Mundi* series published by Brepols.

**Poll, Ryan.**

- Faculty sponsor of *Seeds* literary arts journal

**B. Student Achievements**

*Students accepted to Graduate School*

- Christopher Castillo was accepted to the doctoral program in English at the University of Wisconsin Madison with full funding.

**Appendix I: Professional Development Series**

<p><i>From the Northeastern Illinois University English Department</i>          Interdisciplinary University Seminars for Teachers, 2014-2015</p>
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The English Department at NEIU is offering a series of exciting interdisciplinary seminars to feed the intellectual hunger of teachers of English and other disciplines who seek professional development. Taught by NEIU English Department Faculty, these seminars are designed for teachers who want to explore new avenues in literary and cultural study as well as imagine new approaches to traditional literatures as well as social and cultural issues.. The seminars are designed to spur intellectual growth by offering ways to re-invigorate classrooms in ways relevant to our contemporary world by creating content that engages students in the meaningfulness of literary and cultural studies.

These three-hour non-credit seminars earn teachers three CPDU credits. Our seminars take place on weekdays. Morning seminars provide light breakfast and lunch, and afternoon seminars provide lunch. Seminars are held on the NEIU campus. If a group of faculty would like alternate times, we are willing to work with you.

We are also available to teach seminars at your institution, to replicate these seminars should a group of faculty want to arrange an alternative date, or to develop seminars on topics in which your department might want instruction. Feel free to talk with us. We are very open to working with departments to meet your professional development needs.

**For more information, including registration information, please contact Tim Libretti, English Department Chair, at [t-libretti@neu.edu](mailto:t-libretti@neu.edu); or access the registration website through the English Department page: <http://neu.edu/~edepartm/> or directly: [https://epay.neu.edu/C21153\\_ustores/web/store\\_main.jsp?STOREID=12&SINGLESTORE=true](https://epay.neu.edu/C21153_ustores/web/store_main.jsp?STOREID=12&SINGLESTORE=true)**

Seminar tuitions are as follows:

Individual registration: \$110.00 per seminar

Group tuition (for departments, schools, or Districts): \$500.00 for five seats; \$900.00 for 10 seats; \$1500 for 20 seats.

*Friday, October 18 and Saturday, October 19 (Choose one), 9:30 am-12:30 pm*

**Differences within Difference: Teaching Cultural Difference Beyond Racial Representatives**

Taught by Professor Tim Libretti

Often efforts to honor diversity in the literature classroom or curriculum tend to treat individual literary works as somehow representative of the particular racial or ethnic identity group of the author. Such a tendency, often the result of limitations of space and time in the curricular or class context, obscures differences of gender, sexuality, and class within these racial identity groups, resulting in a misleading and homogenized representation of that group, not to mention tending to elide “whiteness” as a racial category and thus reinforcing dominant cultural conceptions of the racial other. In this seminar, focusing on short works suitable for the classroom we will explore ways of teaching racial and ethnic literatures (broadly construed) and issues of cultural difference that destabilize homogeneous constructions of racial, ethnic, and class identities by focusing on the differences within rather than between racial and ethnic identities, arriving at a more complex conceptualization of both aesthetic practice and literary identities. I will also focus in this seminar in a prominent way on what genuine recognition of cultural difference actually means both in the classroom and the world.

*Friday, October 25, 9:30 am-12:30 pm*

**Teaching Poe: Beyond “Horror” to Literary Business**

Taught by Professor Tim Scherman

In this seminar, we will explore ways of taking advantage of students’ investment in Poe’s popular image (the master of the macabre, the substance abuser, the double of his detective Dupin, precursor of Sherlock Holmes) to introduce them to the historical Poe and the conditions of literary production he faced in the 1830s and 40s. Going beyond the contemporary media ‘sources’ of tales like “The Tell-Tale Heart” revealed by critics such as David Reynolds in the late 1980s, here we’ll consider the way Poe’s “tomahawk” criticism and tales like “The Literary Life of Thingum Bob” reveal Poe-the-literary-hack- writer beneath later images of his “genius.” Last, we’ll discuss ways an emphasis on the material backgrounds of literary production can inspire students to think beyond idealist notions of literature more generally.

*Friday, November 8, 9:30 am-12:30 pm*

**Teaching Developmental Writing**

Taught by Professor Marcia Buell

Developmental writers occupy a contested space in high school, college, and university settings in that they come to schools unprepared in academic literacies, but are often adept in other literate practices outside of classroom settings. Standardized assessments often point to severe deficits in grammatical and textual structure, but research shows that strict attention to formulaic writing and grammatical errors are ineffective in helping developmental writers find an academic voice. This seminar will address questions of defining developmental writers, assessing their needs and abilities, and designing class activities and assignments that can allow developmental writers to participate more fully in academic communities. Seminar time will be split between discussing issues in a few supplied readings and in creating and analyzing writing tasks to be used in developmental writing classes or classes mixed with developmental and more academically adept writers.

*Friday, November 15 or Saturday, November 16 (choose one), 9:30 am-12:30 pm*

**Teaching *To Kill A Mockingbird*, Introducing Critical Race Theory**

Taught by Dr. Ryan Poll

This seminar contextualizes Harper Lee's *To Kill a Mockingbird* within one of the most important and pressing social and critical theories of the past few decades: Critical Race Theory. Critical Race Theory recognizes the law as structurally racist, and it contends that Jim Crow culture persists into the twenty-first century. Together, we will discuss how this theory can be taught in the classroom in relation to Harper Lee's canonical literary text. Participating teachers will leave the seminar with the content and theory necessary to develop a rich, salient unit plan that re-energizes *To Kill a Mockingbird* as a relevant literary text in framing and understanding the current, interrelated dynamics of race, racism, the justice system, and the prison-industrial context.

*Friday, January 31, 9:30 am-12:30 pm*

***Twelfth Night*, or What You Will Teach Instead of....**

Taught by Professor Bradley Greenburg

I have for several years been imploring high school teachers to add *Twelfth Night* to their repertory. Those who have done so could tell you how much more they enjoy teaching it, and their students enjoy reading it, than the other few comedies taught in high school classrooms. There are a number of reasons for this: the play's brilliant exploration of love (not taken for granted but as a painful and confusing *process*); a deep inquiry into gender and its convoluted social production; the surprising intersection between mourning and love; and the way identity is constituted by the judgment and authority of others. Do these sound like issues your students struggle with in their lives? This seminar will focus on the play itself (plot, characters, issues, complexities) as well as approaches to, and techniques for, teaching it.

*Friday, February 21 or Saturday, February 22 (choose one), 9:30 am-12:30 pm*

## **Teaching the Graphic Novel Across the Disciplines**

Taught by Dr. Ryan Poll

In this seminar, we will explore the phenomenon of graphic novels being used in various institutional settings to help open discussions about various social traumas including poverty, cancer, and the wars in Iraq and Afghanistan. This seminar will introduce teachers to a range of graphic novels that have become central to various institutional spaces from prisons and hospitals to therapy sessions and homeless shelters. Moreover, this seminar will introduce teachers to the critical vocabulary and aesthetic debates that will critically strengthen any lesson plan that focuses on teaching graphic novels at the high school level.

*Friday, March 7 or Saturday, March 8 (choose one), 9:30 am-12:30 pm*

### **Teaching issues of Immigration, Migration, and Citizenship in U.S. Culture and History: Re-thinking the Boundaries of Class and Nation**

Taught by Professor Tim Libretti

In this seminar we will examine texts and documents that challenge the historical legitimacy of the U.S. border and invite us to re-think distinctions between immigration and migration that the legalistic mapping of borders work to create. We will discuss the uneasy relationship between contemporary attitudes toward immigration and the optimistic discourse of globalization as well as the evolving discourse of citizenship in U.S. cultural history as we look episodically at texts from John Winthrop, to Crèvecoeur, to African American, Chicano, and Native American writers to the present. A focus of the seminar will be on applying this material to the classroom in teaching students to read fiction and non-fiction as well as in complicating concepts of “America” and “American” literature and certainly concepts of “diversity” and “multiculturalism.”

*Friday, March 14 or Saturday, March 15, 9:30 am-12:30 pm*

### **Teaching *Moby-Dick* in High School?**

Taught by Dr. Ryan Poll

This seminar will make the perhaps counter-intuitive case for why high school students should read select chapters from Herman Melville’s “mighty”—and mighty intimidating—novel, *Moby-Dick*. In this seminar, we will closely analyze 4 brief chapters (chapters that teachers can hand out to their students) to examine the ways in which Melville's novel is not simply a revenge narrative about a specific whale, but rather, an important, complex narrative about the early years of global capitalism, the intimate imbrications of race and the working class, the construction of “global spaces,” and a critique of the ideologies that animate natural resources (whale oil) and nature more generally. Rather than a novel that is distant and foreign from contemporary students, this seminar will explore how *Moby-Dick* helps student understand the current global (dis)order.



Friday, April 11 or Saturday, April 12, 9:30 am-12:30 pm

## **Teaching *The Scarlet Letter* as Part of the Evolution of the Discourse of Political Democracy in America**

Taught by Professor Tim Libretti

This seminar aims to bring alive *The Scarlet Letter* for those who teach English, History, American Studies, or Social Studies, providing ways of highlighting for students the relevance of the novel to the pressing concerns of our contemporary culture and political world. Rather than studying the novel as a reflection on Puritan culture and society, we will situate the novel within the evolution of democratic discourse and U.S. political economy from the early Republic to the present, focusing on issues of citizenship and materialism; the uneasy relationship between romantic individualism, social democracy, and capitalism; and the decline of the public sphere.

## **APPENDIX II: Assessment Report**

### ENGLISH

#### Assessment Report 2014-2015

Submitted by Tim Libretti, Chair

This year we revised our program goals to more fully comprehend our curriculum and what we do in our classes. These new goals are below. This year our assessment was done using our previous set of goals, which you will find below our new goals.

#### **English Major Program Goals**

1. Students will acquire an understanding of the complex and contested literary, cultural, and rhetorical traditions and histories around the globe, with emphasis on the diversity of U.S. and British texts.
2. Students will develop an ability to critically analyze a variety of texts (including literary, expository, cultural, social texts) with an eye toward understanding how they shape and imagine our understanding of our selves, our relations, and our world views.
3. Students will come to understand and articulate how different cultural, historical, and experiential contexts impact textual production and reception.
4. Students will develop an ability to compose a variety of texts and use multiple rhetorical strategies with an awareness and sensitivity to diverse audience and context.
5. Students will acquire methods and skills for conducting multiple forms of research in English Studies.
6. Students will learn to recognize that studying English is to engage in larger cultural, social, and political discourses and possibilities.

7. Students will cultivate their abilities to think, problem-solve, and act creatively in the world through learning to compose imaginative work in a range of forms and genres.

8. Through the written word, students will creatively and intellectually explore human issues with insight, depth, and clarity.

### *Program Goals and Assessment*

Some years ago the English department drafted and approved a set of goals and outcomes for all majors. We have continued to revisit and revise them over time. They now read as follows:

Goal 1: (Oral and Written Expression): Students will demonstrate the ability to express ideas effectively in both oral and written forms.

#### Outcomes

- a) Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- b) Students will be able to write in ways most commonly asked for in the academic and professional worlds.
- c) Students will be able to express complex ideas about literature and rhetoric *orally* in ways that demonstrate clear understanding of the concepts involved. They will be able to communicate these ideas successfully in conversation with both experts in these fields and fellow students (majors and non-majors) in a vocabulary appropriate for each.

Goal 2: (Critical Thinking): Students will demonstrate the ability to think critically about literature.

#### Outcomes:

- a) Students will demonstrate an understanding of figurative language.
- b) Students will demonstrate an understanding of the way meaning changes with time, audience and circumstance.

Goal 3: (Content): Students will demonstrate a broad familiarity with many major and some minor works from British and American literatures from their beginnings to the present day.

#### Outcomes:

- a) Students will be able to situate British and American authors and works in their appropriate historical period and to identify them with the literary genres or movements with which they are associated.
- b) Students will be able to demonstrate an understanding of the constructed relationship between genre and periodization and to assess critically the ideological underpinnings of literary historiography and canon formation. They will understand the evaluative criteria behind the relegation of texts to the status of “major” or “minor” and the ideological stakes involved in defining ages by particular genres at the expense of others.

Goal 4: (Historicity): Students will demonstrate an understanding of the relations between literature, themselves, and the world.

#### Outcomes:

- a) Students will show an awareness of what writers in our culture and others have valued and continue to value in literature.
- b) Students will demonstrate an ability to articulate the relevance of literature and criticism to their own lives.

At the point of our last review, we had not devised a way of actively assessing whether or not our students were meeting these goals, and to what varying degrees. At that point we were collecting graduation portfolios of student work, but little was being done with them. Moreover, while these were outcomes we believed all students of English should demonstrate, we had not at that point articulated these goals and outcomes with those required of our Secondary Education/English majors.

Early in the present review period, a new assessment system was devised to respond to these multiple challenges—at least in part out of necessity, since our NCATE review in 2012 would require results of our assessment of all outcomes for our Secondary Education/English majors.

#### HOW: Collection, Organization of Data

To combat the problem of chasing down individual students for copies of their work (not to mention the space required to store those copies), the department decided to require students to buy Livetext software, and upload assignments to their accounts for our review. Given the relatively low cost of textbooks in English courses, “sticker shock” (the software costs \$100 or more) was a serious problem, given the fact that the purpose of this investment had little to do with their individual grades or any individual course. It has taken department faculty, too, some time to adjust to the culture of assessment; the fact that we are only now (Fall of 2010) getting significant student data for analysis attests to this difficulty.

#### WHAT: The Five Assignments

Faculty discussion ensued over what kind of assignments would allow us to assess both our Liberal Arts students’ progress toward department outcomes and our Secondary Education/English students’ progress toward those outcomes dictated by NCTE. By Fall of 2009, the department had agreed on three of these assignments, and some students began purchasing software and submitting work. Now only a year later, we have what we believe is a complete set of five assignments, complete with descriptions for students and rubrics that outline our expectations for student work. As of Fall of 2010, all graduating seniors are required to submit a portfolio of their best examples of the five assignments along with a “reflective” essay explaining their choices and what they see as the keys to their improvement.

The five assignments are detailed on the following pages along with the outcomes and standards measured by them and rubrics which describe the criteria used to measure student progress.

##### 1. *Evidence of Literary Historical Knowledge*

This document in your portfolio is meant to demonstrate your understanding of the particular characteristics of literary periods in British and American literature. Eventually, you should upload a document--a short essay, the answer to an appropriate exam question (scanned or copied)--for each survey class you take (ENGL 218, 219, 221 or 222).

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will be able to situate British and American authors and works in their appropriate historical period and to identify them with the literary genres or movements with which they are associated.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.5.1 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature

Rubric for Mastery of Literary Historical/Generic Characteristics

	<b>Target (4 pts)</b>	<b>Acceptable (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Unacceptable</b>
<b>Level of Mastery</b>	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs. Further, in demonstrating this knowledge of period, movement, or genre, the writing is able to distinguish the period, movement, or genre from earlier, and perhaps even later, developments in literary history. The most masterful demonstration of knowledge in this regard will also be able to coordinate the emergence of periods, movements, or genres with larger social and historical evolutions.	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs. Further, in demonstrating this knowledge of period, movement, or genre, the writing is able to distinguish the period, movement, or genre from earlier, and perhaps even later, developments in literary history.	The writing demonstrates an ability to identify features of an individual literary work which link that work to a larger period, genre, or movement. Additionally, the writing associates the literary work with other exemplary works of the period, perhaps even identifying not just what the individual work holds in common with other works of the period but also where it differs.	The writing identifies (or not) key features of an individual work but is unable to understand those features as definitive of a larger literary period, movement, or genre.

**2. Example of Literary Analysis**

This document in your portfolio should provide your BEST example of literary analysis, preferably focused on a single literary work. Your essay should be between three and five pages in length. Whatever particular method of analysis is used (formalist, psychoanalytic, historical, post-structural), there should be clear evidence of method in your essay.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.4.1 Use a variety of writing strategies to generate meaning and clarify understanding and draw upon that knowledge and skill in their teaching;
- 3.5.4 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

Rubric

	<b>Exemplary (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Partially Proficient (2 pts)</b>	<b>Incomplete (1 pt)</b>
<b>Argument (1, 33%)</b>	The paper has a well-developed thesis that clearly articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, providing enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis specifically and precisely indicates the paper's perspective on how the work resolves or otherwise represents the question, issue, or controversy. The most masterful paper will also underscore or provide some rigorous sense of	The paper has a well-developed thesis that clearly articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, providing enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis specifically and precisely indicates the paper's perspective on how the work resolves or otherwise represents the question, issue, or controversy.	The paper presents a thesis that articulates the question, controversy, or issue raised in the literary work which the paper will explore and analyze, making some effort to provide enough introduction to the work to orient the reader effectively and to demonstrate how the question, issue, or controversy emerges in the work. The thesis is developed with a sense that the objective of a literary analysis is to illuminate a piece of literature, not to quarrel with it or make an argument about the world outside of the text. Additionally, the developed thesis indicates the author's understanding of the need to indicate the paper's perspective on how the work resolves or otherwise represents the question, issue, or controversy, even if the author does not execute this aspect with sufficient	The paper does not develop an analytical thesis addressing the text as a literary work and shows little awareness of how to go about developing an argument about a literary work. The paper does not grapple with the concrete language of the work in evidencing points and cannot with any significant, or even minimal, consistency analyze or understand the literary dimensions of language. Presenting very little or nothing in the way of argument, the paper may summarize parts of the work or repeat its themes. There is little or no sense of literary critical method or analysis.

Rubric

	<b>Exemplary (4 pts)</b>	<b>Proficient (3 pts)</b>	<b>Partially Proficient (2 pts)</b>	<b>Incomplete (1 pt)</b>
	its method in approaching the literary work and give some sense of where its analysis fits into or how it negotiates larger critical conversations.		specificity or precision.	
<b>Structure (1, 33%)</b>	Each paragraph develops a discrete point of the overall argument or analysis and is able effectively to evidence these points through textual interpretation. The paper clearly demonstrates how its points are derived from the concrete language of the work and is able to decipher and precisely grasp the way literary language operates in its various and layered figurative dimensions.	Each paragraph develops a discrete point of the overall argument or analysis and is able effectively to evidence these points through textual interpretation. The paper clearly demonstrates how its points are derived from the concrete language of the work and is able to decipher and precisely grasp the way literary language operates in its various and layered figurative dimensions.	Each paragraph develops a discrete point of the overall argument or analysis and makes the effort to evidence these points through textual interpretation. The paper understands the gesture of demonstrating how its points are derived from the concrete language of the work, though it might at times over-generalize the text. The paper shows some ability to decipher and grasp the way literary language operates differently from other discourses.	Paragraphs here are undeveloped, sometimes single sentences. Sentences may bear little or no relation to each other.
<b>Mechanics (1, 33%)</b>	The critical vocabulary is sophisticated and compelling, and the writing is mechanically and stylistically sound.	Critical vocabulary reflects a solid understanding of concepts, and the few mechanical errors present do not impede the reader's comprehension or concentration on the main argument.	The analysis is often basically sound, if lacking freshness and sharpness, and the writing is for the most part mechanically and stylistically sound.	The paper is plagued by numerous mechanical errors which impede continuous reading.

### 3. *Analysis of a Non-Literary Text*

This document in your portfolio will provide evidence of your ability to analyze and interpret "texts" beyond the literary--advertising, film, music or other media--that register much of the information we receive from our contemporary world.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.2.1 Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching

- 3.6.1 Understand media’s influence on culture and people’s actions and communication, reflecting that knowledge not only in their own work but also in their teaching;
- 3.6.2 Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts

		Rubric			
		Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
<b>Element 1 (1, 100%)</b>	This paper demonstrates an awareness and comprehension of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It demonstrates this awareness and comprehension in its ability to apply the methods and techniques of literary criticism or rhetorical analysis in its discussion of the non-literary text to unpack various and less explicit levels of meaning. The paper is able to reflect analytically on the often unrecognized impact the non-literary texts we encounter every day have on us.	The accomplished paper demonstrates an awareness and comprehension of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It demonstrates this awareness and comprehension in its ability to apply the methods and techniques of literary criticism or rhetorical analysis in its discussion of the non-literary text to unpack various and less explicit levels of meaning.	The developing paper demonstrates an awareness and of the textual nature of the world at large and the literary or rhetorical dimensions of all language practices. It recognizes and attempts to demonstrate the applicability of the methods and techniques of literary criticism or rhetorical analysis in a discussion of the non-literary text to unpack various and less explicit levels of meaning, though it might not be entirely compelling in executing the analysis.	This paper does not yet grasp the textual nature of the world at large and tends to offer tidbits of insight or opinions on non-literary texts without applying the techniques of literary criticism or rhetorical analysis or without being able grasp the literary/rhetorical dimensions of non-literary discourses.	

#### 4. *Critical Assessment of Literary Research/Theory*

This assignment should demonstrate your ability to critically assess what others have written about literature and/or theory. Ideally, it should involve your identification of the thesis of a piece of criticism, its main points of argument, and an argument assessing the writer's uses of evidence without mere repetition, over-extensive quotation, or improper paraphrase.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will be able to write in ways most commonly asked for in the academic and professional worlds.
- Students will demonstrate an understanding of writing as a rhetorical process and have multiple strategies at their disposal to engage in this process.
- Students will demonstrate the ability to think critically about literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.5.4 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for a range of works of literary theory and criticism and an understanding of their effect on reading and interpretive approaches.

		Rubric			
		Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
<b>Element 1 (1, 100%)</b>	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach, main points, and uses of evidence without merely repeating or giving a blow by blow run-down of the argument. In addition to summarizing the argument, the writing also demonstrates an ability to evaluate how compelling the argument is.	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach, main points, and uses of evidence. In addition to summarizing the argument, the writing also demonstrates some ability to evaluate how compelling the argument is, although the writing may be more adept at summary than critique.	The writing is able to grasp the main thesis or approach of the critical or theoretical work, though it may be more repetitive than a digested critical summary. The critique shows a limited ability to assess the piece.	The writing shows little ability to comprehend or critique the critical or theoretical piece and may frequently lapse into improper paraphrase.	

### 5. *Assignment Demonstrating Awareness of Diverse Perspectives*

In this assignment, students should submit evidence that they can critically assess the diverse perspectives of authors and audiences from differing cultures, genders and races.

For Liberal Arts Majors, this assignment measures the following outcomes:

- Students will demonstrate the ability to think critically about literature.
- Students will demonstrate an understanding of the way meaning changes with time, audience and circumstance.



- Students will show an awareness of what writers in our culture and others have valued and continue to value in literature.

For Secondary Education/English Majors, this assignment measures the following NCTE/NCATE standards/outcomes:

- 3.1.4 Know and respect diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles and show attention to accommodating such diversity in their teaching;
- 3.5.1 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature;
- 3.5.2 Demonstrate an in-depth knowledge of, and an ability to use, varied teaching applications for works from a wide variety of genres and cultures, works by female authors, and works by authors of color

Rubric

	<b>Mastery (4 pts)</b>	<b>Accomplished (3 pts)</b>	<b>Developing (2 pts)</b>	<b>Beginning (1 pt)</b>
<b>Element 1 (1, 100%)</b>	The writing demonstrates an understanding of the ways in which different cultural, historical, and experiential contexts impact textual production and presents an analysis of a text with sensitivity to the cultural specificity of its production and the cultural origins of its form. The writing also demonstrates an awareness of the way a work's literary value must be assessed with an understanding of the work's cultural specificity and of the cultural and historical contexts that condition the purpose, audience, possible intent, and form of the work.	The writing demonstrates a solid understanding of the ways in which different cultural, historical, and experiential contexts impact textual production and presents an analysis of a text with sensitivity to the cultural specificity of its production and the cultural origins of its form. The assignment also shows an ability to grapple with "diversity" on the level of theme or content as well as form, though that part of the argument might still be developed more fully.	The writing shows a basic grasp of how to apply the concept of cultural difference to literary works and a sense that different literary forms might have culture-specific origins and that properly comprehending the work entails comprehending the culture from which it derived.	At this stage, the writing shows little to no ability to understand diversity or cultural difference on a formal or thematic level.

Review of Assessment Program

As faculty have become more engaged in assessment efforts, discussion has already begun regarding parts of our Goals and Outcomes that must be clarified or changed. At the time of writing this report, the results of our first assessment (a baseline) of all assignments for both majors are being distributed and will be discussed by the department, and at that point, a revision of goals may necessitate adjustments to the five assignments or their rubrics.

## I. RESULTS for Liberal Arts English Majors:

### English Department Assessment Report 2014-15

The English department's portfolio assessment system may be unique, employing a "course" posted on our LMS both as a portfolio assessment system and one of the ways we can track and communicate with undergraduates, graduates and alumni through the "groups" feature on D2L. Every term, our orientation for new and prospective majors includes a review of the system (nicknamed "The Turtle Shell," after an organically created student group within the department some years ago, "The Divine Order of the Literary Tortoises), emphasizing how the completed portfolio—and especially the required reflective essay attached to it—is the best possible preparation, for all our majors, for the inevitable interview question, "so—why English?"

The portfolio has not changed since our design of our assessment system more than a decade ago, though in our last faculty retreat revisions to individual rubrics and one or two new portfolio items were planned for next year. By the end of their work in English at NEIU, each student must upload to the "Turtle Shell"'s Dropbox essays that demonstrate the following skills:

- Literary Analysis
- "Non-Literary" Analysis
- Critical Research
- Understanding of Diverse Cultures
- Mastery of Literary Historical Concepts

Before graduation, these must all achieve a rubric score of 3 (on a 1-4 scale, where 3 is considered "acceptable") and be accompanied by a Reflective Essay detailing the most memorable work the student has done in the major, or how they feel their work has changed the way they think about the world.

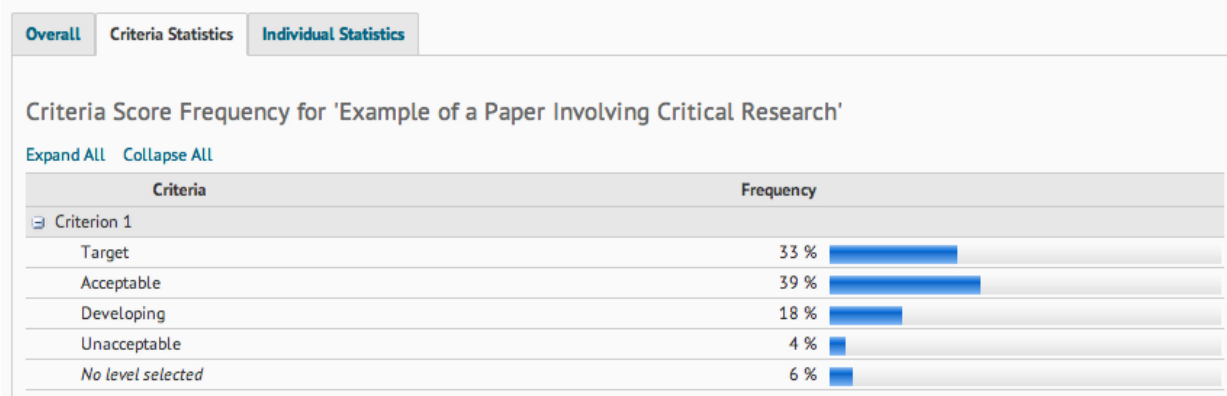
In preceding years, the department has set itself the lofty goal of tracking all five areas of competency measured in the five documents students must upload. Given the variable nature of course assignments (unlike most departments, our assessment program is geared not toward individual assignments in courses but toward skills *shared in many courses*), not all students, will have been asked to write, say, a "non-literary" analysis (a critical analysis of a piece of non-print media), and thus we struggled for significant amounts of data to measure. This year, the department decided to measure just one

area of the five, and to advertise the fact to students throughout the spring term in order to get a current and significant set of documents through which to measure how well we are doing, as students and learners, in that area. For 2014-15, that area was Critical Research.

Of course, not all courses we teach include this element or this set of skills for students to master (Creative Writing courses, for example, or some survey courses), and so our “n” would not include every major taking courses this year. In the end, we had 72 documents in the Dropbox for Critical Research, representing the work of roughly 50 students, or 20% of all majors. While we would like to see more students submit and more faculty assign research or more likely merely advertise the need for students to upload their work to the Turtle Shell (more of which below), this number still gives us a fair sample of all majors.

Faculty were tasked to read five essays from the Dropbox each, assigning each document a number corresponding to the appropriate descriptors on the rubric for Critical Research published on D2L and available in the evaluation section of the Dropbox. Feedback to students was also provided—geared not to the particular content of the essay, necessarily, but to the skills being measured as described in the rubric. The results of our work were as follows:

#### Rubric Statistics - Critical Assessment of Literary Research/Theory ▾



Seventy-two percent of student work measured in this area either met or exceeded our standard for graduation. We have not done an analysis of the number of terms those beneath this level have left before graduation, but it is clear that many in this group of students are not seniors. These have been encouraged, in the feedback section, either how they might move to our “target” rating, or how they might otherwise continue to improve their critical research skills.

Feedback was most important for those in the “developing” or “unacceptable” range, and though we are pleased that these students have submitted work from our intro-to-lit course (ENGL 210) or in at least one case ENGL 102, we realize they need more practice

to achieve the acceptable level of skill in this area, and we have been careful to provide feedback to that end.

One will note 6% of those documents reviewed actually did not fit the set of skills being measured—mostly literary analyses in which there was only passing allusion to a critical source. These students have been reminded of the appropriate criteria and asked to resubmit.

Our first meeting in the fall will include a discussion of these results and a plan of action to improve them in this area. We will also decide what area to measure in 2015-16.

# ENGLISH LANGUAGE PROGRAM

## **Annual Report 2014-2015**

### **Submitted by John Armour**

#### **Executive Summary**

The role of the English Language Program (ELP) is to provide incoming freshman and international students with the opportunity to develop capabilities in the four main language skill areas of reading, writing, listening, and speaking. The goal for our students is to attain sufficient levels of proficiency in these areas to enable success in their current academic and future professional pursuits. In addition to our role in supplying developmental coursework, the Minor in Interdisciplinary English Studies is included as a part of the ELP.

Our students come from a variety of language backgrounds: native speakers of English, those who have immigrated to the US recently or are international students and have a fairly shallow exposure to the English language, and “generation 1.5” students who may have been born in the US or immigrated early enough to have spent most of their school years here but have varying degrees of proficiency in English and may regularly speak a language other than English in their life away from the classroom. With these demographics in mind, the Program’s developmental courses are structured to provide courses for both native-/near-native speakers of English as well as classes with a clear focus toward English as a Second Language (ESL). In most of our courses, there is a substantial overlap between these two populations. Ultimately, our focus is on bringing our students to a point where they can compete effectively in college-level general education and major coursework. As such, the Program makes a substantial contribution to the University’s mission to “prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world.”

Administration of the ELP has continued with John Armour in the role of coordinator for the second year. We had one faculty retirement at the end of the spring semester, and one instructor gave up her role in ELP to focus solely on teaching courses in the Non-Traditional Degree Program. This reduced our headcount from ten instructors to the eight that will move into the new academic year. Two of the Program’s instructors will continue to teach significant portions of their appointments in the Teaching English as a Second Language Department. While we hired no adjunct faculty members this

year, we were finally able to fill the vacant position for the Program's Office Support Specialist in October with a transfer from the College of Education.

A number of changes took effect in the English Language Program this year. The first of these changes was the inaugural year of placements based solely upon The College Board's computerized Accuplacer placement system. Polling of all reading instructors found that the placements were very reliable in placing students in READ 115 or READ 116 even though we more than doubled the typical number of READ 115 sections in both the fall and spring semesters. Writing results in the ELP developmental classes were also good (see the Assessment section below); however, we did notice that several students placed into classes lower than their real capabilities would have predicted. Questioning a sampling of these students as to how the misplacement happened generated a very common response. Many of those students indicated that they simply had not taken the essay and grammar test seriously. To try and reduce the impact of this problem, advisors have been asked to counsel seemingly native-speaking students who place into ELP 112 or 114 to retake the English portion of Accuplacer.

A second "first" for ELP this past year was the implementation and completion of the EMERGE summer enrichment program. The EMERGE program offers an intensive 3-week writing workshop to new incoming freshmen students who place into ELP 120 and who choose to participate. The goal of the program is simply to hone the students' writing skills in preparation for retaking the placement test in order to advance directly to ENGL 101 for the fall semester. The program launched with thirty students, twenty-six of whom ultimately completed the program. Of those that completed the program, 65% advanced at least one level and moved to ENGL 101.

Finally, a new course offering, "Stretch English" was offered for the first time this year. The program is a two-course sequence (ELP 101 and ELP 102) that is an alternate route to fulfilling the requirements for ENGL 101. Taking students who placed into ELP 120 and putting them in a year-long cohort, the courses stretch the work of ENGL 101 across two semesters to give developmental students more time to build the skills necessary to be successful college writers. Although two sections of the course sequence were offered in the fall semester, only one section had enough students (fourteen) to run. Eight completed the two-course sequence. It appears that students do not find this a desirable option, perhaps because it requires a specific day and time commitment across two semesters. Looking at upcoming enrollments for the stretch courses in 2015-16 shows continued hesitation on the part of students and advisors to register for this class.

## **I. Assessment**

### **A. Curriculum Map of Baccalaureate Goals and Program Goals**

A curriculum map has not been created. The English Language Program did not initially participate in the assessment process due to its non-degree-granting status and its minor in Interdisciplinary English Studies having no current students. Development of these goals will be placed on the goals for the upcoming year.

## **B. Cycle of Assessment**

**2015-2016:** Completion of the curriculum map and learning outcomes to meet assessment program requirements

**2016-2017:** Measure learning outcomes for exit from the writing program (ELP 120) and validate with ENGL 101 success

**2017-2018:** Measure learning outcomes for exit from the reading program

**2018-2019:** Measure learning outcomes for in-program (ELP 112 and 114) writing course completions

**2019-2020:** Review and revamp goals and learning outcomes

## **C. Assessment of Program Goals and Learning Outcomes and Results**

### **1. Which goal(s) were assessed this past year?**

- a) Implement the pilot “Stretch English” courses as a new high-impact teaching practice.
- b) Collect data in support of this year’s assessments.
- c) Validate the results of the newly implemented Accuplacer placement recommendations.
- d) Validate success of ELP 120 graduates by comparing results with the general ENGL 101 population.

### **2. How was goal attainment measured?**

- a) The “stretch” courses (ELP 101 and 102) were scheduled, staffed and conducted.
- b) Banner data was extracted by Institutional Research for all READ, ELP and ENGL 101 sections for fall and spring. This data included student ID, course, section, term and grade for each student. Accuplacer data for all placement tests taken between Jan 1, 2014 and Aug 31, 2014 was extracted from Accuplacer.
- c) Comparison of grade results (excluding W and I) across the four writing courses using Accuplacer scores and Banner grade distributions.
- d) Comparison of grade distributions (excluding W and I) of ELP 120 graduates and the general ENGL 101 student population.

### **3. Results from measurement**

- a) The two-courses (ELP 101 and 102) were offered. One section of each of the two-part sequence was conducted as evidenced by the 2014-2015 course schedules and student grades in Banner. While two sections of the sequence were scheduled, only the main campus section had enough students to be held.

b) Data from Institutional Research and the Accuplacer system were used to review and validate the writing placements recommended by Accuplacer and ELP 120 graduate success in ENGL 101.

c) Comparison of grade results (excluding W and I) across the four writing courses and Accuplacer's placement recommendations was completed. The data clearly shows that the Accuplacer essay scores place students into courses where they produce relatively constant final grade point averages for the writing courses into which they are placed. This consistency is particularly important at the point where cutoff scores transition students from developmental work in the English Language Program (ELP 101 and 120) to the college-level work in the English Department (ENGL 101). Average grade point performance at this transition point varies only between 2.4 and 2.5 with the modes and median scores constant at 3.0.

**Grade (ABCDF) by Accuplacer Score and Course (FALL)**

Course	Accuplacer Essay Score	n	GPA			
			Mea n	Mod e	Media n	Std Dev
ELP 112	0	2	1	1	1	0
ELP 112	1	9	1.3	0	0	1.732
ELP 112	2	14	2.1	3	2.5	1.477
ELP 114	3	61	2.2	2	2	1.148
ELP 101/120	4	134	2.4	3	3	1.276
ENGL 101	4*	42	2.5	3	3	1.384
ENGL 101	5	213	2.4	3	3	1.329
ENGL 101	6	10	2.7	4	3	1.463
ENGL 101	7	27	2.9	3	3	1.292
ENGL 101	8	9	3.7	4	4	0.5

d) A comparison of the ENGL 101 grade performance for fall ELP 120 graduates and the grade performance of the overall population of ENGL 101 students indicates that the students completing ELP 120 are, on average, performing equal to the typical ENGL 101 student.

**Grade (ABCDF) Comparison of ELP 120 Graduates with Overall ENGL 101**

Population	n	GPA			
		Mea n	Mod e	Media n	Std Dev



			39				
All ENGL 101	Fall 14	9	2.53	4	3	1.372	
All ENGL 101	Spring 15	152	2.53	3	3	1.281	
ELP 120 Grads	Spring 15	88	2.53	3	3	1.124	

#### 4. Feedback loop:

a) Two sections of the “Stretch English” course sequence, one at El Centro and one on the main campus were scheduled for 2014-2015, but only one section was eventually offered. Registrations need to be monitored to determine whether this pilot course sequence should be made permanent. Initial results show a low level of student interest in this approach.

b) Continue to extract data to monitor results.

c) Continue to monitor Accuplacer placement performance against writing course performance. The analysis above is based on only one year’s results. Validating with a second year’s data should provide better evidence that the cutoff scores are set appropriately.

d). Continue to monitor the level of success that developmental writing students achieve in ENGL 101.

#### 5. Executive summary of assessment results

Based on the data from Accuplacer and Institutional Research, the cutoff scores for Accuplacer in the writing area seem to be appropriate. Grade point averages within a given course level increase as the Accuplacer score increases, and student performance from one level to the next looks reasonably consistent with expectations. One further bit of anecdotal evidence is seen by looking at the scores of four students who were allowed to register in ENGL 101 despite Accuplacer scores placing them in ELP 120. The average grade point score for these four students was 1.5, far below the 2.4-or-higher grade point average achieved by students who took ENGL 101 based on an appropriate Accuplacer score.

Based on the ENGL 101 grade distributions from Institutional Research, it appears that ELP 120 students are indeed being adequately prepared for ENGL 101. On average the students completing ELP 120 are scoring at the same levels as all ENGL 101 students taken as a whole.

## II. Program Plan

### A. Tentative 3-Year Plan

1) 2015 -16

- a) The English Language Program will hire at least one new tenure-track faculty member.
  - b) Develop full assessment plans.
  - c) All developmental courses at or above the 100 level will be revised and renumbered to the 09x level in order to meet IBHE mandates.
  - d) Develop and get approval of formal learning outcomes and assessment methods for all courses across the Program.
- 2) 2016 -17
- a) An annual professional development experience for the instructors will be instituted.
  - b) Newly implemented course-level and program-level assessments of learning outcomes will be conducted, examined, and revised to provide better metrics of the Program's effectiveness.
- 3) 2017-18
- a) Discussions will be held with the Accessibility Center, Trio, and other support services which target learning disabled students, in order to determine the ways in which the ELP can help them succeed academically.
  - b) The English Language Program will hire one faculty member specializing in working with Learning Disabled students.

**B. Projected Needs**

1. Faculty - This is an area where a deficit continues. The instructors who are currently teaching in the Program are serious and dedicated to their students, and many are former students from the Teaching English as a Second Language Program. However, with no tenure-track faculty members, the academic integrity of the Program can be called into question.

# GEOGRAPHY & ENVIRONMENTAL STUDIES

## **Annual Report 2014-2015**

### **Submitted by Erick Howenstine**

#### **Executive Summary**

In 2013 G&ES had 5 budgeted Instructors, four of whom were full time. One left due to illness, and one retired. In 2014-2015 we lost two to the state law limiting employment of retirees, and one to retirement. As a result, we have no budgeted Instructors and half of our courses are currently by adjuncts. Several popular courses which were affected (e.g. Chicago Rivers, Field Camp, Belize, Conservation of Natural Resources) were revived by quick work and resourcefulness of the Department's excellent core of tenure track faculty. A heroic adjunct stepped in on the first day of Fall 2014 to save a course lost by a 16-year instructor when we learned -- that day -- that he was an "affected annuitant."

Our new GIS faculty member has taken on coordination of the Department's two GIS Certificates. A new GIS minor was approved, as were a host of curricular changes making our courses more attractive and more current. Our two B.A.s, our M.A. together now have 115 students; and 72 students are pursuing a GIS Certificate. By all reports alumni are still meeting with success.

Dr. Storie was out on family leave during Fall 2014. Drs. Gallemore and Howenstine continue to add and improve materials for their flipped classes and now have several hundred short video lectures. Class time in the flipped courses is used more interactively, and now includes group projects with community outreach. The Department received a SENCER grant to convert its WIP class to an online format, which was done Summer of 2015 by all Department TPs; video modules will teach different writing styles and students will work closely with community organizations in that course as well. The Illinois Municipal Arc User's Group (IMAUG) held its May meeting at NEIU, and the Department hosted a two-day workshop on GIS for K-12 teachers of the Illinois Geographic Alliance of Chicago. A reunion for students who had been to Belize over the last 22 years was held on campus; about 70 attended. We held our 7<sup>th</sup> Annual Department Picnic and 5<sup>th</sup> Annual Awards Ceremony.

The G&ES Chair was elected Chair on Faculty Senate in Fall of 2014 and was instrumental helping that body work more effectively with University administration. Two department members were elected to the University Advisory Committee, one to the Graduate College Advisory Committee, and one to the Faculty Senate.

Renovation of our dedicated classroom BBH 202 began. Counters will be removed and a station of 20-30 laptops will be added, so technical components may be added to non-technical classes in the coming year. The Department began working with Institutional Research to create an endowed scholarship and raise funds for special projects.

In the coming year we expect to do the following:

- Introduce geographic software to non-technical classes, with the new laptop installation in BBH 202.
- Burn the campus prairie, which has not been burned in several years
- Invite alumni, by mail, to the 8<sup>th</sup> annual G&ES picnic
- Hold the 6<sup>th</sup> Annual G&ES Awards Ceremony
- Standardize World Geography, using Prentice Hall's Mastering Geography material
- Improve equipment used in Field Methods (GPS, Transit, and drones)

## **I. Assessment**

Average scores on our anonymous end-term course survey for the question "overall value of course" was 4.33/5 and for "overall effectiveness of instructor": 4.37/5.

Program Goals have been mapped to University Goals from the Strategic Plan, and courses in which these are addressed were identified.

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

Because many of the courses are taken as electives, we can't predict which courses individual students will take. Therefore, we will educate majors on the elements in Department Goals, provide them with an e-portfolio template, and require them to demonstrate meeting those goals during their course of study. A number of these will be selected randomly and reviewed by two independent reviewers and a third if the two scores are sufficiently different. We have learned from the Center for Teaching and Learning that the e-portfolio tool in D2L is insufficient for this purpose. We hope to make good progress in the coming year on the following

1. Consider revisions to our program goals
2. Identify an e-portfolio solution
3. Create a template for e-portfolios

4. Establish a system for educating new majors to program goals
5. Create a rubric, schedule, and procedure for assessment of e-portfolios

The Department's 7-year Program Review, for the two majors and M.A., was postponed with Academic Affairs' approval because of the extra burden on the department chair's leadership of the Senate. That Self-Evaluation was partly written during the 2014-2015 year.

## **II. Program Plan**

### **A. Long term goals**

Long term goals of the Department include the following

- Begin soliciting contributions/donations from alumni and friends
- Establish an endowed scholarship for the department
- Reestablish connections with more alumni
- Promote our GIS Certificate Programs and minor both on and off campus
- Reestablish a reliable core of budgeted Instructors
- Trigger the creation of interdisciplinary courses designed around complex problems facing community organizations\*

\*the last assignment in the WIP class is a grant proposal, directed to NEIU from the perspective of the community organization, requesting an interdisciplinary course designed around their complex problem.

### **B. Projected needs**

#### ***1. Faculty***

Our most dire need is for budgeted faculty members even if they are not tenure track. Two years ago we had five, teaching 35 classes a year. Now we have none. This puts us in a particularly difficult situation because schedules are created 6 months in advance, adjuncts generally are available only in evenings or weekends, some scheduled adjuncts have declined well after courses were enrolled, and some fail to perform despite our efforts to support them. Once this year we had to replace an adjunct mid-term due to a class being abandoned. We have attracted some excellent hires, including an attorney from the EPA, a Civil Engineer, an architect, and some seasoned adjuncts. But it is very difficult to cover special classes or daytime classes. The paperwork and monitoring, support, and evaluation and uncertainty makes this situation unsustainable over a long period. We did not request a tenure track hire this year because our greatest immediate need is replacing a number of Instructors. However, with growth of GIS and the loss of an urban planner (Instructor) we need an Urban Geographer Assistant Professor with GIS skills.

#### ***2. Equipment***

We hope to improve the equipment available to students in our required summer course Field Methods. This has not been updated in many years. A transit, a professional quality drone, starter drones and more GPS equipment would be high on the list.

Additional software for the technical courses will also be useful. The laptop bank for 202, which has been committed, will allow important upgrades to our non-technical classes.

### 3. Other Resources

We would like to reach out to alumni to invite them to the Picnic and to elicit donations to the department. We were not able to do that this year for lack of funds.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Articles and Abstracts, Local Exhibitions or Performances:**

Gallemore, C., DiGrigorio, M., Brockhaus, M., Moeliono, M., and Prasti H., R. D. (2015). Transaction costs, power, and multilevel forest governance in Indonesia. *Ecological Economics*, 114: 168-179.

Mansfield, B., Biermann, C., McSweeney, K., Law, J., Gallemore, C., Horner, L., and Munroe, D. K. (2015). Environmental politics after nature: conflicting socioecological futures. *Annals of the Association of American Geographers*, 105(2): 284-293.

Van Berkel, D. B., Munroe, D. K., and Gallemore, C. (2014). Spatial analysis of land suitability, hot-tub cabins and forest tourism in Appalachian Ohio. *Applied Geography*, 54: 139-148.

#### **2. Conference Presentations, Group Shows**

Liu, Ting & Yang, Xiaojun, "Multi-Scale Modeling of the Factors Driving Urban Land Use Changes." Presented at the 2015 *Annual Meeting of the Association of American Geographers* (AAG), Chicago, Illinois, April 22, 2015.

Yang, Xianjun, Zhou, Libin & Liu, Ting, "Characterizing Urban Spatial Growth with Satellite Imagery and Landscape Metrics." Presented at *the Second International Workshop on "Temporal Analysis of Satellite Images"*, Stockholm, Sweden, 18 June 2015.

Gallemore, C., and Jespersen, K. (2015). Transaction costs and brokerage in transnational advocacy networks: The case of REDD+. Environmental Politics and Governance Conference. 15 May. Bainbridge, WA.

Gallemore, C. (2015). Brokerage and power: transnational non-governmental organizations and resources for REDD+. Association of American Geographers Annual Meeting. 24 April. Chicago, IL.

Gallemore, C. (2015). The paradox of co-benefits: Cooperation, implementation, and the costs of issue linkage. Midwest Political Science Association Annual Conference. 16 April. Chicago, IL.

Howenstine, E. "Using GIS at Northeastern Illinois University,"  
Spring Meeting, Illinois Municipal Arc User's Group. June Chicago, IL.

Storie, Melinda, (2015) "A message from the Earth: Enhancing place-based visitor experiences at Volo Bog State Natural Area." Paper presented at the 21st International Symposium on Society and Resource Management, Charleston, SC, June 13-18,.

### **3. Funded grants**

Gallemore, Caleb, Erick Howenstine, Dennis Grammenos, Ting Liu, and Melinda Storie. SENCER Implementation Grant - \$3,000 (2014) – for redesign of WIP course

Schirmer, Aaron, Ting Liu, and Caleb Gallemore. Research Communities Grant: Behavioral and Spatial Patterns of Light Pollution in Chicago, IL. \$5,000 (2015).

### **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications.

Hirsch, Nancy, "Fuelish Choices: Nudging Transportation Decisions," Dr. Caleb Gallemore\*, Geography and Environmental Studies, 2015 NEIU Annual Student Research and Creative Activities Symposium

"The Decade of Green," Genesis C. Reyes and Nicole Thomas (Geography and Environmental Studies), Sahreen Ali (Accounting), Robyn Flakne\*, Geography and Environmental Studies, 2015 NEIU Annual Student Research and Creative Activities Symposium

Students enrolled in GES 308: Conservation Psychology prepared natural history and interpretive exhibition materials for Volo Bog State Natural Area: Ingleside, Illinois, Spring semester, 2015.

Students enrolled in GES 308: Conservation Psychology prepared natural history and interpretive exhibition materials for Volo Bog State Natural Area: Ingleside, Illinois, Spring semester, 2015.

Students enrolled in GES 355: Metropolitan Transportation Problems and Planning thoroughly analyzed more than a dozen potential rideshare software solutions for use at NEIU.

### **C. Alumni News**

(G&ES M.A. 2005) Director of Sustainability Loyola University, Chicago  
(Geography 2009) Special Projects Manager, GIS and Spatial Analysis Dept of Planning Construction and Functions, Chicago Park District  
(Geography 2007) GIS Consultant for Allied GIS  
(G&ES M.A. 2007) Management Analyst in Planning and Administration Section, Air Enforcement and Compliance Assurance Branch, Air and Radiation Division of U.S. Environmental Protection Agency Region 5, Chicago

(G&ES M.A. 2008 ) Grad Asst, PhD Candidate, College of William and Mary  
(Geography 2008) Evergreen Supply Company, energy efficiency auditing  
(G&ES M.A. 2008 ) Received PhD in Geography, UofI, Assistant Professor of  
Geography, Eastern Washington University, Spokane.  
(Geography 2008 ) Senior Analyst, Space management for Walgreens  
(Environmental Studies 2008) Quality Control Specialist, CEDA Weatherization  
(Geography 2008) Receive M.A. Urban and Regional Planning, UCLA  
(Environmental Studies 2009) Quality Control Specialist, CEDA Weatherization  
(Geography 2009) Executive Director of Transportation and Infrastructure, Southland  
Housing and Community Development Collaborative, South Suburban Mayors and  
Managers Association  
(G&ES M.A. 2009 ) Director of Strategic Priorities, Delta Institute  
(Geography 2010 ) Army Master Sgt, founded 416th Theater Engineer Command  
geospatial cell, for strategic infrastructure, also working on M.A. in GIS, Penn State  
(G&ES M.A. 2010 ) IT Project Manager, Northeastern Illinois University  
(Environmental Studies 2010) Restoration Technician, Native Restoration Services Inc.,  
Chicago  
(Environmental Studies 2010 ) Restoration Technician, Native Restoration Services Inc.,  
Chicago  
(Environmental Studies 2010 ) Policy Advocate, Natural Resources Defense Council,  
Chicago  
(Environmental Studies 2011) Health Education Specialist Linn County Public Health,  
Cedar Rapids, Iowa  
(Geography 2011) Director of Northside Housing Collaborative, Chicago  
(Geography 2011) Received M.A. Urban Planning UCLS, Transportation Planner,  
Parsons Brinkerhoff, Greater L.A. Also works for the California Department of  
Fish and Wildlife.  
(G&ES M.A., GIS Certificate 2011) Program Associate, Center for Humans and Nature  
(Environmental Studies 2012) Urban Forester, City of Park Ridge  
(Environmental Studies 2012 ) Completing MBA at NEIU  
(G&ES M.A., GIS Certificate 2012) Detective, Evanston  
(G&ES M.A. 2012) Records Information Manager, ASRC Primus  
(G&ES M.A. 2013 ) M.A.: GIS/LARS Specialist for Transit, Illinois Department of  
Transportation (IDOT)  
(Environmental Studies 2013) Park Technician, City of Rocks State Park, New Mexico  
(Graduate GIS Certificate 2013) Cartographic and GIS Resources Specialist  
Northwestern University Library Chicago  
(G&ES M.A. 2013) Realtor, Griffith, Grant & Lackie, Chicago  
(GIS Certificate 2013) Coordinator, Engineering Project Planning, Chicago Transit  
Authority  
(G&ES M.A. 2013) Environmental Protection Specialist and GIS Coordinator U.S.  
Environmental Protection Agency Region 5, Chicago  
(Environmental Studies 2014) Outdoor Educator, Cook County Forest Preserve  
(G&ES M.A. 2014 ) Environmental Scientist, Emissions Inventory U.S. Environmental  
Protection Agency Region 5, Chicago



(Geography 2014 ) Program Director, Camp Lincoln and Camp Lake Hubert, Skokie  
(Geography 2013 GIS Certificate 2014) Contract GIS Technician Kelly | IT Resources,  
Skokie  
(G&ES M.A. 2015) Environmental Scientist/GIS Specialist, Wetland Delineator, V3  
Companies  
(G&ES M.A. 2015 ) GeoSpatial Data Librarian and GIS Developer at U.S. Environmental  
Protection Agency Region 5, Chicago  
(G&ES M.A., GIS Certificate 2015) M.A.: Executive Paralegal , Credit Advocates law  
Firm LLC, Chicago  
(G&ES M.A., GIS Certificate 2015) Regional Supervisor/Field Ecologist, Conservation  
Land Stewardship, Inc.  
(G&ES M.A., GIS Certificate 2015 ) Engineering Technician, U.A. Army Corps of  
Engineers

# HISTORY

## **Annual Report 2014-2015**

**Submitted by Michael W. Tuck**

### **Executive Summary**

In last year's Annual Report we asserted that we were entering a period of adjustment and consolidation in the department, after two years of turmoil. That has proven to be true, as we work now on adjustments to our curriculum, finding new ways to reach out to students, prospective students, and alumni, and continue to support the activities of our faculty. While we have also contracted due to declining enrollments, we have maintained strong programs, solid numbers of majors and minors, and a very active and engaged faculty.

We had some good and bad news this year. Among the good was an update on an alumnus. The latest issue of the Northeastern Illinois University magazine, uncommon, featured a story about Desmond Jagmohan and Keeanga-Yamahtta Taylor. Desmond was a history major who graduated in 2005, and after earning his PhD from Cornell now has a position at Princeton. <http://viewer.zmags.com/publication/3ff8f3e8>

One piece of bad news was about the passing of an emeritus faculty member, the third in three years. We joined the Northeastern Illinois University community in extending our sincere condolences to the family, friends and colleagues of J. Fred MacDonald, Professor Emeritus, History. MacDonald died on Thursday, April 9, 2015, in Los Angeles, California. He retired from Northeastern in 1996 after 27 years of service to the University community. MacDonald is survived by his spouse, Leslie MacDonald (B.A. '70 Secondary Education – Spanish). He was a pioneer in the history of Popular Culture. Fred became actively involved in the founding of the Popular Culture Association and was eventually elected president of that organization. He was also instrumental in the founding of the Museum of Radio Broadcasting.

During 2014-15 we completed our 7 year review, a large and time-consuming project. The self-study and the external review both revealed some good information and generated ongoing discussions in the department about our programs and priorities.

### **Students, Teaching, & Staffing**

Over the 2014-15 school year the Department of History offered the following numbers and types of courses:

Fall 2014

Total sections: 34 (includes 2 at El Centro)

Broken down by type of course

First Year Experience: 1

General Education courses: 16 total (2 at El Centro campus, 14 on main campus)

300- level electives for majors: 11

Writing and Methods courses for majors: 3

400- level MA courses: 3

Fall enrollments:

First Year Experience: 24 students

General Ed courses: 487 students/ average of 28.6 students per section

300 level electives: 250 students/ average of 22.7 per section

Writing and Methods (capped at 21): 52 students / average of 17.33 students each

400 level courses: 37 students/average of 12.33 students each

Total students: 850(or as measured at NEIU, student credit hour (SCH): 2,550

Spring 2015

Total sections: 33

Broken down by type of course

First Year Experience: 1

General Education courses: 14 (2 at El Centro campus, 1 at CCICS)

300- level electives for majors: 12

Writing and Methods courses for majors: 2

400- level MA courses: 2 (also two 300 level courses cross-listed for graduate credit)

Spring enrollments:

First Year Experience: 19 students

General Ed courses: 337 students/ average of 24 students per section

300 level electives: 270 students/ average of 22.5 per section

Writing and Methods (capped at 21): 41 students / average of 20.5 students each

400 level courses: 32 students/ average of 16 students each

Total students: 699 (or as measured at NEIU, student credit hour (SCH): 2,097

Apart from numbers we are also happy to be able to boast about quality. For our undergraduate majors, in the Spring of 2015 we had 26 students who were on the CAS Dean's List. We also had 15 students inducted into the international history honor society, Phi Alpha Theta.

One comment from the external review specifically about teaching and our curriculum:

“Compared to benchmark peer institutions in Illinois of similar student size and larger institutions, the History department is remarkable in terms of number of students taught, and undergraduate majors and Masters students per faculty position. In terms of faculty, NEIU’s History Department is greatly outnumbered by other peer institution History departments, yet far outperforms them in these regards. This is a testament to the quality of teaching and relationships with students History department faculty maintain, a function and consequence of the elevated morale this department has been able to sustain.”

The department currently consists of nine tenured/tenure-track faculty (including the chair) and five budgeted instructors (as distinct from adjunct instructors), four of whom are normally full-time and one half-time. However, among the instructors three of the full-time instructors were dropped to part-time this year due to course cancellations. The half-time instructor was moved to two-thirds time due to the leave of a tenured faculty member who teaches in the same field. The numbers of teaching faculty are reduced nearly every year by leaves. In the 2014-15 year, for example, Professor Zachary Schiffman was on sabbatical leave for one semester, Associate Professor Francesca Morgan was on a sabbatical leave for two semesters, and George Gerdow had a one semester leave.

We made some curricular changes during the year. The major accomplishment was getting the final version of our WIP course, Hist 275: Writing and Methods for History Majors, through governance. This has been a years long process as we have taught different versions of the WIP course. We also had to move through a program change to allow for the WIP course in our major without adding an additional course.

Faculty introduced new classes during the year which proved to be popular with students. Dr. Richard Grossman taught a course on the History of Cuba and its Revolutions, which will be regular part of his teaching rotation. Assistant Professor Mateo Farzaneh taught a course, the World in the Twentieth Century, which was in the catalog but which had not been taught in over a decade. Dr. Nikolas Hoel taught the WIP course on a new topic, The Vikings, which filled to capacity. Professor Mateo Farzaneh ventured further afield with his course, “History of Islamic Spain”, which was taught in southern Spain during the first summer session. It attracted over 20 students and was a major success for History and for International Programs.

We have found that one of the key elements in helping our students toward completing their degrees is accurate and frequent advising. As one of our completed goals for the year, we were able to get all of our department advisors up to date with training, and to create new materials to help them advise students.

The department supports students with two scholarships. The Susan E. Rosa Memorial Scholarship (\$1000) honors our late colleague, and represents a great deal of work on the part of **Liesl Downey** in Development and the commitment of our faculty. It was not awarded this year as we had no student who met the application criteria. The

Brommel-Lindberg Scholarship in History was split between two history majors: **Mohamed Ismail** and **Jonathan Extract**. They were awarded \$600 each for this school year to cover expenses at NEIU.

We have been working to promote internship opportunities for our students in recent years. During 2014-15 we had two majors who worked as interns. Sam Hernandez had an internship at the Chicago History Museum as a research assistant working on many projects. Another history major with an internship, Jason Jones, had a less common type of internship which he described for us: "I am a research intern for the "Ask Geoffrey" segment of Chicago Tonight. I research viewers' questions about Chicagoland history and architecture, do research online, and by e-mail and phone to experts. I get to go on shoots when we shoot video for the questions that will air, and get to sit in during editing. The segment airs on Wednesday nights and I get to sit in the control room. They have even used my writing for the script, which is something I never expected." Finally, one of our interns from last year, history Major Chris Meter, who worked as an intern last year at the Pritzker Military Museum and Library, was this year hired in a full-time position at the Pritzker.

We had two students who are moving on to graduate programs in Fall 2015. Mir Alikhan was accepted to the graduate program in Middle Eastern Studies at the University of Chicago. Marc Arenberg, who just completed our history MA program, will begin a PhD program in history at Ohio State University. Marc also had an article published this past year in the *Journal of Illinois History*, Vol. 17, No. 2, Summer 2014 (July 2014). The article's title is "'Disease Knows No Color Line:' The Civil Rights Movement and the Founding of Community Hospital in Evanston, Illinois." It was written for Professor Patrick Miller's seminar class (History 444) in spring of 2013.

### **Research**

We are fortunate to have a department with an ingrained culture of academic research and publishing. Book projects—among our tenured and tenure-track faculty and our instructors—are long term scholarly endeavors. This year saw one book published and two more completed. With support from the department, The Dean's office, and the Provost, Professor Farzaneh's book was published this year: *The Iranian Constitutional Revolution and the Clerical Leadership of Khurasani*, Syracuse, New York; Syracuse University Press, 2015. In addition, two other faculty members, Professor Charles Steinwedel and Professor Christina Bueno completed and submitted final manuscripts for which they have book contracts with major university presses.

A full list of research activities completed in this period follows, and it demonstrates that the faculty are as committed to scholarly activity as they are to teaching.

### **Service**

Many of our department activities are sponsored by the history honor society, Phi Alpha Theta. Over the last several years, Phi Alpha Theta has become an increasingly lively faculty/student organization, featuring lectures, professional development workshops

for History Majors and Minors (“how to apply for graduate school”) and a social forum. Under the guidance of Professor Mateo Farzaneh, last year’s events included a two-week book sale in the Village Square and the annual reception, which welcomed 15 new members to the Honor Society, awarded the *Brommel-Lindberg Scholarship in History* and brought students, faculty, administrators, and friends-of-the-department together in a celebratory setting.

Professor Mateo Farzaneh also organized a lecture series in spring 2015. Titled “Middle East: Current Issues”, it was sponsored and hosted by the Angelina Pedroso Center for Diversity and Intercultural Affairs and it brought prominent scholars in to speak about a number of contemporary issues. That was only one of several fruitful partnerships history faculty developed across the university.

Another useful collaboration has been between Professor Joshua Salzman and the Ronald Williams library. Professor Joshua Salzman and Associate Dean of Libraries Dave Green co-authored a winning \$4,999 grant from Consortium of Academic and Research Libraries, entitled: “Unlocking Chicago’s History: A Guide to Conducting Research in Chicago City Government Records.” They will lead a team of Northeastern librarians and researchers in tracking down the scattered, sometimes hidden records of the City of Chicago dating from 1833 to the dawn of the twenty first century. Northeastern’s team will create a multi-media, text-and-video-guide to using city government documents. The guide will be made available to students, scholars, and librarians on the website of the Ronald Williams Library.

Work which straddles service and scholarship should also be mentioned. Three of our faculty members—**Francesca Morgan, Joan Marie Johnson, and Joshua Salzman**—are co-directors of two different seminars at the Newberry Library in Chicago. The first, directed by Morgan and Johnson, is on Women and Gender, while Salzman co-directs a seminar on the history of capitalism. The Department of History supports these seminars financially and intellectually, as they provide service to other scholars and opportunities to our faculty to be active in their fields.

## **I. Assessment**

The department had an assessment system in place since the mid-1990s but it had fallen into disuse. We tried to resurrect it, but discovered at an assessment workshop in spring 2014 that any assessment system had to be aligned with program goals, which we did not have. We had the option of trying to create goals to fit the system we had, or start from scratch to build something which would help us learn more about our students and what they are getting out of the program. We chose the latter, and believe that it will help us direct the future of our department. We spent 2014-15 drafting program goals and student learning outcomes based on the goals (see appendix 2). For now, it means we are without the hard data on assessment needed. We should have a program in place by early in the Fall 2015 and start generating assessment data on the program during 2015-16.

## II. Program Plan

### A. Long term goals

The department has a number of goals, some long-term and some more immediate. Many of these are mentioned above, and include:

- Creating an assessment system which reflects our new program goals
- Hiring of new Tenure-Track faculty members in European and US history
- Creating outreach and fundraising programs that target our alums
- Continued marketing of our MA program to attract both more students and to have enough applicants to be selective

### B. Projected needs

#### 1. Faculty

Our department's projected needs can best be explained in the following quote from the external review produced this year by Professor Kirk Hoppe of UIC:

“In terms of meeting key curriculum needs, and in comparison to the field norm reflected by the composition of History department faculty in peer institutions, there are two vital and glaring gaps in the faculty. One is in the field of Early Modern Europe and its expansion. With the recent loss of modern Europeanist Susan Rosa and the eminent retirement of Europeanist Zachary Schiffman, the department is greatly challenged to meet European history teaching demands at the graduate and undergraduate levels. At the same time, the discipline of History is becoming more thematic and global. The history department has gotten ahead of the curve in moving toward thematic global courses. This is reflected in the department's self-study, faculty position requests, and new course list. Coverage of global early Modern Europe and European imperial expansion in the Indian Ocean and Atlantic worlds is one gap that should not be allowed to stand.

A second noticeable gap in teaching and research expertise is in the area of colonial and indigenous North American history. The department is strong in 19<sup>th</sup> and 20<sup>th</sup> century US history, race, and gender. The department does not have a historian of early North America. Early North American history courses are popular with students and are necessary to students' ability to locate the United States and the Americas properly within global contexts. This gap in expertise and curriculum should not be allowed to stand as it endangers the integrity of the department's curriculum as well as risks losing the ground the department has gained through innovation in curriculum design.”

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### **1. Books, National/International Exhibitions or Performances:**

**Farzaneh, Mateo.** *The Iranian Constitutional Revolution and the Clerical Leadership of Khurasani*, Syracuse, New York; Syracuse University Press, 2015.

## **2. Articles and Abstracts, Local Exhibitions or Performances:**

**Bueno**, Christina. "Indigenismo," in *Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism*, ed. John Stone (Wiley-Blackwell, 2014).

**Eisenberg**, Andrew

- "The Political Fragmentation of the Northern Wei Court, 500-528," *唐研究 (Tang Studies)* 12 (2014): 63-106.
- "北魏的覆亡 --- 一个中原-阿尔泰政权的崩塌 Fall of the Northern Wei – Collapse of a Sino-Altaic Regime," *南京晓庄学院学报 (Journal of Nanjing Xiaozhuang University)* 4 (2014): 9-17.

**Farzaneh**, Mateo. Review of "God is Beautiful and Loves Beauty: The Object in Islamic Art and Culture," by Sheila Blair and Jonathan, in *Digest of the Middle East Studies*, (Yale University Press, Spring 2014).

**Hoel**, Nikolas. "The End of an Era: John Wills Jr's 1688: A Global History as a Capstone," in *Quidditas, The Journal of the Rocky Mountain Medieval and Renaissance Association*, Vol. 35 (2014): 323-237.

**Johnson**, Joan Marie. Review of "Shrill Hurrahs: Women, Gender, and Racial Violence in South Carolina, 1865-1900," by Kate Gillin, for *American Historical Review* (Feb. 2015).

**Miller**, Patrick. Review of *Lines of Descent: W. E. B. Du Bois and the Emergence of Identity*, by Kwame Anthony Appiah, for *Journal of the Illinois Historical Society* (Fall 2014)

**Salzmann**, Joshua (co-authored with Theo Anderson). Op-ed "The Super Bowl's Violence is America's Violence," *In These Times*, January 30, 2015, web edition.

## **3. Conference Presentations, Group Shows**

**Bueno**, Christina

- "Archaeology and Authenticity in Porfirian Mexico," Latin American Studies Association International Congress, San Juan, Puerto Rico, May, 2015.
- "The Harvest of Empire," Plenary Roundtable with author Juan González, Governors State University, University Park, Illinois, September 2014.

**Farzaneh**, Mateo

- "Placing Shi'ite Jurisprudence in Iranian Historiography," University of California San Diego's "Debating Reform in Islamic Thought Forum," April 2014.
- "A Bangle Today, A Son Tomorrow: Iranian Women in the Iran-Iraq War," "Women, Children and Human Rights in the Middle East and North Africa: A



conference in honor of Professor Nancy Gallagher,” University of California, Santa Barbara, April 2014.

**Hoel, Nikolas**

- Participant in the Roundtable “The Ballad of the Lone Medievalist,” 50<sup>th</sup> International Congress on Medieval Studies, Kalamazoo, Michigan, May 2015.
- “Capgrave and Katherine: A Religious Response,” Renaissance Society of America Annual Meeting, Berlin, Germany, March 2015.
- Chair for Panel entitled “Religious Women and Reform,” Renaissance Society of America Annual Meeting, Berlin, Germany, March 2015.

**Johnson, Joan Marie.** “Funding the Birth Control Movement: Margaret Sanger’s New York Network of Wealthy Feminists,” American Historical Association/SHGAPE Session, New York, January 2015.

**Miller, Patrick.** “The *Long* Civil Rights Movement: From the March on Washington to Arab Spring,” presented at the meeting of the Collegium for African American Research, Liverpool, England, June 2015.

#### **4. Funded grants**

**Johnson, Joan Marie.** Wallis Anenberg Research Grant, University of Southern California, 2014-2015, \$750.

**Salzmann, Joshua.** Principal Investigator and Co-Author, “Unlocking Chicago’s History: A Guide to Research in City Government Records,” The Consortium of Academic and Research Libraries in Illinois, \$4,999, awarded to the Ronald Williams Library at Northeastern Illinois University for 2015-2017.

#### **5. Service**

**Bueno, Christina**

- Reviewer/referee for the National Endowment for the Humanities, grant application evaluator, 2014. NEH, Washington, D.C.
- Prize and Planning Committee, XIV Conference of Mexican, United States, and Canadian Historians of Mexico, University of Chicago, Chicago, Illinois,

**Hoel, Nikolas**

- “Mulieres Sacrae and Sheng Mu: A Comparison of Christian and Buddhist Holy Women in the Seventh through Ninth Century,” Northeastern Illinois Phi Alpha Theta Keynote Address, Chicago, Illinois, February 2015.

**Johnson, Joan Marie**

- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL

- Chicago Area Women’s History Council, “Documenting Women’s Activism and Leadership in the Chicago Area, 1945 – 2000,” Academic Advisory Committee, 2012- present
- Reviewer of manuscripts for University of Illinois Press

**Miller, Patrick**

- Consultant, “Sports: Leveling the Playing Field” inaugural exhibition of the *National Museum of African American History and Culture, Smithsonian Institution, 2012-2016.*
- Book Series Co-editor, *The African American Intellectual Heritage*, University of Notre Dame Press.
- Tenure review, Department of History, University of Mississippi
- Session Organizer and Moderator: “The Civil Rights Movement in Memory and History” *Collegium for African American Research*, Liverpool , June 2015.

**Morgan, Francesca.** Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL

**Steinwedel, Charles.** Manuscript Review for the Journal *Ab Imperio*, June 2014.

**Salzmann, Joshua.** Co-Chair, Newberry Library History of Capitalism Seminar, Chicago, IL.

**B. Student Achievements**

**Acceptance to graduate or professional school**

**Arenberg, Marc** (faculty mentor/ recommender Joan Marie Johnson). Accepted to PhD programs at SUNY Binghamton and Ohio State. Will attend Ohio State beginning Fall 2015.

**Alikhan, Mir.** (faculty mentor/recommender Joshua Salzmann). Accepted to graduate program in Middle Eastern Studies at the University of Chicago.

HISTORY

Assessment Report 2014-2015

Submitted by Michael W. Tuck

The department had an assessment system in place since the mid-1990s but it had fallen into disuse. We tried to resurrect it, but discovered at an assessment workshop that any

assessment system had to be aligned with program goals, which we did not have. We had the option of trying to create goals to fit the system we had, or start from scratch to build something which would help us learn more about our students and what they are getting out of the program. We chose the latter, and believe that it will help us direct the future of our department. We spent 2014-15 drafting program goals and student learning outcomes based on the goals. For now, it means we are without the hard data on assessment needed. We should have a program in place by early in the Fall 2015 and start generating assessment data on the program during 2015-16.

**Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.**

**Assessment Check sheet for Graduating History Majors**

History majors must submit either a research paper of at least 10 pp., or three 3-5 pp. theme papers. The paper(s) must have been written for History courses. Each evaluator should use one Check sheet per student, noting whether a research paper or three theme papers are being assessed.

**Student's name:** \_\_\_\_\_ **Research/Theme papers (circle one)**

**Writing Ability** (Yes) **5 4 3 2 1 (No) /NA**

Clear thesis statement \_\_\_\_\_

Clear paragraph structure \_\_\_\_\_

Proper grammar and spelling \_\_\_\_\_

Clear, cogent argumentation \_\_\_\_\_

**Reading and Research Ability** (Yes) **5 4 3 2 1 (No) /NA**

Student understands text(s) under consideration: \_\_\_\_\_

Student understands difference between primary and secondary sources: \_\_\_\_\_

Student utilizes current secondary sources: \_\_\_\_\_

Student demonstrates ability to critique primary and/or secondary sources: \_\_\_\_\_

**Historical Abilities** (Yes) **5 4 3 2 1 (No) /NA**

Student displays understanding of important figures and events: \_\_\_\_\_

Student displays understanding of chronology and historical cause and effect: \_\_\_\_\_

Student displays awareness of the contingent relationships between social, political, intellectual, and/or economic variables: \_\_\_\_\_

Student can formulate a historical interpretation of events and/or figures: \_\_\_\_\_

**Overall Evaluation** (Strong) **5 4 3 2 1** (Weak)

Comments:

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For 2015-16: clean up current rubric for portfolio, and evaluate 20 students' portfolios for Goal A or B

Program Goals and Learning Outcomes- Department of History, revised May 2015

A. Goal – Students should learn the basics of historical analysis

Learning outcomes/educational objectives

1. understand the principle of change over time.
2. recognize the use of theory in history
3. understand the problems and limits of establishing historical causation
4. appreciate how the interpretation of history has evolved, and understand the concept of historiography

B. Goal – Understand the use of sources in history

Learning outcomes/educational objectives

1. be able to define and analyze primary and secondary sources
2. learn how to assess conflicting sources
3. learn the proper citation of sources, and how to avoid plagiarism

C. Goal – knowledge: learn about historical periods, issues, and concepts

Learning outcomes/educational objectives

1. explore the complexity of historical experience of societies & cultures
2. acquire a body of historical knowledge on US and European history
3. develop a foundational knowledge of a world regional historical complex to serve as a base for cross cultural comparative study and knowledge

D. Goal – Be able to communicate to a variety of audiences

Learning outcomes/educational objectives

1. orally: be able to participate in and lead discussion

2. produce written reviews of historical works from different media
3. be able to identify and summarize scholarly arguments
4. generate an historical argument that is based on appropriate evidence

# JUSTICE STUDIES

## **Annual Report 2014-2015**

### **Submitted by Cris Toffolo**

#### **Executive Summary**

This report, where possible, uses the categories of the university's strategic plan to discuss the work of the Justice Studies (JUST) department during the past year. Before diving into these areas, it should be noted that this year the Justice Studies faculty did a tremendous amount of work to prepare for an external review of the program. While a reviewer has yet to be assigned to come for a visit, the deep work has been done and our report will be forth coming shortly. Briefly, the TP faculty, with input from our long-term instructors, reviewed all aspects of our program and delved in detail into the content of our required courses. We also examined our elective offerings and updated our website. Overall the review left us with the impression that we have a very solid program that is serving the needs of our students very well. We look forward to a visit by an external reviewer in the coming semester.

#### **Student Success**

The JUST department continues to maintain a culture that fosters student success. This year we are the fourth most popular major in the College of Arts and Sciences (CAS) and at the University overall. In Fall 2014 we had 353 declared majors, 11 Social Justice minors, and 47 Criminology minors. We also are the managing department for the interdisciplinary Child Advocacy Studies (CAST) minor, which now has approximately 61 minors. During the 2014 academic year (the last year for which we could obtain complete records) 117 Justice Studies majors completed their degree. This is equal to 11.3 percent of all CAS undergraduates who graduated this year. These numbers mean we are maintaining a fairly consistent graduation rate for our majors, with a "time to degree" of 4.79 (mean) years, when transfer students and new freshmen are aggregated.

Within this overall picture of success, there are some unique highlights. Hannah Bonham and Paw Ku developed further the research they presented at last year's NEIU student symposium, such that in October they each presented at the national annual conference of the Peace and Justice Studies Association Conference (PJSA) in San Diego (and four other JUST majors also attended). Joshua Brooks presented his research at the annual national meeting of the Justice Studies Association, in Bridgewater, Massachusetts. Additionally, this year 16 of our majors presented at NEIU's 24<sup>th</sup> Annual Student Research Symposium in April. This student success is very much tied to the extra mentoring students received from dedicated faculty. In particular Drs. Adam

Messinger, T.Y. Okosun and Nancy Matthews deserve recognition for the active role they took in helping students prepare to present their research.

Nancy Matthews also organized an alumni panel to speak to our students in October about how they have used their Justice Studies background to launch their careers. For this event five alumni, Evelyn Lopez (program coordinator for LUCHA), Jennifer Caruso (director of the Victim Advocacy Program at Northside Community Resources), Dino Giannoulis (DCFS Legal Department), Javed Ali (Chicago Police Department), and Raul Flores (Board member of HACES), spoke to a group of 75 majors about their experiences.

Hailemichael Berhane won NEIU's TRIO Student of the Year award, and his story has been accepted as a case study in a forthcoming book on careers in peace studies. Justice Studies Scholars Awards were given to: Christine Babico, Paw Ku, Melonie Wartelle and Carlene Wettstein. This award is given to majors who have completed 90 hours of coursework while maintaining at least a 3.8 GPA, and who also have demonstrated "strong potential for continued scholarly work that will advance the field of Justice Studies." Six majors received Social Justice Awards for their work in the community and/or on campus, demonstrating strong leadership abilities. They were: Giovanni Baez, Hannah Bonham, Joshua Brooks,, Michelle Cruz, Maria Gomez and Rhonda Williams.

### **Academic Excellence and Innovation**

Again this year our exit survey (attached as Appendix III.) revealed that our majors have a very positive perception of almost all aspects of our program. Ninety-five percent said they are "satisfied" or "very satisfied" with the content of JUST courses, and 97 percent have a similarly positive view of the quality of instruction, and well over 90 percent found their internship to be satisfying, with most saying they were "very satisfied" with this part of the program. Specific responses to the question "*What aspects of education in the Justice Studies program have been most positive and helpful to you?*" elicited many positive comments, such as:

- The professors were so willing to get involved and making themselves available.
- Great teachers that have a lot of real life experience with the justice system.
- Being challenged, but also encouraged by the Justice Studies professors.
- The research aspect of the J.S. program has been most helpful.
- Justice Studies is definitely an eye opener. It definitely made me think about life in a different way.
- Learning how to analyze literature.
- Different types of classes that make you think differently about the justice system.
- Critical thinking. Teaching the skill of thinking critically & considering all sides of a matter.

To ensure that students continue to find our programs valuable, JUST faculty are constantly updating the curriculum and their pedagogy. This year we began offering

three new electives. The first, “The LGBTQ Community & Crime,” designed by Dr. Adam Messinger, examines the many intersections of LGBTQ communities with the criminal justice system. The second, “Restorative and Transformative Justice,” developed by Dr. June Terpstra is a good compliment to Dr. Okosun’s “Introduction to Conflict Transformation,” in that it exposes our students to one of the fastest growing new approaches being developed today within the field of criminal justice. Finally, Professor Deborah Bernstein taught her new course “Social Justice & Mental Health” for the first time; and this class, in addition to adding a very new and much needed area to our program, was instrumental in keeping the Keegan Noone Memorial Scholarship at NEIU: it now provides a couple of scholarships for students who have excelled in this class and who are seeking to reduce the stigma attached to mental illness, especially among students.

We continue to experiment with high impact pedagogies. This year Dr. Adam Messinger had his class link to the LGBTQA Resource Center’s “Transgender Day of Visibility,” and his section of “Violence Against Women” worked with the Women’s Resource Center to participate in the national program “16 Days of Activism Against Gender-Based Violence.” Dr. Cris Toffolo introduced an international distance learning component into the required theory course: for two topics NEIU students were paired with students at American University in Cairo, Egypt. Before and after each live class they read the same materials and emailed one another, then during the live sessions they directly questioned their peers from the other campus. This stimulated new thinking and was one of the students’ favorite parts of the course, as revealed by course evaluations. Dr. Rachel Birmingham had her child advocacy interns gain hands-on experience in educational outreach through their participation in NEIU’s Clothesline project. Here they actively participated in a week-long event to raise campus awareness and educate students on issues surrounding violence against women and children.

Understanding the potential of study abroad to enhance student learning, this year we ran two study tours to Geneva, Switzerland, so our students could participate in reviews at the United Nations of the U.S.’s human rights record. The first trip in the fall was led by Patricia Hill and Cris Toffolo, and a second was led by Drs. Toffolo and Matthews. A total of 18 students participated, and the rich experience has convinced us of the need to generate more opportunities for our students to gain access to centers of power, to learn about these structures and to meet high profile individuals. Such experiences increase our students’ ability to rise to such levels of influence.

### **Urban Leadership**

This year we were one of only four departments that ran our full major at the new El Centro (EC) Campus which opened last fall. We successfully ran a total of ten courses. Dr. Shelley Bannister operated from this campus to provide our majors with easy access to advising there. We also ran several programs at EC for the larger Chicago community. These were organized by Dr. Maria De La Torre. The first was on the importance of immigration issues to our students and their families, while the second was a citizen education effort in the run up to the mayoral election.



Another way we continued to provide urban leadership was to continue to act as the fiscal agent for the Prison and Neighborhood Arts Project (PNAP). With other PNAP members, Drs. Bannister and Toffolo engaged in conversation with members of the College of Education to begin exploring how we could sustainably offer college credit to inmates at Stateville. We also continued to be the institutional home for the prison newsletter *Stateville Speaks*. And a related undertaking was initiated by Dr. Rolanda West with Cook County's Juvenile Temporary Detention Center (JTDC), to offer workshops to their residents. Although we failed to secure a federal grant to finance this work, a pilot of the project is starting this summer, with the expectation that a full project will be ready to run in the fall.

At a more individual level, our faculty continued again this year to work with, and do research in support of, underserved Chicagoland populations. Dr. Maria De La Torre continues her oral history documentation of the struggles of Chicago's Latino community. Dr. Matthews continues her critical work on reproductive rights and violence against women by continuing to serve on the boards of the Chicago Abortion Fund and the national Take Back the Night Foundation. Ed Voci works with tenants who have been wrongfully evicted. Maurice McFarlin, an expert on Chicago gangs, has recently been interviewed by the press to help educate the public about the structural problems that generate the high level of youth violence in the city.

### ***Exemplary Faculty and Staff***

The book Dr. Dragan Milovanovic published last year has led the *Journal of Theoretical and Philosophical Criminology* to devote its Summer 2015 issue to a critical analysis of his work. And in addition, again this year he added to his long list of publications – these are noted in the list at the back of this summary.

Again this year, several Justice Studies faculty were honored for their excellence work. Dr. De La Torre earned tenure, was promoted to Associate Professor, and was awarded a year-long sabbatical for 2015-16. Again this year Dr. Adam Messinger was awarded a NEIU 2014-2015 Research Communities Grant of \$5000 to work on his research on the LGBT community. Similarly, Dr. Maria De La Torre was given an award by NEIU's Committee on Organized Research to continue her work on oral histories of activism by Mexicans in Chicago. And several faculty (Bannister, Birmingham, De La Torre, Messinger and Toffolo) were awarded travel grants to present their research at national conferences.

Our department also continues to provide leadership to several different international and national professional associations and organizations. Dr. Toffolo continues to serve on the Priorities & Planning Subcommittee of the board of Amnesty International (USA) which prepared the US's position on priorities for 2016-19, which was sent to the international movement. She also continues as board co-chair of the bi-national Peace and Justice Studies Association, and this year she was invited to become an inaugural board member of the new international organization Educating for Global Peace (EGP) whose goal is to mainstream peace education around the world. She was also invited to

become an inaugural board member of the Truth Telling Project (TTP), an organization that grew out of a response to the turmoil in Ferguson, Missouri, to the killing of Mike Brown: what started as a truth telling effort only in Ferguson is now organizing to become a national organization to provide resources and training to run local truth telling projects. Dr. Maria De La Torre continued to serve as the Membership Chair and on the Conference Planning Committee of the Justice Studies Association. She also serves on the Midwest Sociological Society's Professional Issues and Standards Committee. And our former student, and now instructor, Kayla Martensen, continues to serve as JSA's Communications Director.

Several members of the department worked closely with Associate Dean Nancy Wrinkle to put together a pending \$300,000 grant application to the federal government's Office of Violence Against Women, the aim of which is to reduce sexual assault, domestic violence, dating violence, and stalking on campus. Dr. Rachel Birmingham was instrumental in the writing of the grant, and Drs. Messinger and Matthews reviewed the proposal adding helpful suggestions. Dr. Messinger also helped the university to contact useful community partners.

Several faculty this year have been interviewed by the press: Maurice McFarlin on the topic of gang violence; Dr. Matthews on gay marriage; and Dr. June Terpstra for her knowledge of Pakistan. Catherine Korda was interviewed about her work with the Peterson School following a tragic fire that took the life of a school student. Dr. Toffolo had an opinion piece about renaming Columbus Day picked up by several papers.

Our department is attracting attention internationally. Again this year, Dr. Dragan Milovanovic gave lectures in Eastern Europe, specifically in Vilnius, Lithuania. Dr. Rolanda West was invited by the Kolbe Foundation to Belize as part of a national prison reform effort. Dr. Toffolo was selected as the only American to participate in an international study tour of how Rwanda is dealing in the aftermath of the 1994 genocide, which in turn, led to a visit from Dr. Gilbert Sebihogo, Executive Director of the Network of African National Human Rights Institutions, who wanted to explore joint research and internship possibilities. We also hosted a team (Drs. Jenny Rivers and Barry Godfrey) from the University of Liverpool who became interested in our program from Dr. Milovanovic's work and the way in which we have framed our program. Finally, building on the contacts Dr. Terpstra made during her leave last year, we hosted Dr. Margaret Greenwald, from Bradford University, who is interested in restorative justice. It is unclear if any of these inquiries will result in joint work, for our visitors were disappointed to learn we do not yet have a master's program: this limits their ability to partner with us for either research or joint internship purposes.

### ***Fiscal Strength***

Ms. Cynthia Kobel, of the Montgomery Family Foundation, continued to give an annual gift of \$20,000 to underwrite the cost of producing *Stateville Speaks*. Our department also continued to act as the fiscal manager for the Prison Neighborhood Arts Project (PNAP), which now has an annual budget of \$ 21,500. The NEIU Foundation holds the

funds for both organizations. Dr. Cris Toffolo and her husband Dr. Charles Amjad-Ali, issued a \$500 challenge grant to the department which raised an additional \$160 from other JUST faculty. This goes primarily to fund students to present their research at national conferences.

Nancy Matthews should also be commended for working closely with NEIU's Alumni Association to organize an event for the Alumni Reunion. Although, in the end, the event was not during this weekend (as our plan did not fit with the Alumni Association's plans) we are committed to enhancing our relationships with our alumni with the future goal of raising money to help our current students.

## **I. Assessment**

This year our assessment efforts focused on how we teach about gender and the injustices caused by patriarchy and sexism. Dr. Shelley Bannister, the department's assessment coordinator, led the faculty through a process of examining how we teach about gender. This resulted in the development of a number of focused learning objectives for our students which will be measured during the next academic year. Our findings are discussed in our Assessment Review Report, which is attached to this document.

## **II. Program Plan**

### **A. Long term goals**

We continue to develop the offering of our full major at the El Centro Campus, and will continue to think of new ways to enhance this. We also have begun to offer CAST classes at EC which we will continue to develop as well.

As noted above we have had three international visits this year that likely would have led to collaborations if we had a MA program. We desire to create such a program because of the student interest we have documented over the last few years.

### **B. Projected Needs**

*For Faculty:* Given we are likely to lose at least one TP faculty member in the next couple of years we very much need to be considered for a TP search in the near future. We are the only large department that does not offer general education classes (except the FYE course JUST 109); therefore, we achieve our high student numbers almost exclusively from majors – and they deserve to be taught by full-time, tenured faculty. Despite this very strong need, we have refrained from submitting a request for a new TP line in recent years because we understand the fiscal constraints facing the university and we acknowledge other departments presently have even greater need. But we will need to be considered for new faculty in the near future.

*For Equipment:* We have no major needs at this time, although a couple of our computers (including the office manager's) have been acting up and thus we could suddenly have an extremely urgent need in the very near future.

*For Other Resources:* As noted every year, we *urgently* need additional space. First, we need two additional offices: one permanent office for Dr. Birmingham, and a second to house our high number of part-time instructors: currently one full-time instructor shares an office with 7 part-time instructors! Third, we would like a designated classroom to decorate with images and information relevant to our field—this is an easy request to fulfill in that it only entails designating a room; and we certainly can fill that classroom almost continually with JUST courses. Fourth we need a meeting/work room: for *Stateville Speaks* and PNAP to meet in and keep files, and a space to meet with new majors and for other departmental uses. Lastly, despite serving the fourth largest number of majors at the university, the JUST Chair still does not have a proper chair's office. This is a problem because she frequently meets with several students at a time, and because she stores some of the department's extra equipment. The cramped quarters do not leave a good impression on prospective majors or visitors.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

##### 1. Book Chapters, Regional Exhibitions or Performances

**Milovanovic**, Dragan. 2015. "The Quantum Holographic Turn: 'Normal Science' versus Quantized Holographic, Affirmative Nomadology," in R. Lippens and D. Crewe, eds., *What is Criminology About?* London: Routledge, pp. 66-83.

##### 2. Articles and Abstracts, Local Exhibitions or Performances

**Bannister**, Shelley, Michael Armato, Laurie Fuller and Nancy A. **Matthews**. Feb. 2015. "Gendered Violence and Interruptions to Education." *International Journal of Education and Social Science*, 2 (2), 45-54.

**Messinger**, Adam. Feb. 2015. "Teaching Interactionist Gender Theory through Speed Dating," *Teaching Sociology*, 43(2), 154-162.

**Milovanovic**, Dragan and Z. Batiz. Nov. 2014. "Quantum Holography and Agency: Toward a Formalism of Schema QD," *Research Gate*.

\_\_\_\_\_. 2014. "Revitalizing Criminology," (online) *Journal of Theoretical and Philosophical Criminology* 6(2): 157-167, 2014.

**Terpstra**, June. Nov. 13, 2014. Interviewed for a piece on "Police in Pakistan have arrested several people over support for ISIL Takfiri terrorists," *Press TV News Videos* <https://www.youtube.com/watch?v=DnDcWIJ8BLk&feature=youtu.be>

**Toffolo**, Cris. 2014. "Open Letter to the Seattle City Council" (an Italian-American praising the city's renaming Oct. 13 as Indigenous People's Day in place of Columbus day), published by the *Las Vagas Informer*, Oct. 14; the *Florence Arizona Reminder & Blade Tribune*, Oct. 16; on Kitsapscene.com ; and mentioned in coverage of the issue by the *Portland Observer*.

##### 3. Conference Presentations, Group Shows

**Bannister**, Shelley. Oct. 2014. "Order in the court: The Criminal Justice System Set to Comedy," Workshop given at the at the Peace and Justice Studies Association's annual meeting at the University of San Diego, San Diego, CA.

\_\_\_\_\_ and Nancy **Matthews**, et. al. Nov. 2014. "The Use of Emotion in the Classroom as Feminist Pedagogy," National Women's Studies Association, San Juan, Puerto Rico

**Birmingham**, Rachel and K. Bub, K. March 2014. "Parenting, Attachment and Child Outcomes: Self-Regulation as a Developmental Mechanism," paper given at the meeting of the Society for Research on Child Development, Pittsburg, PA.

**Korda**, Catherine. 2014. "Strengths-Based Services," talk given at Housing Opportunities for Women, Chicago, Illinois.

**Martensen**, Kayla. May 2015. "Control, Surveil, Detain: Analyzing the Racial Implications of the Carceral State," paper presentation at the Justice Studies Association. Bridgewater, MA.

**Messinger**, A.M. Nov. 2014. "Expanding the Spectrum of LGBTQ IPV Methodologies: Findings from a Comprehensive Review of the Literature," paper given at the American Society of Criminology Annual Conference, San Francisco, CA.

**Milovanovic**, Dragan. Summer 2014. "Toward a Quantum Holographic Critical Criminology" topic, 5-day lecture series, Vilnius, Lithuania.

\_\_\_\_\_. 2014. Lecture, "Quantum and Holographic Criminology," Law School Belgrade, University of Belgrade, Serbia, May 12.

**Toffolo**, Cris, Dr. Cyndi Moran and Kris Pierre. June 15, 2015. "Reimagining Food and Reimagining Relationships: Building a Framework for Integrating Student Learning," session given at the Illinois Campus Compact Annual Meeting DePaul University, Chicago.

\_\_\_\_\_, Katrina Bell-Jordan and Kris Piere. June 5, 2015. "Reimagining Food and Reimagining Relationships: Building a Framework for Integrating Student Learning," workshop given at the ADP/TDC/NASPA Civic Learning & Democratic Engagement Meeting, New Orleans, LA.

\_\_\_\_\_. March 6, 2015. "Teaching Human Rights," invited speaker at their annual International Education Summit, Harper College, Palatine, IL.

\_\_\_\_\_. Oct. 17, 2014. "The International Red Cross Educates the World about International Humanitarian Law," talk delivered at the Peace and Justice Studies Association's annual meeting at the University of San Diego, San Diego, CA.

#### **4. Service**

##### **Academic Organizations – Officer/Committee Assignments**

**De La Torre**, Maria. Justice Studies Association. Membership Chair.

**Martensen**, Kayla. Justice Studies Association, Communications Director, 2012-2014.

**Toffolo**, Cris. Board Co-Chair, Peace and Justice Studies Association (PJSA), North American Affiliate of the International Peace Research Association (IPRA). She also sits on the following committees of the PJSA Board: Conference Planning Committee; Publications Committee; and Diversity Committee.

\_\_\_\_\_, Amnesty International (USA). Priorities Setting Sub-Committee of the national board.

\_\_\_\_\_, Educating for Global Peace, Founding Board Member.

\_\_\_\_\_, The Truth Telling Project, Founding Board Member.

### **Editorial Boards**

**Milovanovic**, Dragan. *International Journal for the Semiotics of Law, Critical Criminology*.

\_\_\_\_\_. *(Re)-Turn: A Journal of Lacanian Studies*.

\_\_\_\_\_. *GlassHouse Press*.

\_\_\_\_\_. Scientific Council [Izdavacki Savet], *Crimen: Journal for Criminal Justice Journal of Critical Criminology*

**Okosun**, T.Y. *Contemporary Justice Review (CJR)*

\_\_\_\_\_. *International Research Journal of Arts and Humanities (IRJAH)*, University of Jamshoro, Pakistan.

**Toffolo**, Cris. *Peace and Change: A Journal of Peace Research*.

### **Manuscript Reviewer:**

**Birmingham**, Rachel. *Journal of Interpersonal Violence*.

**Milovanovic**, Dragan. *International Journal for the Semiotics of Law*

\_\_\_\_\_. *Journal of Critical Criminology (2)*

\_\_\_\_\_. *Journal of Theoretical and Philosophical Criminology*

\_\_\_\_\_. *Onati Socio-Legal Studies Journal*

\_\_\_\_\_. *Laws - Open Access Journal*

\_\_\_\_\_. *International Journal for the Semiotics of Law (2)*

**Toffolo**, Cris. Cambridge Scholars Press, editor for book series on innovations in peace studies.

### **Community Service**

**Bernstein**, Deberah. Continues to do volunteer pro bono work for abused women.

**Korda**, Catherine. Peterson School (the local CPS elementary), Chair of the Parent Advisory and President of Friends of Peterson, a non-profit created to raise funds for the school.

**Matthews**, Nancy. Chicago Abortion Fund, board member.  
\_\_\_\_\_. Take Back the Night Foundation, national board member.

**West**, Rolanda. Alternative Education Research Institute (a program focusing on education with formerly incarcerated men and women), Board member.

## **B. Student Achievements**

Bonham, Hannah. (Oct. 17, 2014). “Arm Yourselves ... with Cookies: The Transforming Power of a Level Playing Field” a paper delivered at the Peace and Justice Studies Association Annual Conference, University of San Diego, San Diego, CA.

Brooks, Joshua. (April 2015). “The Struggle of the Ex-Offender After Time Served,” Talk given at the 24<sup>th</sup> Undergraduate Research Symposium, NEIU.

Brooks, Joshua. (June, 2015). “The Struggle of the Ex-Offender After Time Served,” Talk given at the Annual Conference of the Justice Studies Association, Bridgewater, MA.

Casales, Carmin, Dominick Dworak, Daria Latocha, Stephanie Modrzejewski, and Zaim Zagora. (April, 2015). “Disputing Hate Crime Laws,” Talk given at the 24<sup>th</sup> Undergraduate Research Symposium, NEIU.

Delatorre, Michael, Miguel Nunez, and Olivia O’Donovan. (April, 2015) “The Under-reporting of Hate Crimes Motivated by Sexual Orientation Bias in the United States.” Talk given at the 24<sup>th</sup> Undergraduate Research Symposium, NEIU.

Garcia, Rocio, Tomas Uriostegui, and et. al. (April, 2015). “Quality of Work Life for Part-Time Faculty: A Student Research Project,” Talk given at the 24<sup>th</sup> Undergraduate Research Symposium, NEIU.

Ku, Paw, and Sevtap Guldur, (April, 2015). “Know the Law Under Your Roof: Fair Housing. Talk given at the 24<sup>th</sup> Undergraduate Research Symposium, NEIU.

Ku, Paw. (October 17, 2014). “Burmese Democracy and the Transformation,” Talk given at the Peace and Justice Studies Association Annual Conference, University of San Diego, San Diego, CA.

Rivera, Angel, Olivia Yousif, and Zohel Zabih. (April, 2015). “Investigating LGBTQ Hate Crimes on Campus at NEIU,” Zohel Zabih, Angel Rivera, and Olivia Yousif. Talk given at the 24<sup>th</sup> Undergraduate Research Symposium, NEIU.

### C. Alumni News

**Berhane**, Hailemichael. (graduated 2014) is working for Asian Human Services as Peer Health Educator(PHE) to educate African Immigrants about HIV/AIDS and Hepatitis.

**Bielecki**, Tracy (graduated 2009) graduated this May with a Master's in Public Administration from UIC.

**Dias**, Jason. (graduated 2012) is in his final year of John Marshall Law School, and currently is working at Prairie State Legal Services in Waukegan, using his 7/11 license to represent individuals in court for evictions, orders of protection, and public and employee benefits.

**Hodrick**, Carolyn (graduated 2014) has been accepted into the Master's in Communications at NEIU and will begin in Fall 2015.

**Lopez** (re **Avelar**), Dagmara. (graduated 2010) Recently was promoted to Outreach and Training Coordinator for Illinois Coalition for Immigrant and Refugee Rights.

## JUSTICE STUDIES Assessment Report

Submitted By Cris Toffolo

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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**Cycle of Assessment:** the following goals will be assessed in:

2015-2016: Goal A.1.a: Understand concepts, principles, methods re: root causes of economic and social injustice, oppression, inequalities, discrimination, and other harms, especially as it focuses on race and class

2016-2017: Goal 3: Apply effective communication skills to critically describe relevant justice studies issues and make compelling arguments



2017-2018: Goals A.2.a and h: Students must be able to identify and articulate relevant theories of justice; Students should be able to articulate the meaning of transformative justice and social change

2018-2019: Goal B.1: Acquire the analytical and practical skills to evaluate social practices and policies that produce inequality and injustice

2019-2020: Goal C.1: Develop attitudes and values to develop standards of ethical behavior consistent with valuing social justice

## **Assessment of Program Goals and Learning Outcomes and Results**

A. Which goal(s) were assessed this past year:

Goal A.1.a: Understand concepts, principles, methods re: root causes of economic and social injustice, oppression, inequalities, discrimination, and other harms, with a focus on gender.

B. How was goal attainment measured?

Determining whether Justice Studies students are able to understand the root causes of gender inequity is a work in progress. Our first steps included analyzing the required courses in the Justice Studies major: JUST 101: Introduction to Social Justice; JUST 202: WIP, Justice and Inequality; JUST 241: Skills for Inquiry; JUST 301: Theories of Justice and Social Change; JUST 345: Practicum; and JUST 350: Field Work Seminar. Our goal was to determine whether gender was specifically included in the readings and assignments, where appropriate, in the syllabi of these required courses. It was clear from our examination of syllabi for these required courses that we include gender as a factor in examining oppression and discrimination.

Our findings from this analysis indicated that we need more information about how the topic of gender is introduced in the courses. As designated last year, our next assessment step, which we pursued this academic year, was to create a faculty questionnaire to determine the different methods they use to present information and to discuss sexism and gender.

Following an extensive discussion of how we are each teaching about gender, we arrived at a list of specific learning objectives for our teaching. We agreed that students should learn the following:

Understand the extent and impact of racism, sexism, heterosexism, and other forms of discrimination on women and girls;

Gain knowledge about the extent and incidence of sexual assault, domestic violence, child sexual abuse, pornography, prostitution, and other forms of violence that are gendered;

Students will gain knowledge about the patterns and dynamics in intimate relationships that are associated with abuse.

Students will learn the ways in which women's experiences are affected by factors such as race, ethnicity, class, sexual orientation, age, and immigration status as well as the social construction of gender.

Students will understand the connections between global, regional and local issues affecting women.

Students will be able to identify women's rights as human rights in global, regional and local contexts.

Students will be able to identify the societal institutions and power structures that occur within patriarchal cultures and analyze the ways in which these institutions and structures impact the material realities of women's lives.

Students will develop ways to address societal and power inequities to improve women's status.

Students will understand gender as a system of social relationships and shared practices which shape understandings of "masculinity" and "femininity," "man" and "woman," "gay," "straight" "bi-sexual," and "queer."

Students will be able to distinguish between sex and gender as they are conventionally used. They will be able to discuss the relationship between sex identity and gender identity as it is experienced at the individual level and as it is used in scientific and political practice.

We recognize that this analysis so far does not reveal anything about what the students are learning in terms of gender. As our examination of this topic has required some amount of negotiation among and between the faculty, we have moved at a pace that has worked for us in terms of assessment practices. As we believe that gender cannot be fully examined without recognizing the interdisciplinarity of it (race, class, gender, ability, sexual orientation, age, etc.), we agreed to broaden the discussion during the 2015-16 academic year to include race and class.

We expect to create a survey to give to students in JUST 350, the capstone course, to determine their understanding of the importance and pervasiveness of sexism, racism, and class issues. Surveying the students as they prepare to graduate, and while they are working in the justice studies fields, should give us a good sense of how much they are learning in these areas.

C. Results from your measurement

As discussed above, we do not have data in the traditional sense. What we do have is a faculty who share an understanding of the learning goals we have established and who are interested in learning whether we are meeting those goals.

As noted elsewhere in the Program Review, our students are overwhelmingly satisfied with the quality of the teaching and of their learning. We will not brag again here.

**Feedback loop:**

What is possible is that various faculty members are paying more attention to how they are teaching critical areas of study in the Justice Studies major. Our survey of graduating seniors conducted during the next year should allow us to understand how we might need to improve our coverage of these issues.

**Executive summary of assessment results**

Justice Studies endeavors to assist students as they unlearn the ubiquitous racism, sexism, and classism that permeate the United States and other parts of the world. After the unlearning comes the acknowledgement and understanding of different ways of living and organizing ourselves as communities. It's great work and it's difficult work. The Justice Studies faculty worked together during this academic year to discover how to assist and support our students' learning in new ways. The assessment process has helped with that. We will have more to report next year in terms of data on student responses to a survey of knowledge and new learning in these areas.

# LATINO AND LATIN AMERICAN STUDIES

**Annual Report 2014-2015**

**Submitted by Dr. Christina Gómez**

## **Executive Summary**

This academic year the Latino and Latin American Studies (LLAS) Program began its third year of offering a major and minor in the College of Arts and Sciences. The LLAS major supports the university's mission to provide an exceptional environment for learning, teaching, and scholarship and prepares a diverse community of students for leadership and service in our region and in a dynamic multicultural world.

The LLAS major offers two concentration options, Latino Studies and Latin American Studies, and culminates in a capstone project: a field experience with an organization or agency focused on Latinos or Latin America or a research paper focusing on Latino or Latin American issues that is presented at the Student Symposium during the spring semester.

The LLAS program is dedicated to promoting research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As part of a public, urban university whose mission is to provide high quality academics, the LLAS program offers students the opportunity to study the ever-growing Latino population in the United States. Currently, the Latino population consists of approximately 55 million people in the United States, or about 17% of the U.S. population; by the year 2050 the U.S. Census estimates that the Latino population will make up at least 30 percent of the total U.S. population. In the state of Illinois, Latinos are 16.5% or approximately 2 million residents; in the city of Chicago, Latinos are 29% of the city's residents. Chicago has the fifth largest Latino population in the U.S. As economic and demographic trends continue, the importance of providing the insight and understanding of Latinos and Latin Americans will also increase. The growing number of Latinos in the United States and the increasing importance of relations between Latin America and the United States generate the need for competent professionals to address particular social, economic, and cultural needs through professional roles in the field of education, business, politics, and community services. As such, the LLAS major and minor are essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

The LLAS Program has continued to develop in exciting and productive ways in order to promote the goals of the University overall and of the program. Specifically the Coordinator, Dr. Christina Gómez focused on the following areas:

- Working to strengthen relationships with LLAS students and LLAS faculty
  - Invited/encouraged more faculty to participate in LLAS
  - Visited LLAS courses to encourage students to consider the LLAS program as a potential minor or major.
- Advising LLAS students academically and professionally.
- Formulated on-going communication with Dean of College of Arts & Sciences regarding LLAS initiatives and needs.
- Promoting the LLAS Foundation account.
- Actively supporting the co-sponsorship of numerous activities in the University with other programs and departments.
- Supporting student organizations collaboration with LLAS.
- Working with Summer Transition Program (STP) in offering a LLAS 101 sections for incoming students.
- Advising a student group on campus, Undocumented, Resilient and Organized (URO), which supports undocumented students at NEIU.

## **Highlights of 2014-15**

### **Fall 2014**

- Faculty from LLAS participated in the *Nuestra Gente* event as part of Latin@ Heritage Month Celebration.
- Participation in *Latinas Creating a New Model: Leadership and Progress in Organizations* event as part of the Latin@ Heritage Month Celebration.
- Co-sponsored with Sociology a presentation by the Mexico Solidarity Network & Centro Autonomo *We Question While We Walk: Building Community through Popular Education in Albany Park*.
- Organized the LLAS Faculty Symposium *Cutting Edge Research in Latino and Latin American Studies*.
- Organized an Open House to promote the LLAS program and recruit new majors and minors.
- Co-sponsored with African and African American Studies and Women's and Gender Studies a welcome reception for new faculty.

### **Spring 2015**

- Sponsored reading by Jose Angel N. of his book *Illegal: Reflections of an Undocumented Immigrant*.
- Co-sponsored with El Centro, Angelina Pedroso Center for Diversity and Intercultural Affairs, Projecto Pa'lante, World Languages and Cultures, Women's and Gender Studies, and Institutional Advancement the *Latino Scholar Series* featuring Dr. Ana Castillo.
- Organized "Brown Bag" session featuring Frank Gaytan. His discussion focused

on how his Latino identity, family, community and education influenced career aspirations and choices.

- Co-sponsored with other departments the *Hijabi Monologues* presentation and panel discussion organized by the Asian and Global Resource Center.
- Organized an Open House to promote the LLAS program and recruit new majors and minors.
- Co-sponsored with AFAM, Sociology, Justice Studies, World Languages and Cultures, WGS, Women's Resource Center and the LGBTQA Resource Center the 8<sup>th</sup> Annual Activist Graduation celebration

### **Program**

- Two new LLAS courses received University Approval:
  - LLAS 363 - *Queer Latin American Narrative and Film*
  - LLAS 353 - *Latino Diversities*
- Promotion of Latino films and broadening LLAS student experience by making available to LLAS students and faculty tickets for the Chicago Latino Film Festival.
- Supported 4 LLAS students to attend the Annual ILACHE conference.
- "Formalized process" to become LLAS faculty member. Faculty provided membership statement focusing on their educational and teaching background as well as how they would support/grow the Program.
- **Dr. Emily Garcia**, appointed as the new LLAS Coordinator for the academic years 2015 –2018.

## **I. Assessment**

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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The Latino and Latin American Studies (LLAS) Program views assessment as an ongoing activity. We utilize a number of tools to assess our curriculum, advising, mentoring and teaching, including assessment of:

- Exit Surveys for our capstone course
- Student evaluations of courses taught in the program
- Data on the number of majors, minors and graduates

### **Data for LLAS Program: Minors, Majors, and Graduates (July 1, 2014 – May 31, 2015)**

8 Minors graduated (a 60% increase from 2013-2014)

- Raul Barraza, Cum Laude
- Lauren Barry, Cum Laude
- Jazmine Del Angel, Cum Laude

- Maria Gutierrez
- Alba Orizaba, Magna Cum Laude
- Yanelit Pacheco
- Alicia Rosendo, Cum Laude
- Alyssa Villegas

4 Majors graduated (a 100% increase from 2013-2014)

- Teresa Flores, Cum Laude
- Blanca Hurley, Summa Cum Laude
- Amanda Levine
- Tomas Uriostegui

# of Minors = 23

# of Majors = 15

# of LLAS Courses Offered = 14 w/192 students enrolled

# of Cross-listed Courses Offered = 50 w/973 students enrolled

This year LLAS course enrollment was 192 students in fourteen classes compared to 232 students in enrolled in seventeen LLAS classes last year (2013-14). Enrollment in cross-listed courses was 973 students in fifty classes for this academic year. There were 1067 students enrolled in forty-six classes during 2013-2014.

## **II. Program Plan**

### **A. Long term goals**

We believe that the LLAS program is an important program for NEIU and the Chicago-land area. As a Hispanic Serving Institution (HSI), NEIU serves numerous Latina/o students who will become future leaders. The LLAS major and minor provides students with interdisciplinary approaches to the histories, cultures, societies, languages, and politics of Latin America and Latinos, and explores the relationship of Latin America and Latinos to each other, to the U.S. and to the world. LLAS courses emphasize and illustrate multiple interplays between the U.S. and Latin American countries including migration, trade flow, and diplomatic and transnational contacts. The major and minor will enrich the educational experience of NEIU students and prepare them for employment, leadership, and service in the region and the global community. Our goal as a program is to establish and grow a vibrant program that will support the Strategic Plan of the University.

### **B. Projected needs**

*1. Need for more faculty* - Currently there are twenty tenured or tenured-track Professors with home departments in thirteen disciplines (Anthropology, Art, Communication, Media & Theatre, English, Educational Inquiry & Curriculum Studies, Geography & Environmental Studies, History, Justice Studies, Philosophy, Psychology, Social Work, Sociology, Teacher Education and World Languages & Cultures) that offer LLAS or LLAS related courses. This distribution reflects a substantial level of involvement of diverse units across the University. However, faculty are only affiliated

members to the program, and no tenure or tenure-track lines are specifically attached to the program. As the program grows and more courses are needed, concerns over course offerings will emerge.

The contribution of faculty members to programs such as LLAS needs to be clarified appropriately so they can be recognized in terms of performance evaluation and compensation. Greater and more consistent involvement and support of faculty members in the program is urgent.

2. Space - As the program grows, having a space where LLAS students and faculty can gather will be important. A seminar room where the program can host faculty and student speakers will enhance the intellectual environment of the LLAS program and the University. As a Hispanic-serving institution, the LLAS Program can serve as a center where scholars of Latino and Latin American, locally and regionally, can gather and foster connections.

### **III. Accomplishments**

Additional faculty accomplishments can be found listed in the annual reports for the faculty members' home departments.

#### **A. Faculty Research/Creative Activities**

##### **1. Articles and Abstracts, Local Exhibitions or Performances:**

**Alvarez, Wilfredo.** 2015, April, "(Making a) Difference in the organizational communication undergraduate course," *Management Communication Quarterly*, 29(2), 302-308.

**Bueno, Christina.** "Indigenismo," in Wiley-Blackwell Encyclopedia of Race, Ethnicity and Nationalism, ed. John Stone (Wiley-Blackwell, 2014).

##### **2. Conference Presentations, Group Shows**

#### **Alvarez, Wilfredo**

- "Communal appreciation and communicating prejudice," *Central States Communication Association Convention*, Madison, WI, April 2015.
- "Leading from within: Self-leadership and role modeling functions to support Black and Latino male college students," University of Illinois Black and Latino Male Summit, Urbana-Champaign, IL, February 2015.
- Invited Lecture. "Revisiting the situation: What makes MLK's "I Have a Dream" speech the greatest speech of the 20<sup>th</sup> century," Northeastern Illinois University's MLK, Jr. Day Celebration, Angelina Pedroso Center for Diversity and Intercultural Affairs, Chicago, IL, January 2015



- “Engaging difference in U.S. university classrooms to prepare global citizens.” *NEIU Faculty Research Symposium*, Chicago, IL, 2014, November 2014.
- “Making a Difference in Organizational Communication Pedagogy,” Presented at the annual meeting of the National Communication Association, Chicago, IL, November 2014.
- “Making a Difference in Organizational Communication Pedagogy,” Presented at the annual meeting of the National Communication Association, Chicago, IL, November 2014.
- “Layers of disability meanings in the U.S. Latino community: Implications for access and rehabilitation.” *NEIU Latino and Latin American Studies Research Symposium*, Chicago, IL, October 2014.

### **Bueno, Christina**

- “Archaeology and Authenticity in Porfirian Mexico,” Latin American Studies Association International Congress, San Juan, Puerto Rico, May, 2015.
- Invited speaker. Plenary Roundtable with author Juan González, “The Harvest of Empire,” Governors State University, University Park, Illinois, September 2014.

### **Gómez, Christina**

- “Identity, Diversity, & Self: The Art of Research through Narratives,” School of the Art Institute (SAIC), Chicago, IL, April 1, 2015.
- “Mi Voz, Mi Vida: Student Narratives as Testimonios.” Proyecto Palante, Northeastern Illinois University, Chicago, IL, October 15, 2014.
- “Changing U.S. Demographics: Latinos Remaking America,” Dartmouth Bound: Summer Program, Dartmouth College, Hanover, NH, July 28, 2014.

**Stockdill, Brett.** “HIV Positive, Queer Migrants: Theorizing at the Intersections of Immigrant Status, Sexuality, Race, Class and HIV.” *Cutting Edge Research in Latino & Latin American Studies*. October 9, 2014. Northeastern Illinois University.

### **3. Funded grants**

**Bisbey, Brandon.** Fulbright-García Robles U.S. Scholar Grant, U.S. Dept. of State/Comexus, \$31,800.

### **4. Service**

#### **Alvarez, Wilfredo**

- Reviewer, Social Construction Communication Division
- National Conference Panel Chair, Intercultural/International Communication Division, National Communication Association

- Reviewer, Asian American/Pacific American Communication Division, National Communication Association

**Bueno, Christina**

- Reviewer/referee: National Endowment for the Humanities, grant application evaluator, 2014. NEH, Washington, D.C.
- Prize and Planning Committee - XIV Conference of Mexican, United States, and Canadian Historians of Mexico , planning committee for conference held at the University of Chicago, Chicago, Illinois, September 2014.

**Gómez, Christina.**

- Reviewer, Social Problems, 2015.
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, summer 2014.

**Stockdill, Brett.** Member, Advisory Board, Casas Del Pueblo Community Land Trust, Centro Autónomo, Chicago.

**B. Student Achievements**

**Student Conference Presentations**

- **Hurley, Blanca.** “Reshaping Latinidad.” NEIU 23<sup>rd</sup> Annual Student Research Symposium, April 10, 2015.
- **Macias, Liliana.** “Reclaiming Women’s Literary Tradition.” 10<sup>th</sup> Annual Women’s and Gender Studies Student Symposium, NEIU, April 3, 2015.
- **Macias, Liliana.** “Transnational Bridges: Importing Domestic Work.” NEIU 23<sup>rd</sup> Annual Student Research and Creative Activities Symposium, April 10, 2015.

# LINGUISTICS

## Annual Report 2014-2015

### Submitted by Shahrzad Mahootian

#### Executive Summary

This summary has been organized with reference to NEIU's Strategic Goals, Strategies and Action steps.

*Goal 1 Student Success: Advance student success from recruitment through graduation by engaging all members of the Northeastern community, 1.2 increase retention and graduation rates and implement high-impact practice for all students.* We are proud of the excellent external program review the department received. The review highlights the many strengths of our department including curricular currency, high levels of student satisfaction, active faculty research agenda and output, steady number of new graduate students with a large number of international applicants from the Middle East. The review shows that we are actively supporting NEIU's Strategic Plan Goal 1.

Also in line with Strategic Goal 1, we continue to graduate a large number of MA students (23). This year nine of our MA graduates were accepted to begin Linguistics PhD programs at various universities, including at University of Michigan, Georgetown University, University of Illinois at Urbana-Champaign, Newcastle University, UK. Three of the nine students also received full fellowships or assistantships.

*Goal 2. Academic Excellence and Innovation: Implement and support curricular and pedagogical best practices aligned with the mission of the institution, student needs, the standards of the disciplines, and career and civic engagement opportunities.* As part of our curriculum review, in order to make our course offerings current and vibrant, and to "support curricular and pedagogical best practices aligned with the mission of the institution" we proposed three new undergraduate courses and revised the descriptions and prerequisites for 10 other undergrad and grad courses. Additionally, we reviewed and revised the core curriculum for both the Minor and the MA in Linguistics to better reflect student interest and needs.

*2.7 Integrate culturally relevant pedagogy and content throughout the curriculum, 3.5 Encourage and support programs and research that focus on contemporary urban issues, 4 Exemplary Faculty and Staff: Invest in and support faculty and staff to foster a nationally recognized urban university, 4.1 Intentionally recruit and retain faculty and staff who understand and support Northeastern's mission and the students we serve.* Much of the research conducted by the Linguistic faculty focuses on

contemporary urban issues with special attention to immigration and language/cultural contact and change. This research has direct application to our courses and is continuously integrated into the curriculum. Faculty continue to stay active with research, with 10 conference presentations at refereed local, national and international conferences, two book chapters, one article and one poster presentation. Of these, nine focus on immigration, maintenance of heritage languages and cultures in and outside of the classroom, the relationship between language and identity, effects of globalization on language and educational policy. The jewel in our crown this year is Dr. Kaplan-Weinger's and former NEIU Linguistics graduate Dr. Char Ullman book titled *Methods for the ethnography of communication: Language in use in schools and communities*.

Further, our April 2015 external review notes that students in our program are very enthusiastic about the program and the faculty, and are clearly aware of the strengths of the faculty; they recognize their individual areas of expertise and how they complement each other. They also recognize and appreciate the advantages they receive through the mentoring of the faculty which leads them to both academic and work opportunities. Student research also contributes to the university goal of producing research projects on contemporary urban issues, as many M.A. theses focus on minority populations in the Chicago area, examination of school curricula and practices, and multilingualism.

Finally, our new tenure track faculty has a multidisciplinary approach with a strong interest in community support as evidenced by the recognition he's received from the Language Conservancy. He was invited to join in their efforts to document and protect endangered languages, in this case the American Indian language, Crow. The mission of The Language Conservancy, Bloomington, Illinois, is to help various Native American tribes maintain their languages through development of teaching materials for children and adults, and of online apps such as dictionaries.

## **I. Assessment**

The Department's external review was completed in April 2015. Seven primary goals exist for the Linguistics Program: 1.) to introduce students to the nature and structure of language; 2.) to teach the principles and methods of linguistic study; 3.) to provide students with the tools to look at language as a part of culture; 4.) to foster an appreciation of the role of language as a medium of intercultural understanding; 5.) to foster an understanding of how language functions in relation to the society and culture of which it is a part; 6.) to teach the application of linguistic theory to language teaching; and 7.) to attain the knowledge of language and language use necessary for careers in language teaching and other language-centered careers such as curriculum development, speech pathology, forensic linguistics, computational linguistics, etc.

We are pleased that the external review confirmed that our program has been able to meet all these goals and found our program to be "a vibrant, successful program which prepares students for both academic careers and professions outside of academia. Although the M.A. program is the priority of the department, the undergraduate minor and course offerings are integral to the mission of NEIU and underlie the development

of the program as a whole.” The review also noted that the linguistics M.A. program a strong theoretical base while also offering “coursework which provides students the opportunity to apply their knowledge of linguistics to topics such as language multilingualism, sociolinguistics, psycholinguistics, discourse analysis and language acquisition. The program objectives are clearly tied to particular coursework and there is a focus throughout on the development of analytic and critical thinking skills as well as the learning of methodological tools in linguistics.

The report further noted that our minor “offers a solid foundation in Linguistics,” and that the curriculum (both graduate and undergraduate) is “quite comprehensive and impressive” and that our FYE general education courses “contribute to the goals of the university in incorporating diversity into the curriculum....The Department of Linguistics offers the students in its own programs, as well as the general student body, quality instruction which encompasses theory and its real-life applications.”

## **II. Program Plan**

### **A. Long term goals**

In accordance with Strategic action step 2.1, *Develop a Statement of Objectives for the master’s degree, and explore adding the doctoral degree to the academic portfolio*, and the provost’s encouragement to propose a PhD degree in linguistics, the department’s short-term goal is to explore the possibilities, outcomes and benefits to students and the university of developing a PhD in Linguistics. The long term goal, based on the results of our exploration, would be to actually develop and implement a PhD program to begin in about 5 years. The first step towards this end is to shore up our MA program by adding needed faculty and staff.

### **B. Projected needs**

1. *Faculty*- As a result of the external review, and the provost’s encouragement to propose a PhD degree in linguistics, we see an immediate need for one more full-time faculty to support core curriculum teaching, with expertise in one of two interdisciplinary work-force need areas: speech pathology or computational linguistics. At this time, five of 9 required courses are taught by one faculty.

2. *Equipment*—Two desk top computers to be placed in a dedicated linguistics area (such as an office-lab space) for students to learn to use various on-line resources to conduct corpora searches, reaction-time experiments, spectrographic programs to record and research sound values.

3. *Other Resources*—We are in serious need of a full time administrative assistant to serve our large graduate student body better, to help grow our program through recruitment planning and implementation, more resources to engage more students as graduate assistants, more merit tuition scholarships to be distributed across our many achieved and accomplishing students, dedicated office-lab-lounge-library space for students and faculty to gather in an informal but departmental atmosphere to talk about research, to conduct research that involves community or NEIU participants,

### **III. Accomplishments**

#### **1. Books**

**Kaplan-Weinger, J. & Ullman, C.** (2014) *Methods for the ethnography of communication: Language in use in schools and communities*. London: Routledge.

#### **2. Book Chapters**

**Hallett, R.W.** (2015) Parodying heritage tourism. *Encounters with the past: Heritage and popular culture*, ed. by Mike Robinson and Helaine Silverman. New York: Springer, 149-163.

Silverman, H., & **Hallett, R.W.** (2015). Cultural heritage under the gaze of national tourism marketing campaigns. *A companion to heritage studies*, ed. by William Logan, Máiréad Nic Craith, and Ullrich Kockel. Malden, MA: Wiley Blackwell, 176-188.

#### **3. Articles and Abstracts**

##### **3.1. Articles**

**Hallett, J.** (2015) Contexts for student African-American English use in the classroom. *Critical Inquiry in Language Studies* 12:1, 1-26.

##### **3.3. Book Reviews**

**Hallett, J.** (2014). Review of Julia Berenike Herrmann's (2013) *Metaphor in academic discourse: Linguistic forms, conceptual structures, communicative functions and cognitive representations*. *Linguist List* 25, 3614. (<http://linguistlist.org/issues/25/25-3614.html>)

#### **4. Conference Presentations**

##### **4.1. Refereed International Conference Presentations**

**Hallett, J., & Hallett, R.W.** (2015). Linguistic parody of heteroglossic community in Chicago. International Society for Language Studies (ISLS) Conference, Albuquerque, NM (June 18-20).

**Hallett, J., & Hallett, R.W.** (2014). "Just a regular guy": Dialect variation and parodic stylization on Chicago radio. Forty-Third New Ways of Analyzing Variation (NWAV 43) Conference, Chicago, IL (October 23-26).

**Hallett, R.W.** (2014). "The language of the globalizing Indian economy": English in Indian tourism. Multidisciplinary Approaches in Language Policy and Planning Conference. Calgary, Canada (September 4-6).

**Hallett, R.W.** (2014). "A linguist's paradise": Language(s) and the touristic economy of India. Twenty-third World Congress of the International Political Science Association (IPSA), Montréal, Canada (July 19-24).

**Mahootian, S.** (2014) “Immigration, language contact and linguistic hybridity”. 1<sup>st</sup> International Conference on the Sociolinguistics of Immigration, Rapallo, Italy (September 25-28).

#### **4.2. Refereed National Conference Presentations**

**Gebhardt, L and Langston, S.** (2015). “The Distribution of Functional Material in Crow Noun Phrases”. 35th Annual Siouan and Caddoan Languages Conference, Marksville, Louisiana (June 14).

#### **4.3. Refereed Regional Conference Presentations**

**Hallett, J., & Hallett, R.W.** (2014). “Da tree hunnert”: Linguistic parody on Chicago radio. Midwest Popular Culture Association and Midwest American Culture Association Annual Conference, Indianapolis, IN (October 3-5).

**Hallett, R.W., & Mahootian, S.** (2014). Fifty shades of grief: A case study of Middle Eastern and (American) Midwestern expressions of condolence. Midwest Popular Culture Association and Midwest American Culture Association Annual Conference, Indianapolis, IN (October 3-5).

#### **4.4. Refereed Local Conference Presentations**

**Gebhardt, L.** (2014). The frequency of determiner elements in Crow noun phrases. NEIU Fifth Annual Research and Creative Activities Symposium, Chicago, IL (November 14).

**Mahootian, S.** (2014). Language choice, codeswitching and Latin@ identity. NEIU Fifth Annual Research and Creative Activities Symposium, Chicago, IL (November 14).

#### **4.5. Invited Presentations**

**Mahootian, S.** (2015) Immigration and language change. Department of Linguistics, University of Texas-Austin, Austin, Texas (April 16).

#### **4.6. Conference Posters**

Brokamp, R.; Miranda, C.; Muñoz, E.; Trujillo, E.; Viveros, N.; Wahdan, I.; **Stockburger, I.; & Kaplan-Weinger, J.** (2014). Latin@ in Chicago: Constructing ethnic identities in research interviews. New Ways of Analyzing Variation (NWAV) Conference, Chicago, IL (October 30-November 2).

### **5. Service**

#### **International Service**

L. **Gebhardt** provided six manuscript reviews for the journal *Lingua*.

R.W. **Hallett** reviewed the revision of a manuscript for the *International Journal of Corpus Linguistics* and another manuscript for the journal *Ibérica*.

**S. Mahootian** reviewed three manuscripts for the *Journal of Multilingual and Multicultural Development* (Taylor & Francis Publishers). (Sept 2014 – May 2015)

**S. Mahootian** reviewed manuscript for *Language Sciences* (Elsevier Publishers).

### **National Service**

**R.W. Hallett** served as a panelist for the 2015 National Security Education Program (NSEP) David L. Boren Scholarship competition and proctored a US Constitution exam and a Wyoming constitution exam for a recent graduate of the MA Program in Linguistics.

**R.W. Hallett** served as a board member of the Chicago Fulbright Association.

### **Local Service**

**J. Kaplan-Weinger** served as a volunteer ESL teacher for the Palmer School Parents ESL Program at the John M. Palmer Elementary School at 5051 North Kenneth Avenue, Chicago, IL 60630. She has also inspired and led many Linguistics graduate students to volunteer and teach these classes. The school, the parents and the community have been very appreciative of Dr. Kaplan-Weinger's and her students' efforts.

**J. Kaplan-Weinger** served as docent at the Illinois Holocaust Museum and Education Center, leading visitors from middle schools, high schools, colleges, and the community through the museum, teaching them the political and social history of the Holocaust.

### **B. Student Achievements**

#### **1. Presentations, conference papers, symposium participation, publications.**

**Alamri, Sarah** (2015). Saudi Arabic-English codeswitching: Morpho-syntactic analysis. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Alamri, Sarah** (2014). Arabic-English codeswitching: Structural constraints. Fifteenth Meeting of the Texas Linguistic Society, Austin, TX (October 24-26).

**Alasasleh, Majed A.** (2015). A case study of the lexical acquisition for an Arabic-speaking graduate student in the US. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Alatawi, Ehsan** (2015). Early lexical development and factors that affect it: Evidence from Arabic-English speaking children. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Albasiri, Enas A.** (2014). A study of a student's law club community: An analysis of linguistic relativity and linguistic determinism. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).



**Aljomaa**, Soha (2015). Arab celebrities codeswitching: Structure and function. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Almohissen**, Ahlam M. (2014). Saudis' identity and ideology in comics. Midwest Popular Culture Association and Midwest American Culture Association Annual Conference, Indianapolis, IN (October 3-5).

**Al Musallam**, Abdullah (2015). Taboos and euphemisms in Chicago Pakistani community. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Bagies**, Arej (2014). A reflection of Anas's identity and ideology as an African journalist. Conference of the American Pragmatics Association (AMPRA), Los Angeles, CA (October 17-19).

**Bakula**, Pegi (2014). Language contact in the Slovenian Littoral. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Baldwin**, Patrick M. (2015). The perceptions and comprehension of high school students in a non-native English speaking taught online classroom. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Bonais**, Rawan (2015). The phenomenon of Arabizi on Twitter and Instagram among Saudi users. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Borawski**, George H. (2015). Shaped truth: An exploration of domestic media. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Brokamp**, Ryan; **Miranda**, Consuelo; **Muñoz**, Elvis; **Trujillo**, Eduardo; **Viveros**, Natalie; **Wahdan**, Islam; Stockburger, I., & Kaplan-Weinger, J. (2014). Latin@ in Chicago: Constructing ethnic identities in research interviews (poster). New Ways of Analyzing Variation (NWAV) Conference, Chicago, IL (October 30-November 2).

**Gordon**, Zach, & Sosa, Erica (2015). Pray what you mean: Balancing integrity of belief and continuity of tradition in a secular humanistic Jewish congregation. Religion und Sprache/Religion and language, ed. by Marietta Calderón and Georg Marko. Berlin: Peter Lang, 119-138.

**Jones**, James L. (2015). Linguistics and the statistical analysis of tone: Examples from Mandarin Chinese and its tones, examples from Spanish and from English, which are not tone languages, and some Mandarin Chinese tongue twisters. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Kopczak, Michael** (2015). Analysis of Surzhyk speakers within the online sphere: An ethnography of communication. Georgetown University Graduate Student Conference, Washington, DC (February 27-28).

**Major, James** (2015). American Name Society Annual Conference. Portland, OR. James received a Student Travel Award from the NEIU Foundation's Leader Fund to present his research at this conference.

**Major, James** (2014). Japanese etiquette and honorifics as established through video game translations. Midwest Popular Culture Association and Midwest American Culture Association Conference, Indianapolis, IN (October 3-5).

**Quinby, Connor** (2015). YOLO: The evolution of swagged-out language. Popular Culture Association/American Cultural Association Conference, New Orleans, LA (April 1-4).

**Rojchanapradist, Sukruthai** (2015). How do f\*\*\*ing swear words in different d\*\*n languages impact the emotions of bilinguals? Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Salgado, Jr., Herman** (2015). Analyzing the practice of the psychological strategist: The psychological strategy of building or restoring an empire. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Schott, Steve** (2015). How Spanish 101 students may be dooming themselves to low proficiency and how educators can help. Popular Culture Association/American Cultural Association Conference, New Orleans, LA (April 1-4).

**Sipes, Peter** (2015). The pleasure of growing old. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

**Treutler, Amanda** (2015). Binomial pair usage and its connection to gender equality. Twenty-third Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL (April 17).

## **2. Acceptance to graduate or professional school; other honors/scholarships/awards**

**Sarah Alamry**, MA LING, May 2015. Accepted at U of Wisconsin, Milwaukee, George Mason University, and Georgetown University, to start at George Mason, Fall 2015

**Emad Alansary**, MA LING May 2014. Accepted at University of Michigan, University of Manitoba, University of Calgary, and Ottawa University, to start Fall 2015 in the Linguistics Department in Manitoba with a full four-year assistantship.

**Amal El-Haiemur**, MA LING, May 2014. Accepted at U of Wisconsin, Milwaukee, to start Fall 2015.

**Rawan Bonais**, MA LING, May 2015. Accepted at University of Michigan, Dept of Linguistics, with a full four-year assistantship, to start Fall 2015.

**Pegi Bakula**, MA LING, May 2015. Accepted at University of Newcastle, Australia, Dept of Linguistics, to start Fall 2015.

**Jaber Harthi**, MA LING, Su 2014. Accepted at Arizona State University, Dept of Linguistics, to start Fall 2015.

### **C. Alumni News**

**Metab Alhoody** MA, LING 2013 has begun a Ph.D. program in sociolinguistics at Newcastle University, UK, as of fall 2014.

**Roderick Clare**, MA LING, May 2013. Accepted at Purdue University, Dept of Linguistics to start Fall 2015 with a four-year fellowship and a Dean's incentive

**Jamrozik**, Diana (MA Linguistics, 2013) presented a paper titled "Overlaps and interruptions in American Sign Language discourse" at the Fourth Annual Meeting of the Language and Social Interaction (LANSI) Working Group in New York, NY in October 2014. She is an associate professor of American Sign Language (ASL)-English Interpretation at Columbia College.

**Lewandowski**, Andrzej (MA Linguistics, 2012) was awarded the Master of Polish Orthography by the Polish Teachers Association in America, under the patronage of the Consulate General of the Republic of Poland in Chicago in November 2014.

**Dawn (Riggins) Navejas**, MA LING May 2013, Accepted at University of Illinois, Champagne-Urbana, University of Illinois-Chicago, to start PhD in Spanish Linguistics, Fall 2015.

**Sipes**, Peter (MA Linguistics 2015). Hired full time by Casper Classical Academy to be one of two Latin teachers in Casper, Wy.

**Ullman**, Char (MA Linguistics, 1993) co-authored *Methods for the ethnography of communication: Language in use in schools and communities*, which was published by Routledge in 2015.

**Worrick**, Amber (MA Linguistics, 2013) teaches linguistics and English grammar at Universidad SEK in Santiago, Chile. She is also currently working on the Englization Project with General Electric and Harvard Business School.

# MATHEMATICS

## **Annual Report 2014-2015**

**Submitted by Lidia Filus**

### **Executive Summary**

#### **Student Successes:**

The Department of Mathematics takes pride in the ongoing accomplishments of its students. Some are co-authors of research articles and co-presenters of research results at conferences and seminars. This year we are happy to report that some of our students were admitted into the PhD Programs at Brown University, Northwestern University, and the University of Michigan.

Overall during the academic year 2014- 15 we graduated 23 majors and 7 with a Master degree. Also during the Fall 2014 and Spring 2015 semesters, the department provided 110 sections at the 100-level (2,138 students), 25 sections at the 200-level (322 students), 21 sections at the 300-level (334 students), and 7 sections at the 400-(graduate) level (67 students). This gives a grand total of 163 sections serving 2,861 students.

#### **Academic Excellence and Innovations:**

This year Professors Hibdon, Filus, and O'Hara organized two workshops on Mathematical and Statistical Modeling of Complex Systems. They were designed to provide participants with hands-on experience in interdisciplinary quantitative analysis. The first took place on December 12-13, 2014, and focused on Mathematical and Statistical Modeling with Applications in Economics, and Social & Health Sciences. The second was focused on topics including Financial Modeling, Biological Modeling, and Statistics Models. This took place on May 1-2, 2015. Both were very successful with over twenty students participating in each workshop, and with speakers coming from Arizona State University, the University of Chicago, Allstate Corporation, PCTEL, St. Jude Children's Research Hospital, University of Illinois, the Warsaw School of Economics, and NEIU.

Our Seminars provided a stimulating forum for faculty and students for discussion and exchange of ideas on research in different areas of mathematics, their applications, and interdisciplinary research. Often we had the opportunity to have talks by visiting scholars from abroad such as "Exotic options in corporate risk management" and "Hedge funds as alternative investments" by Izabela Pruchnicka-Grabias from Warsaw School of Economics.

The new minor in *Mathematical and Statistical Modeling of Complex Systems* was approved in 2014/15. This applied mathematics minor program is designed to better prepare students for careers in quantitative methodology for complex systems with applications primarily in healthcare, financial, and social science fields. We are happy to note that this minor has now become firmly established in the department, with Dr. **Joseph Hibdon** serving as advisor to this program.

Important innovations have been implemented by Profs **Cordell, Bird, and Hibdon** with EMERGE – the Summer Bridge Program in Math which was launched in July 2014. The summer 2014 program started with 80 students and ended with 79 retaking the math placement exam. It turned out to be a huge success. Of the 79 who took the exam, 58 moved up at least one level. Overall, we had a 73% success rate! On average, students improved 1 1/4 levels. The number of students who increased 1 level, 2 levels, 3 levels, and 4 levels were the following:

*Increased 1 level:* 29 of 79 students moved up one level (37%).

*Increased 2 levels:* 18 of 79 students moved up two levels (23%).

*Increased 3 levels:* 10 of 79 students moved up three levels (13%).

*Increased 4 levels:* 1 of 79 students moved up four levels (1%).

The department organized this year a department Open House in Fall 2014.

ACCUPLACER has been implemented in summer 2014 and is now used for the Math Placement Test.

And last but not least, piloting of a stretch course Math 101 Basic Mathematical Reasoning was implemented at El Centro campus.

All of this attests to the Academic Excellence of our program.

### **Exemplary Faculty:**

Building on the work done in previous years, faculty members have distinguished themselves in teaching, research, and service. They continued to excel in their research and publication activities. Their conference presentations and publications are impressive, as shown by the acceptance of the paper by Brommel Distinguished Professor Zeng entitled "The numerical factorization of polynomials" in the Journal of the Society for the Foundation of Computational Mathematics, one of the prominent journals in the field. Overall, during the 2014-2015 Academic Year, faculty have published one book chapter (Filus), six journal articles (Cofer 1, Cordell 2, Filus 2, O'Hara 1). Also, nine faculty members presented invited and/or contributed talks for a total of fourteen national and international conferences as well as local seminars and events (Bird 5, Cofer 1, Cordell 9, Filus 2, Haidau 1, Hibdon 5, Polyashuk 2, Turian 1, Zeng 2). All of this attests to the high quality of their research and dedication to NEIU. We are very proud of our research accomplishments.

The faculty have also been very successful in acquiring grants.

We are also happy to welcome Dr. Shan Wang who was hired for a new tenure track position this year. We are looking forward for her contributions to our programs, especially in the area of statistics.

**Urban and International Leadership:**

Faculty members have contributed to urban and international endeavors:

Prof. Filus is currently serving on two editorial boards and is a reviewer for two academic journals. She was a member of the scientific committee of the International Conference on Risk Analysis in 2015 in Barcelona, Spain. She is also the President of the Chicago Chapter of Kosciuszko Foundation and member of its National Advisory Council. She is President of the Council of Educators in Polonia.

Prof. Hibdon is an advisor to the NEIU SACNAS chapter. He was the organizer and presenter at the Chicago SACNAS Mini-Symposium at Northwestern University, 2015. He was an Invited Panelist at STEM Northwestern Alumni Panel, 2015, was involved in SENCER Regional Meeting at NEIU, 2015 and the Chicago Symposium in Mathematics at NEIU, 2015. He received outside funding for participation in Mathematical Problems in Industry, University of Delaware, July 2015

Prof. O'Hara served on the board of the International Association of Relativistic Dynamics. He also conducted an informal monthly gathering on Religion and Science with a group of graduate students from the University of Chicago.

**Enhanced Operations:**

Finally, we would like to thank Penny Sawczak and Ann Sleeva for all their work in maintaining the smooth running of the department each day. Without them it would not be possible to function.

**I. Assessment**

In this past year of assessment we decided to assess our students' knowledge of the discipline and practice of advanced mathematics (goal B). We did this by reviewing our students' performance on the Illinois State Content Area exam. The state board of education requires all accredited mathematics secondary teacher licensure programs to maintain an overall pass rate of 80%. In the last cycle, our overall pass rate was 72%, requiring us to review the content of our majors' courses and the performance of our students enrolled in those courses. We compared our course content to that covered in the state exam and found that our coverage was consistent with the exam requirements. However, we also found that a number of low-performing students who go on to take the State Content Exam, engage in an enrollment, withdrawal, failure cycle in our majors' courses until they eventually pass the course. This suggests that while our curriculum does develop the practice and discipline standards of mathematics in our majors' courses (goal B), many of our lowest-performing majors do not meet that goal sufficiently to pass the state exam.

In addition, we found that while 72% of our exam-takers met or exceeded our expectations for performance overall, many failed to achieve a benchmark score (240) in Probability and Statistics (subarea 5). In the next year, we will discuss changes to our curriculum and program as well as the early identification and support of struggling majors. While we will be strengthening all aspects of our majors' program in relation to discipline and practice (goal B), we will focus additional attention on Probability and Statistics.

## **II. Program Plan**

### **A. Long term goals**

\* Provide quality and innovative education in mathematics and related fields addressing the current job market and community needs.

\* Become a center for students' success in mathematics.

\* Cooperate with other departments to develop interdisciplinary programs in highly demanding areas such as actuarial, analytics, and other areas which require analytical skills.

\* Cooperate with other departments in developing innovative programs for teachers.

### **B. Projected needs**

#### *1. Faculty*

Two new tenured line positions to support, enhance, and develop academic excellence and innovative programs offered by the department.

#### *2. Equipment*

We have an urgent need to replace our worn out copier in the department. Also, more up-to-date computer equipment for instructors is needed.

#### *3. Other Resources*

Create a designated space to hold all support programs and activities sponsored by the Math Department. With a designated, welcoming, and collaborative space, the Mathematics Department will be able to more effectively support NEIU students' success in mathematics at all levels.

## **III. Accomplishments**

### **1. Book Chapters, Regional Exhibitions and Performances**

Jerzy K. Filus and **Lidia Z. Filus**, "FF-Type Multivariate Models in an Enforced Regression Paradigm" in *Theory and Practice of Risk Assessment*, Springer Proceedings in Mathematics & Statistics, Volume 136, pp 399-412, 2015

### **2. Articles and Abstracts, Local Exhibitions and Performances**

**Tanya Cofer**, “Mathematical Explanatory Strategies Employed by Prospective Secondary Teachers”, Springer’s *International Journal of Research in Undergraduate Mathematics Education*, Volume 1, Issue 1, pp 63-90, April 2015

Jerzy K. Filus and **Lidia Z. Filus**, “Parameter Dependence as ‘Weak Transformation; Method of Construction of Multivariate Probability Densities”, *Biometrie und Medizinische Informatik Greifswalder Seminarberichte*, Heft 23 *Statistical and Biometrical Challenges, Theory and Applications*, pp 133-147, 2014

Jerzy K. Filus and **Lidia Z. Filus**, “Parameter Dependence in Stochastic Modeling – Multivariate Distributions”, *Applied Mathematics*, Vol.5, No. 6, pp 928-940, 2014

**Paul O’ Hara**, Lamberto Rondoni, “Brownian Motion in Minkowski Space”, *Entropy*, Vol. 17, Issue 6, pp 3581-3593, 2015

**Sarah Oppland-Cordell**, “Urban Latina/o undergraduate students’ negotiations of identities and participation in an Emerging Scholars Calculus I workshop”, *Journal of Urban Mathematics Education*, 7, 1, 19-54, 2014

**Sarah Oppland-Cordell**, D. Roskamm, R. Bilyk, R. Echevarria, & N. Allen, “Peer leaders’ perspectives of their involvement in a mathematics enrichment workshop program: A comparison of motivations and outcomes”, Conference Proceedings of the Peer-Led Team Learning International Society, May 29-31, 2014, California State University at Dominguez Hills, [www.pltlis.org](http://www.pltlis.org); ISSN 2329-2113, 2014

### **3. Conference Presentations, Group Shows**

**Katherine Bird, Sarah Cordell and Joseph Hibdon**, "The Math Component of The Emerge Summer Program: Supporting Incoming Freshmen in Math Development Coursework, presentation at Faculty Research Symposium, Northwestern University, Evanston, IL, 2014

**Brake, A. & Oppland-Cordell, S.**, “Attuned teaching across transitions: Creating high school and college teaching and learning environments that strengthen freshman relationships, identities and abilities”, presented at the College of Arts and Science’s First Tuesdays Brown Bag Series, Northeastern Illinois University, Chicago, IL, March 2015

**Katherine Bird, Sarah Cordell and Joseph Hibdon**, "The Math Component of The Emerge Summer Program: Supporting Incoming Freshmen in Math Development Coursework," 9<sup>th</sup> Annual iMathination Conference, St. Charles, IL, January 12, 2015

**Tanya Cofer** and Christy Parsetich “Better Practices...Better Students: Implementing Common Core and Math Practice Standards”, Presentation at the Spring 2015 NGEMS Faculty Retreat, Chicago, May 6, 2015



**Lidia Filus**, “Stress Dependent Life-time Probability Distributions – The “Enforced Regression” Framework”, lecture at Mathematics Seminar, Universidad Tecnica Federico Santa Maria, Valparaiso, Chile April 21, 2015

Jerzy K. Filus and **Lidia Z. Filus**, “Construction of Conditional Probability Densities as Enforced Regression”, invited session presentation at International Conference on Risk Analysis, ICRA 6/RISK 2015, Barcelona, Spain, May 26 - 29, 2015

**Cristina Haidau**, “The Claims of Analytics and the Analytics of Claims”, presentation at International Conference on Risk Analysis, ICRA 6/RISK 2015, Barcelona, Spain, May 26 - 29, 2015

Keelen, F., Armour, J. & **Oppland-Cordell, S.**, “Summer Enrichment Programs”, Open House, Northeastern Illinois University, Chicago, IL, October 2014

Muntz, E., Sanchez, A., Stilling, P., Echevarria, R., Hughes, A., **Oppland-Cordell, S., Hibdon, J. & Bird, K.**, “Underrepresented STEM Majors’ Perspectives of Experiences Supporting their Mathematical Success”, SACNAS National Conference, Los Angeles, CA, October 2014

Muntz, E., Sanchez, A., Stilling, P., Echevarria, R., Hughes, A., **Oppland-Cordell, S., Hibdon, J. & Bird, K.**, “Underrepresented Science and Mathematics Majors’ Perspectives of Experiences Supporting their Mathematical Success”, SCSE 6th Annual Research Symposium, Northeastern Illinois University, Chicago, IL, September 2014

**Oppland-Cordell, S., Hibdon, J. E., Jr., Bird, K., & Ranney, S.**, “The math component of the EMERGE summer program: Supporting incoming freshmen in math development coursework”, 5th Annual Faculty Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL, November 2014

**Sarah Oppland-Cordell**, “Identity, Social Justice, and Mathematics”, New Student Recruitment Event, Northeastern Illinois University, Chicago, IL, March 2015

**Marina Polyashuk**, "Armchair Baseball Manager: Exploring Baseball Strategies", invited paper presentation at Annual INFORMS meeting, San Francisco, CA, November 2014

**Marina Polyashuk**, "Ratings, Rankings, Evaluations, and Grades: Models and Applications", presentation at 5th Workshop on Mathematical and Statistical Modeling of Complex Systems, NEIU, Dec 2014.

**Emma Turian**, “Stability analysis of a tumor's interface using the elastic energy”, presentation at International Conference on Risk Analysis, ICRA 6/RISK 2015, Barcelona, Spain, May 26 - 29, 2015

**Zhonggang Zeng**, “Subspace Strategies in Matrix Computation”, presentation at NEIU Faculty Research Symposium (November 14, 2014)

**Zhonggang Zeng**, “Computing a defective eigenvalue using perturbed matrix data”, invited talk at AMS Regional Meeting in East Lansing, Michigan, (March 14, 2015)

#### **4. Funded grants**

**Sarah Cordell** and **Joe Hibdon**, Program Advisors, NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences, NIH Minority Access to Research Center (MARC) grant, \$1,500,000 (2014-2018)

**Sarah Cordell**, Principle Investigator, Underrepresented STEM undergraduate and graduate students’ perspectives of experiences supporting their mathematical success, Student Center for Science Engagement and U.S. Department of Education, \$4,900, 2014

**Sarah Cordell**, Faculty Coordinator for Emerging Scholars Program (ESP) Mathematics Workshops, Enhancing Career Opportunities in Biomedical and Environmental Health Sciences at an Urban Hispanic Serving Institution: An HSI STEM and Articulation Initiative, U.S. Department of Education; \$4,345,618 (2011-2016)

**Lidia Filus**, co-Principal Investigator and **Joseph Hibdon**, Mathematics Curriculum Development, project title "*Peer Enhanced Experiential Research in STEM (PEERS)*", **National Science Foundation Grant under the Improving Undergraduate STEM Education (IUSE) program**; \$426,738 (2014-2017)

**Lidia Filus**, co-Leader of the Math Team; Math Workgroup members: **Katy Bird**, **Tanya Cofer**, **Sarah Cordell** and **Waleed Rehani**, NGEMS-*Next Generation Educator for Middle School: Refining STEM with Pedagogical Content and Literacy*, **Chicago Community Trust Strengthening Teacher and School Leader Preparation Planning Grant**; \$100,000 (20015)

#### **5. Service**

**Joe Hibdon**, Society for the Advancement of Chicanos and Native Americans (SACNAS) National Chapter Committee Board Member

**Lidia Filus** served on two editorial boards: the *Journal of Applied Mathematics and Computational Mechanics* and the *Universal Journal of Mathematics*. She also was a Member of the International Scientific Committee of the *International Conference on Risk Analysis, ICRA 6/RISK 2015*, Barcelona, Spain, May 26 - 29, 2015 and served as Chair of the conference sessions at this conference.

**Dr. Gwanyama** was nominated by the Dean of CAS and the Chair of the Department of Mathematics to participate and represent the NEIU Mathematics Department at the IBHE PARCC Postsecondary Educators' Judgment Study (of the PARCC Mathematics

Assessment). PARCC is the Partnership for Assessment of Readiness for College and Careers; representing a group of states working together to develop a set of assessments (K-12 based on the Common Core State Standards (CCSS) ) that measure whether students are on track to be successful in college and their careers. In judgment, the PARCC Postsecondary Mathematics Assessment as it is currently, is not recommended.

## **B. Student Achievements**

**1. Alejandro Sanchez** received the first graduate research assistantship to do research with **Joseph Hibdon**

**Carly Hall**, NEIU SCSE Summer Research with Shannon Saszik

**2. Acceptance to graduate or professional school**

The following students were admitted to PhD programs:

**Christopher Castro** at University of Michigan

**Ruben Echevarria** at Northwestern University

**Jenna Palmer** at Brown University

## **C. Alumni News**

**Maryam Khan** (B.A. '13 Mathematics) has received national attention as co-author of a study published in the journal [Public Library of Science](#). The study, which she participated in while she still was a student at Northeastern, showed that mass killings in the United States show patterns of occurrence.

# MATHEMATICS

## Assessment Report 2014-2015

Submitted by Tanya Cofer and Lidia Filus

### ASSESSMENT OF STUDENT LEARNING

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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## Cycle of Assessment

2015-2016: Goal C: **Appreciation of Mathematics as a Discipline and as a Tool**

2016-2017: Goal D: **Mathematical Communication**

2017-2018: Goal A: **Foundational Mathematical Knowledge**

2018-2019: Goal B: **Knowledge of the Discipline and Practices of Advanced Mathematics**

2019-2020: Goal E: **Integrative Goal, To Be Developed**

## Assessment of Program Goals and Learning Outcomes and Results

### A. Which goals were assessed this past year

Goal B: Knowledge of the Discipline and Practices of Advanced Mathematics

### B. How was goal attainment measured?

The tool we used the Illinois State Mathematics Content Area Test ([http://www.il.nesinc.com/IL\\_testinfo.asp?t=115](http://www.il.nesinc.com/IL_testinfo.asp?t=115))

It came to our attention that our pass rate for the 2014 academic year on the Content Area Test was 72%, which is lower than the Illinois State Board of Education's (ISBE) requirement of an 80% pass rate. As a consequence, the Mathematics Department decided to look at both the content of our majors' courses and the performance of our students in those courses. These courses concentrate on program goal B, which addresses the practice of mathematics as a discipline and the application of mathematical knowledge.

### C. Results from your measurement

Based on a sample of 18 majors in the Department of Mathematics (who had been admitted to the College of Education and had taken the 2014 Content Area Exam):

- a. 28% failed to reach criterion (overall score in subareas 1-5 below 240)
- b. 72% met criterion (overall score in subareas 1-5 was 240 or above)

### Feedback loop:

Upon analyzing the data, we noticed that: (1) those who failed to meet the required standard had failed in *at least four of the five* required content areas of the State Content Exam, and (2) even among those who passed the overall requirement, many students failed to meet the 240 benchmark in subarea 5: Probability and Statistics.

In response, the Department has reviewed the content test material, student final grades in the major's requirement courses, and the content exam results. We determined that the exam content is covered in our courses and that program goal B is well-addressed in

our major (see appendix 1), but that there are a number of students who take, withdraw, fail and repeat the courses multiple times before eventually passing the Mathematics Major courses. Potential remedies discussed included: (1) early identification and support, and (2) the feasibility and appropriateness of requiring the passing of the state exam as a condition of program completion.

Additionally, the Mathematics Department Undergraduate Committee is working on the development of an added class for students in the secondary program. This may take the form of a capstone course or a workshop course taken to help reinforce material and connections across content areas. Specific attention will be given to material related to that covered on the exam.

We plan to continue to work on the development and implementation of these ideas and to reassess as curricular and programmatic changes are made.

### **Executive summary of assessment results**

*A brief narrative summarizing I-V.*

In this past year of assessment, we decided to assess our students' knowledge of the discipline and practice of advanced mathematics (goal B). We did this by reviewing our students' performance on the Illinois State Content Area exam. The state board of education requires all accredited mathematics secondary teacher licensure programs to maintain an overall pass rate of 80%. In the last cycle, our overall pass rate was 72%, requiring us to review the content of our majors' courses and the performance of our students enrolled in those courses. We compared our course content to that covered in the state exam and found that our coverage was consistent with the exam requirements. However, we also found that a number of low-performing students who go on to take the State Content Exam engage in an enrollment, withdrawal, failure cycle in our majors' courses until they eventually pass the course. This suggests that while our curriculum does develop the practice and discipline standards of mathematics in our majors' courses (goal B), many of our lowest-performing majors do not meet that goal sufficiently to pass the state exam.

In addition, we found that while 72% of our exam-takers met or exceeded our expectations for performance overall, many failed to achieve a benchmark score (240) in Probability and Statistics (subarea 5). In the next year, we will discuss changes to our curriculum and program as well as the early identification and support of struggling majors. While we will be strengthening all aspects of our majors' program in relation to discipline and practice (Goal B), we will focus additional attention on Probability and Statistics.

# MATHEMATICS DEVELOPMENT

## Annual Report 2014-2015

### Submitted by Stevan Ranney

#### Executive Summary

The Mathematics Development enrollment for fall-spring 2014-2015 was **1,281** compared to 1,546 in 2013-2014. This represents a **17 %** decrease in enrollment from last year. Approximately 71 % of fall 2014 freshman required at least one developmental mathematics course, of which 58 % enrolled in the Fall semester. This statistic was calculated after completion of the 2014 EMERGE program; otherwise, the 71% number would have been at least 75%. It appears that 13% (93 students) of the Fall class needed a developmental course, but delayed taking it. Given all Fall semester classes were at capacity and a number of courses had been cancelled, one could conclude that many of those 93 students were unable to register for a developmental course.

Course success rates by semester (A–C, I grades) ranged from 59 % to 70 %. Success Rate is the ratio of students passing the course to total enrolled in the course at the 20 day point of the semester. Course retention rates ranged from 79 % to 93 %. Retention Rate is the ratio of students going to grade to total enrolled in the course at the 20 day point of the semester. During the past year, instructors have consistently reported there are more students neglecting their homework and more cases where students walk away from challenging academic situations. We do not see this in the Success and Retention Rates, but cannot discount these observations. Perhaps those that would have tried and failed in the past are simply cutting their losses early. With a peer leader program, combined with an early identification of struggling students, perhaps we can prevent some students from giving up and increase both Success and Retention Rates.

For this fiscal year, all students have been required to take the accuplacer-based NEIU Math Placement Test. It was used successfully during Summer 2014 by the STP and EMERGE programs to assess before and after effects of math instruction. Incoming students, however, are still being placed based on the higher of their ACT's or the NEIU Math Placement Test (MPT). A study needs to be done to assess the effectiveness of this policy versus one using the NEIU MPT only.

Though there have been some changes in instruction delivery in the classroom, the curriculum has been relatively stable. Most instructors are teaching in computer

classrooms. A few initiatives / decisions have been made during this fiscal year:

- A few of the Math 091 classes had peer leaders; the instructors reported more positive outcomes, though this has not been measured
- A few of the Math 092 classes had their curriculum changed to eliminate the first review unit, leaving four units (Spring 2015). More instruction was added to factoring and the complex numbers section was reduced. This allowed students more time to work on and comprehend the material
- A Math 101AB course, combining Math 091/092/113 was piloted with 9 students and an assigned tutor. It was a struggle due to the attitudes of a few students, but those problems quickly disappeared when Prof. Filus and I engaged the staff at El Centro.
- Sarah Cordell was assigned as the tenure-track professor to oversee curriculum development in our area
- An attempt was made to pilot the ALEKS program in a Math 092 class (Spring 2015), but was aborted due to lack of vendor support.

This summer (2015), we lost 3 full time faculty due to a resignation, a retirement and a death. In addition, the manager of the Math Lab (LSC) was terminated and the position was eliminated. None of these events were anticipated. We have recovered by using more adjuncts and borrowing staff from the College of Education and the Math Department. The Math Lab manager position will be filled half-time by an existing instructor from the Math Department.

We would like to improve our Success Rates for Math 091 and 092, which is reflected in our FY 2016 goals below:

- a) Improve Math 091 success by assigning student peer leaders to each classroom.
- b) Improve Math 092 success by using the 4 unit curriculum
- c) Provide early identification of struggling students to advisors
- d) Integrate the relevant sections of Math 091/092 into the Math 101 curriculum, measure it's success and identify the student target population for this course
- e) Review curriculum to ensure instruction is properly preparing students for successive math courses, and adjust where necessary
- f) Monitor and adjust the ACCUplacer Placement Testing Program and potentially revise rules for placement of incoming freshmen;
- g) Work with other departments to identify the math skills required for students to succeed in their areas, as it applies to Math Development;
- h) Develop an Intervention Strategy and Policy for students who are (chronically) repeating classes
- i) Establish a system of measurement that we can use to gauge the effects of curriculum and course delivery changes;
- j) Use that measurement system to identify variables that influence student success, then make adjustments to the program accordingly;

## I. Program Metrics and Trends: Traditional Assessment

### A. Enrollment Data

The following tables show the total enrollment for Math Development for the years 2008 through 2015.

**Table 1: Enrollment Data in Developmental Mathematics: Seven Year Trend**

<u>FY Year</u>	<u>Math 90</u>	<u>Math 91</u>	<u>Math 92</u>	<u>Total</u>	<u>Yr Chg%</u>	<u>2011%</u>
2008	437	845	1017	2299	--%	2%
2009	388	777	1020	2185	(5%)	(3%)
2010	408	750	1006	2164	(1%)	(4%)
2011	432	788	1025	2245	4%	--%
2012	189	644	1036	1869	(17%)	(17%)
2013	270	717	918	1905	2%	(15%)
2014	292	464	790	1546	(19%)	(31%)
2015	226	392	663	1281	(17%)	(43%)

### *Trend Analysis*

Enrollment was stable through 2011, then dropped 17% in 2012. In 2013, there was a 2% increase, followed by a huge 19% drop in 2014 and a 17% drop in 2015. Compared to 2011, our 2014 enrollment was 43% lower. Clearly, there is a recruiting / enrollment issue at NEIU that needs to be addressed. It could be from demographics (fewer high school graduates), a change in federal / state aid policies, or it could be from internal issues at NEIU. If all other universities in the Chicago area are experiencing similar enrollment issues, that would point to demographics. However, I do not have any data available that would point to any of these areas as a cause for the dramatic drops in enrollment.

### B. Student Retention & Success Rates in Course Work

**Table 1: Retention Rates in Developmental Mathematics**

Student retention rate equals the number of students who complete course to a letter grade of A, B, C, D, or F divided by the total number of students enrolled.

<u>Year</u>	<u>Math 090</u>	<u>Math 091</u>	<u>Math 092</u>
2008	82.0 %	84.0 %	81.0 %
2009	85.6 %	83.0 %	83.4 %
2010	88.5 %	84.4 %	83.5 %
2011	90.5 %	86.7 %	84.9 %
2012	85.7 %	85.7 %	86.4 %



2013	87.3 %	83.6 %	86.0 %
2014	87.0 %	85.6 %	89.0 %
<b>2015</b>	<b>91.6 %</b>	<b>91.6 %</b>	<b>92.5 %</b>

**Table 2: Success Rates in Developmental Mathematics**

Success equals a grade of A, B, C, or I. Success rate equals number of students successful divided total numbers of students enrolled.

<b>Year</b>	<b>Math 090</b>	<b>Math 091</b>	<b>Math 092</b>
2008	65.0 %	59.0 %	62.0 %
2009	67.8 %	62.4 %	67.4 %
2010	69.4 %	62.6 %	66.1 %
2011	69.4 %	60.9 %	60.0 %
2012	60.9 %	58.1 %	64.0%
2013	57.8 %	54.8 %	59.5 %
2014	64.0 %	62.1 %	62.3 %
<b>2015</b>	<b>69.9 %</b>	<b>64.5 %</b>	<b>61.8 %</b>

### **Trend Analysis**

Success rates reflect a trend that an increasing number of students need additional preparation. Mathematics Placement bands were modified for 2013-2014, which increased the percentage of students enrolled in Math 090 Elementary Algebra. The effect is evident in the success rates of Math 090 and 091, which increased significantly, in line with success levels of 4-5 years prior. This trend has continued into 2015.

Retention rates have increased, meaning there are fewer withdrawals than in past years. Part of this increase could be due to the more widespread awareness among students that Math Development courses have no college credit and do not influence their GPA.

Going forward, we need to identify retention and success based on our differences in grading policies, curriculum and instructional methods, such as test substitution, requiring instructional videos, etc.

## **II. University Strategic Planning: Action Steps for FY 2015**

### **Strategic Goal One: Student Success**

- 1.1 Our program continues to have an enrollment management plan that is based on strategic planning and trend analysis that is meeting student academic needs, enrollment demand, and maximizing university resources.
- 1.3 Raising undergraduate retention and graduation rates.
  - Continue to develop the curriculum and instructional resources for performance-

- based learning in mathematics. Further develop computer assisted instruction.
- Collaborate with the Mathematics Faculty on curriculum development.

### **Strategic Goal Two: Academic Excellence and Innovation**

- 2.3 The Mathematics Development Program continues to reflect current national best practices and initiatives in mathematics education. Continue the modular re-design of the curriculum and further broaden the instructional delivery with computer-based instruction.

Refine the ACCUplacer Testing Placement Program in FY 2016.

Work to develop an Instructional Intervention Strategy for Students Repeating Courses.

### **Strategic Goal Four: Exemplary Faculty and Staff**

- 4.5 Climate of scholarship, professional development. Continue to provide professional development experiences for faculty.

## **III. Accomplishments in 2014-2015**

Most (but not all) instructors teach in computer classrooms, where every seat is equipped with a desktop computer. This has allowed our instructors to try new methods for helping students achieve their math goals, such as partially flipping the classroom, having students do practice problems or part of their homework (online) during a portion of their class time and having students watch instructional video prior to attending lecture.

Math Development has been offering an online course (for 092), where students must come onto the campus for tests only. Until last fall, online students were allowed to use books and notes when testing. In Spring 2015, that practice was dropped and the success rate plummeted, with a number of students not attempting homework from the first unit. It is suspected that many of those who had enrolled and did not attempt any work were expecting open book / open note tests.

An instructor (this summer) used automated practice tests to encourage students to learn the material and prepare for tests, with surprisingly good results. This will be explored more during the next fiscal year. Another instructor encouraged students to work ahead and complete two courses (091 and 092) in one semester. However, unlike last year, this year, no students attempted to do so. Perhaps this is a reflection of the success of the EMERGE and STP programs, where fewer over-capable students are misplaced into Math 091.

Math placement has long been a sore point at NEIU. Placing students based on old math ACT scores has resulted in many students repeating courses, when they should

have been studying foundational mathematics. Given we now have one year of data, we should be able to compare Accuplacer-placed student success rates with ACT-placed student success rates and make placement recommendations based on that analysis.

**Program Improvement & Assessment**

One of the findings of the Final Review of the Program (completed in 2012) was that we were not doing “Program Assessment”. Mr. Blackburn posited the following questions, based on his attendance at a Program Assessment seminar:

What are our learning outcomes for students to prepare them for college mathematics?

How can we assess our students to determine if they have achieved these concepts, skills, and practices when they complete Math 092 Intermediate Algebra II?

Where have we been successful and what parts of our instructional program still require improvement in reaching learning outcomes for students completing Math 092?

Though the promised Program Assessment has not appeared, it is envisioned that, now that Dr. Sarah Cordell has been engaged as the tenured faculty overseeing the program, there will be a periodic Program Assessment process and deliverable.

**IV. Appendix: 2013-2014 & 2014-2015 Mathematics Development Grade Distributions**

	2013-2014					
	A	B	C	D	F	I
<b>Math 090</b>	20%	24%	20%	3%	20%	0%
<b>Math 091</b>	17%	20%	23%	5%	20%	2%
<b>Math 092</b>	14%	21%	27%	5%	22%	1%
	2014-2015					
	A	B	C	D	F	I
<b>Math 090</b>	25%	23%	22%	4%	18%	0%
<b>Math 091</b>	15%	21%	28%	7%	20%	0%
<b>Math 092</b>	18%	21%	23%	4%	26%	1%

# MUSIC AND DANCE

## **Annual Report 2014-2015**

### **Submitted by Travis Heath**

#### **Executive Summary**

The Department of Music and Dance Program continues its high profile position as a vital part of the cultural life of the university and the community. Working closely with the Office of Cultural Events, the Department sponsored over 150 concerts, workshops, and master classes last year. The Chicago Brass Festival, Ensemble Espanol Spanish Dance Theater, Ruth Page Dance Series, and the Chicago Clarinet Ensemble also presented concerts on campus, bringing high quality performance and positive media attention to Northeastern Illinois University.

The Department hosted a successful visit by its accrediting organization, the National Association of Schools of Music, and is working to complete its renewal of Full Accreditation.

Recruitment continues to be a primary goal. Having recently been awarded two Innovation Grants totaling \$80,000, the department has forged meaningful relationships with area schools (both Chicago Public and suburban High Schools) providing direct access to our Music Faculty through individual and group lessons, and concert demonstrations. The department maintained its local, state, and national recruitment efforts with representation at NEIU Open Houses, the Illinois Music Education Association Conference (IMEA) in Peoria, IL and participation at the Midwest Band and Orchestra Clinic.

The department continues to host its annual Festivals as highpoints of the year. The Chicago Brass Festival, under the artistic direction of Dr. Travis Heath, showcased the Axiom Brass and the Chicago Afro-Latin Jazz Ensemble. The Chicago Chamber Music Festival, under the artistic direction of Dr. Susan Tang, brought 30 students aging from 9<sup>th</sup> grade through college to campus for a week intensive camp. The Chicago Clarinet Ensemble, under the direction of Dr. Rose Sperrazza, hosted an ensemble competition and performances with Diana Haskil of the St. Louis Symphony Orchestra. Concert Dance Inc., under the direction of Dr. Venetia Stifler, gave performances at NEIU and at the Ravinia Festival. These high quality events strengthen our community ties and provide regional, national, and international recognition for NEIU.

Our faculty performed at international, national and local levels. Performances included Mr. Collin Anderson's performances as bassoonist in the Attacca Woodwind

Quintet; Mr. Brian Groner's performances as conductor of Fox Valley Symphony; Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago and Chicago Opera Theater; Dr. Travis Heath's performances with the Brass Roots Trio and Camerata Chicago, Dr. Rose Sperrazza's performances with Chicago Clarinet Ensemble and Dr. Venetia Stifler's choreography for CDI as Artistic and Executive director of Ruth Page Center for the Arts.

Academically, student large and small ensembles continued to grow in size and quality over the past year. The NEIU Wind Ensemble, jazz bands, sting orchestra, guitar ensembles, chorus, chamber singers, opera workshop, percussion ensemble, and Repertory Dance Ensemble gave fine performances in and around the NEIU campus. The Brass Ensemble, Jazz Combos, Guitar Ensembles and other ensembles continued to provide music for important events such as the NEIU Civil Service Awards, the College of Education Mentor's Reception, the NEIU Faculty Authors Event, Academic Recognition Ceremonies, and Fall and Spring Commencement Ceremonies.

## **I. Assessment**

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.

All 6 music programs were revised to meet NASM accreditation standards in 2009. The department continues to assess the effectiveness of these curricular changes and may modify the programs again after our Spring 2015 re-accreditation review by NASM.

### **1. Department of Music Program Goals**

Students will be able to:

- 1) Demonstrate knowledge and skills in the use of the basic vocabulary of music.
- 2) Demonstrates the processes and is ably to apply the knowledge and skills necessary to create and perform music.
- 3) Understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society.
- 4) Relate various types of music knowledge and skills within and across the arts.
- 5) Understands and is able to apply pedagogical knowledge and skills appropriate to the teaching of music, including issues of diversity, gender equity, and the needs of gifted students.

Assessments of departmental goals are embedded in program curricula through testing and evaluation of each component in each course.

Overall, authentic assessment is completed at the end of each semester through student juries. Each student performs on their instrument for the area faculty and are assessed by each faculty member, Students are given written feedback and a grade at the conclusion of the jury.

The areas targeted for improvement are Assessment of Disposition, Candidates' Impact on Student Learning and Lesson Planning Rubrics.

The Department of Music is currently developing a revised and more robust assessment program. The assessment program should be in place this year (2015-2016) with data reported in FY2017 annual report.

**ASSESSMENT OF MUSIC EDUCATION**

**I. Delivery mode:**

- a. Traditional (Face to face)  X
- b. Online (50% or more of program is offered online)
- c. Alternative route \_\_\_\_\_

List all campuses/ locations/ sites where this program is offered:

Campus/locations/sites	Candidates at location	Faculty at location
Main Campus	67	7

**II. Candidates' Information:**

Number of candidates admitted to educator preparation program and enrolled between Sept. 1, 2013 and August 30, 2014.

	Traditional	Online	Alternative
Number of candidates	4	0	0

Number of candidates who have completed the program between 9/01/2013 and 08/30/2014

	Traditional	Online	Alternative
Number of candidates	4		

**III. Faculty information:**

*(Program Faculty teaches teacher candidates in required courses for candidates' licensure area. Do not include faculty who teach pre-requisites for major/minor/general education courses. Clinical and pedagogical faculty should be reported in this report.)*

Total Number of program faculty: \_\_\_\_\_

	# of Full-time	# of Part-Time	# of Adjunct
Doctorate Degree	3		2
Master's degree			2
Bachelor's Degree			

	<b>Position/ Classification</b>	<b>Faculty name</b>	<b>Highest degree</b>	<b>What field</b>	<b>Campus</b>	<b>Qualifying, experience, expertise</b>	<b>Ethnicity, part time, or full time</b>
1		Christopher Owen	DMA	Vocal Music Ed, Choirs			
2		Collin Anderson	DMA	Woodwinds			
3		Lydia Snow	MA	General Music, Vocal Music Ed			
4		Rose Sperrazza	DMA	Woodwinds			
5		Shelley Gurin	DMA	Instrumental Music Education			
6		Tina Laughlin	MA	Music			
7		Travis Heath	DMA	Brass Methods			

Total number of program faculty: 7

Process used to determine exceptional expertise when hiring non-terminally degreed faculty and adjunct (500 character max).

Non-terminally degreed faculty and adjuncts must have an earned Masters degree [MM, MA, etc] from an accredited institution and prior experience in the subject areas taught.

**STATE TESTS**

**1. Program Content-Area Test (Test # 143)**

Check if no one took this test this reporting period: \_\_\_\_\_

Assessment type: Paper pencil	Traditional			Online			Alternative	
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013		2011-2012	2012-2013
Total Test	282	276	271					
Average sub-scores								
Listening Skills	281	273	281					
Music Theory	278	276	269					
Creating and P	270	289	280					
Music History and Culture	271	281	263					
Music Education	282	261	261					

Number of candidates who took: 6

Number of candidates who passed: 6 Pass Rate % (computer generated): 100

Number of candidates who did not pass on the first try: 0

**2. Assessment of Professional Teaching: APT (Test # 104)**

Assessment type: Paper pencil	Traditional			Online			Alternative		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Total Test	266	267	263						
Averages Sub scores									
1. Foundations, characteristics and assessment	269	263	265						
2. Planning and delivering instruction	284	271	275						
3. Managing the learning environment	265	260	265						



4. Collaboration, communication and professionalism	269	268	257						
5. Language arts	274	277	272						
6. Educational technology	269	261	243						
7. Constructed response Assignment	245	266	270						

Number of candidates who took: 4

Number of candidates who passed: 4 Pass Rate % (Computer generated):100

Number of candidates who did not pass on the first try: 0

1. Program Content-Area Test:

<b>Delivery Mode:</b>	<b>Assessment Result</b>	<b>Discussion of plan (500 character max)</b>
Pass rate	100%	
Traditional	237 (Sub score 3)	
Traditional	225 (Sub score 4)	
Traditional	221 (Sub score 6)	
Traditional	219 (Sub score 7)	

### **Program overall structure**

The NEIU Music Education program has two program emphasis leading to certification, K-12 Music Education: Vocal, and K-12 Music Education: Instrumental. Below you will find links to the following information: <http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/music-and-dance/programs/music-education-bm>

### **Course of Study for K-12 Music Education: Vocal**

[http://hub-prod.neiu.edu/sites/hub.neiu.edu/files/documents/sazivin/CurricularTables\\_BM-ED-VOCAL%20new-Public-revised%20Dec%202014.pdf](http://hub-prod.neiu.edu/sites/hub.neiu.edu/files/documents/sazivin/CurricularTables_BM-ED-VOCAL%20new-Public-revised%20Dec%202014.pdf)

#### **Course Sequence:**

[http://hub-stage.neiu.edu/sites/hub.neiu.edu/files/documents/ktvoigt/VocalMEdCurricular%20Map\\_06052014\\_o.pdf](http://hub-stage.neiu.edu/sites/hub.neiu.edu/files/documents/ktvoigt/VocalMEdCurricular%20Map_06052014_o.pdf)

### **Course of Study for K-12 Music Education: Instrumental**

[http://hub-stage.neiu.edu/sites/hub.neiu.edu/files/documents/ktvoigt/BAME\\_instrumental%20Curricular%20table%2006042014\\_o.pdf](http://hub-stage.neiu.edu/sites/hub.neiu.edu/files/documents/ktvoigt/BAME_instrumental%20Curricular%20table%2006042014_o.pdf)

**Course Sequence:** [http://hub-stage.neiu.edu/sites/hub.neiu.edu/files/documents/ktvoigt/InstMEdCurricular%20Map\\_06052014\\_o.pdf](http://hub-stage.neiu.edu/sites/hub.neiu.edu/files/documents/ktvoigt/InstMEdCurricular%20Map_06052014_o.pdf)

#### **Course Descriptions**

Descriptions of courses listed from page 303-312.

[http://www.neiu.edu/academics/sites/neiu.edu.academics/files/documents/2014/09/2014.2015%20catalog%20updated.FINAL\\_.pdf](http://www.neiu.edu/academics/sites/neiu.edu.academics/files/documents/2014/09/2014.2015%20catalog%20updated.FINAL_.pdf)

**List of Music Education Courses** some are cross listed or hosted within the Secondary Education Department

MUS-106 Orientation to Music Education, 1 cr. A broad view of Music Education in Public Schools K-12 is required of all Music Education majors; included are visits (10 hours) to all levels and areas and guests to discuss teaching music. This course is designed to help students decide whether Music Education K-12 is the appropriate career choice and what the total job entails.

MUS-342 World Music, 2 cr. A study of world music and various cultures as reflected in the arts, especially music; experiencing music through performance on ethnic instruments, listening to recordings of authentic music, as well as map study, and attendance at live performances.

MUS-391 WIP: Contemporary Music Education K-6, 3 cr. A study of philosophy, methods, materials, and assessment techniques suitable for developing music potential in elementary school-aged children. Special areas of focus include long and short term lesson planning, sequencing concepts and skills, ethnic music, music in Special Education, and assessment correlated with State and national Standards for Arts Education. Prereq.: consent of instructor.

SCED-303I Methods and Techniques of Teaching Music in the Secondary Schools: Vocal, 2 cr. Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in instrumental music. Prereq.: ELED-311 and consent of advisor, Concurrent course.: MUS 393L.

SCED-303V Methods and Techniques of Teaching Music in the Secondary Schools: Instrumental, 2 cr. Methods and materials utilized in teaching and organizing music classes and performing groups in the secondary schools; major emphasis upon general music classes, music rehearsal, and performance problems in vocal music. Prereq.: ELED-311 and consent of advisor, Concurrent course.: MUS 393L.

MUS-393L Seminar in Music Education, (Clinical Field Experience), A supervised clinical experience designed with less emphasis on observational experiences and more on direct involvement with the instructional process. Requires 100 hours experience with a broad range of students. Taken with TED SCED 303I and 303V.

SCED-305N K-12 Student Teaching and Seminar in Music, Sixteen weeks of full-day student teaching providing practical teaching experience in K-12 school music. Supervised by K-12 school personnel and a university supervisor, who conducts a weekly seminar associated with student teaching. Requires experience with a broad range of students, including exceptional students. Prereq.: ELED-311, SCED-303I, SCED-303V, MUS-393L, and department approval. Passing score on ILTS Content Area Examination.

NEIU's K-12 Music Education program has been preparing for edTPA implementation by examining the alignment between existing curriculum based on the Illinois Professional Teaching Standards (IPTS) and emphases of edTPA. We have revised assignments and programmatic expectations in our methods courses and clinical and student teaching seminars to ensure candidates are as well prepared as possible for the assessment. We have increased our emphasis on academic language, differentiated instruction, and narrative reflection on teaching practice, and revised candidates' clinical requirements to include a mini-edTPA portfolio. We will be piloting edTPA with all student teaching candidates during the Spring 2015 semester. Additionally,

representatives from our music education faculty have attended local evaluation training for all SCED faculty and university supervisors. In terms of the reporting of edTPA scores, the college of education will need to receive the data segregated by edTPA handbook. This will facilitate the analysis by program.

1. Describe how program faculty review assessment data throughout the program (content knowledge, pedagogical knowledge [specifically, instructional planning and candidate impact on student growth], clinical experiences (this may include fieldwork and student teaching dispositions). (5000 character max)
2. The music education program faculty review assessment data numerous times during the year. Candidates are assessed in their Content Knowledge through the Music Program Portfolio, which is a collection of examples of their work throughout the program. The portfolio is assembled in the semester immediately preceding the clinical practice experience and is assessed as a part of SCED 303I: Teaching in the Secondary Schools-Instrumental Music and SCED 303V: Teaching in Secondary Schools- Vocal Music. The portfolio consists of evidence of their educational study in the following categories: [Musicianship, History, Theory, Fundamentals, Philosophy, Pedagogy, Content Area Literacy, and Practical Issues].
3. Pedagogical knowledge, specifically instructional planning and candidate impact on student growth, are assessed in the clinical seminar and student teaching seminar. Students write papers based on questions derived from the Illinois Professional Teaching Standards with the objective to relate the standards to practice and the clinical and student teaching supervisors use criteria from the observation assessment to evaluate our candidates.
4. Student disposition is assessed through a completion of our Music Department student conduct and attitudes [disposition form] for each of their classes every semester they are enrolled, including clinical and student teaching in addition to the observation assessment used by clinical and student teaching supervisors.
5. The Music Education faculty meet bi-weekly and again at the end of every semester to report and discuss assessment data for content knowledge, pedagogical knowledge, clinical experience, and dispositions. The meetings are to discuss current students and their progress in our programs in those areas and reflect on any changes that may be necessary to ensure candidate success. Beyond the bi-weekly meetings the Music Education faculty also meet during the summer for an extended period of time to discuss and develop our local assessments in response to the data collected for the Annual Report and other data collection tools for our department.
6. The review process was determined to keep the faculty aware of how we assess our students throughout the semester and year but also to gauge whether or not they feel those assessments are accurately assessing the students in the aforementioned areas. The faculty meetings during the year allow us to reflect in the moment what works in

the assessments and what items do not work. Changing assessments mid-year is generally undesirable and the summer meetings allow us to research and have additional time to design assessments.

7. Provide an update of program changes from the previous academic year, which program changes, if any, were made/approved during the reporting period.

There were no proposed program changes during the previous academic year.

## II. Program Plan

### A. Long term goals

- Recruit new and more advanced students
- Expand Community Music School offerings
- Strengthen String program
- Develop new methods of advertising concerts in the Chicago area

### B. Projected needs

1. Hire one full time tenure-track faculty member in Voice, Strings, Percussion, and Guitar
2. Equipment budget must be increased to maintain instruments
3. Marketing and promotional resources needed to advertise and mobilize our performing groups – thus strengthen visibility and recruitment

## III. Accomplishments

### Faculty Research/Creative Activities

#### 1. Books, National/International Exhibitions or Performances:

##### Chang, Peter

- Co-leader, NEIU Jazz Combo's 2014 tour to China, performances at the Northeastern University of China in Shenyang (May 14 and 16, 2014), and at the Central Conservatory of Music for the First Annual CCOM International Jazz Festival in Beijing, China (May 18, 2014).

##### Heath, Travis

- Solo Debut CD Recording (Sept. 2014). ***Point of Departure***. Mark Masters Label. 51280-MCD Clarence, NY. **Grammy Nomination Entry**
- Solo Trumpet. (Oct 2014). Brass Roots Trio. Community Concerts Association - Bristol, Rhode Island  
Music at the Meeting House – Chepatchet, Rhode Island
- Solo Trumpet. (Oct 2014). Brass Roots Trio. Jazz Vespers - La Jolla, California  
Community Concerts Association - Ramona, California
- Solo Trumpet. (Oct 2014). Brass Roots Trio.

Con Brio – Memphis, Tennessee

**Owen, Christopher**

- Vocal Coach. (2014). “Anthem” CANTUS Vocal Ensemble, Minneapolis, MN.
- Vocal Coach. (2014). “Christmas with Cantus” CANTUS Vocal Ensemble, Minneapolis, MN.
- Chorus Master, Assistant Conductor. (2014). Parables: A Symphonic Oratorio, DVD, #2.110358 Naxos.

**Kim, Kay**

- Collaborative Pianist. (3/27/2015) William Ludwig, bassoon. Faculty Recital at Indiana University, Bloomington, IN
- Pianist. (10/10/2014) Chicago Chamber Musicians Ensemble Houghton College Artist Series, Houghton, NY
- Collaborative Pianist. (2/15/2015) Chamber Music Series at St. Joseph Symphony, St. Joseph, MO
- Collaborative Pianist. (3/7/2015) Gail Williams, French Horn. Southeastern Horn Conference at Louisiana State University. Baton Rouge, LA
- Collaborative Pianist (3/14/2015) National Brass Band Association: National Convention Solo Competition, Fort Wayne, IN
- Pianist. (5/6/2015, 5/7/2015) Brevard Music Festival, Brevard, NC - Guest Artist Series

**Tang, Susan**

- Pianist. (2014). Solo Recital and Master-class. Loyola University New Orleans, LA.

**Sperrazza, Rose**

- Invited Chamber Musician (2013). International Clarinet Association Mid-America Festival. Ohio State University, Columbus, OH.

**2. Book Chapters, Regional Performances:**

**Groner, Brian**

- Conductor. (2014-2015). Conducted 6 concerts for the Fox Valley Symphony Orchestra, Appleton, WI.
- Broadcast (2014) Wisconsin Public Radio. Broadcast of Fox Valley Symphony Orchestra performance.
- Interview. (2014-2015) WHBY Appleton, WI. 4 radio interviews discussing Fox Valley Symphony performances.
- Conductor (2014) Conductor for live performance of full concert of music by Dr. Michael Karasis in Wheaton Illinois.
- Conductor (2014-2015) Conducted 5 Harper Symphony Orchestra performances, Palatine, IL.
- Conductor (2014-2015) Conductor of 3 Elkhart County Symphony performances.

- Conductor (2014) Conductor of 6 concerts at The Birch Creek Music Performance Center, Egg Harbor, WI.
- Conductor (2015) Conductor of opening concert for the Woodstock Mozart Festival.

**Heitzinger, Robert**

- Vocalist. (October 2014). Narrator for “The Premonition of Abraham Lincoln” and “An American Civil War Memorial”, music by Michael Karasis: Illinois Festival Orchestra, Brian Groner, conductor. Wheaton, IL
- Vocalist. (March 2015). Baritone/bass soloist for “Herald Spring”, music by Mozart, Loewe, Lehar and Dvorák; Southwest Symphony Orchestra, David Crane, conductor. Palos Heights, IL.

**Owen, Christopher**

- Chorus Master. (2014). Beethoven’s Ninth Symphony. VOX 3 and Kenosha Symphony, Kenosha, WI.
- Conductor, Chorus Master. (2015). “Carmina Burana” VOX3, Lakeview Orchestra, NEIU Choirs, Chicago, IL.

**Tang, Susan**

- Pianist. (2015). Guest Artist Masterclass. Illinois State University, Bloomington, IL.

**3. Articles and Abstracts, Local Exhibitions or Performances:**

**Chang, Peter**

- Director, String Showcase, Nov. 11, 2014, Northeastern Illinois University

**Heath, Travis**

- Solo Trumpet. (Sept. 2014). Faculty Recital. Northeastern Illinois University, Chicago, IL
- Principal Trumpet. (Oct. 2014). Camerata Chicago. May Orchestra Series. Fourth Presbyterian Chicago, IL, Techny Wheaton College Artists Series, Wheaton IL. Nichols Hall Evanston, IL.
- Principal Trumpet. Live Radio Broadcast WFMT 98.7. (Oct 2014). Camerata Chicago - Dvorak and Beethoven 5<sup>th</sup> symphony. Chicago, IL
- Conductor. (April 2015) “Guys and Dolls”. NEIU Musical.
- Principal Trumpet. (April 2015). Camerata Chicago. Spring Orchestra Series. Fourth Presbyterian Chicago, IL, St. Lukes Lutheran, Park Ridge, IL.

**Heitzinger, Robert**

- Grant Park Music Festival, (July 2014) “Independence Day Salute”, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (July 2014) “Choral Splendor” Choral a cappella program, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.

- Grant Park Music Festival, (July 2014) “Slatkin Conducts Shostakovich” music by Dmitri Shostakovich, conducted by renowned conductor Leonard Slatkin; Choral ensemble member. Chicago, IL.
- Ravinia Music Festival, (August 2014) “The Lord of the Rings: Return of the King” music by Howard Shore, Chicago Symphony Orchestra conducted by Ludwig Wicki; Choral ensemble member. Highland Park, IL.
- Grant Park Music Festival, (June 2015) World premier, “Symphony for Orchestra and Chorus” music by Kenji Bunch, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (June 2015) “Quickening” music by James MacMillan, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Vocalist. (September 2014). Baritone Recitalist with Pianist Kay Kim; “Die schöne Magelone, Opus 33 (1869)”, music by Johannes Brahms. Northeastern Illinois University. Chicago, IL.
- Symposium Presenter. (November 2014). Faculty Research and Creative Activities Symposium. “Finding Contemporary Relevance in a Romantic Period Telling of the Hero’s Journey, as Created by Johannes Brahms in *Die schöne Magelone*, Opus 33 (1869)”. Northeastern Illinois University. Chicago, IL.
- Vocalist. (November 2014). Soloist on Music Faculty Convocation. Northeastern Illinois University. Chicago, IL.
- Master of Ceremonies. (December 2014). Passavant Cotillion, Northwestern Memorial Hospital Women’s Board. Chicago, IL.
- Vocalist. (March 2015). World Premier of “Dog Days” for Baritone, Clarinet and Piano, music by Leo Schwartz, with Diana Haskell, Associate Principal Clarinet of the St. Louis Symphony, and Kay Kim, piano. Northeastern Illinois University. Chicago, IL.
- Vocalist. (April 2015). Character of “Arvide Abernathy” in “Guys and Dolls”, music by Frank Loesser, directed by Sasha Gerritson. Northeastern Illinois University. Chicago, IL.

### **Kim, Kay**

- Collaborative Pianist. (12/7/2014) Guest Artist Series with Bart Feller (New York City Opera) Chicago Flute Club.
- Collaborative Pianist. (10/12/2014) Live at WFMT
- Collaborative Pianist. (11/3/2014) Chamber Music Monday at Chicago Cultural Center
- Collaborative Pianist. (1/26/2015) Signature Concert at Ganz Hall
- Collaborative Pianist. (3/22/2015) Patron Concert
- Collaborative Pianist. (9/21/2014) Chicago Philharmonic Orchestra - Subscription Concert
- Collaborative Pianist. Faculty Recitals at Northwestern University  
Gail Williams, French Horn (10/5/2014)  
Christopher Davis, Trombone (11/15/2014)  
Steve Cohen, Clarinet and Robert Morgan, Oboe (3/10/2015)

- Collaborative Pianist. (12/31/2014) Evanston First Night Concert. Rembrandt Chamber Players. Evanston IL
- Collaborative Pianist. (6/14/2015) Dempster Street Pro Musica. Private Doner Concert. Chicago IL
- Collaborative Pianist. (3/9/2015) World Premiere of a new composition: Leo Schwartz' Dog Days with Robert Heitzinger (Baritone) and Diana Haskill (Clarinet, St. Louis Symphony)

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**Owen, Christopher**

- Harpsichordist. (2014). Faculty Recital, Northeastern Illinois University, Chicago, IL.
- Conductor. (2014). All About Drama: Chamber Singers and University Chorus Concert, Northeastern Illinois University, Chicago, IL.
- Conductor. (2014). Saint Nicolas: Chamber Singers and University Chorus Concert, Northeastern Illinois University, Chicago, IL.
- Conductor. (2015). Carmina Burana: Chamber Singers and University Chorus Concert, Northeastern Illinois University, Chicago, IL.

**Ruiz, Irma**

- Nominee. Latino/a Faculty Spotlight for Hispanic Heritage Month. (2014). Recognition of Latino/a faculty pedagogy, research, accomplishments and trajectory.
- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer. (2014-2015). "Tales of Spain/Historias de España", Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, 9 concerts, lectures with Associate Artistic Director and performances.
- Presenter, Associate Artistic Director, Choreographer, Performer. (2014). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 1 Concert.
- Associate Artistic Director, Choreographer, Producer. (2014-2015). Spain's Dancing Rhythms (EE & Urban Gateways). Bellwood, Forrest Park, Orland Park, Chicago, Wilmette, Elgin, Bensenville, Naperville, Moline, Edgington, East Molina, Palos Hills, Winnetka, IL. 16 Lecture-Performances.
- Associate Artistic Director, Choreographer, Producer. (2014-2015). Spain's Dancing Rhythms (EE). Davenport, Eldridge, Bettendorf, Maquoketa, Long Grove, LeClaire, IA. 10 Lecture-Performances.
- Associate Artistic Director, Choreographer, Producer. (2014). American Spanish Dance Festival Flamenco Passion Concerts. North Shore Center for the Performing Arts, Skokie, IL. 3 Concerts
- American Spanish Dance and Music Festival 2014 38<sup>th</sup> Anniversary Celebration / Professor, Artistic Director, Faculty. (2014). American Spanish Dance and Music Festival Independent Study Course. Credit and non-credit day and evening classes and workshops. Northeastern Illinois University. 57 Classes.



- Associate Artistic Director, Choreographer, Presenter. (2014). American Spanish Dance Festival Classes and Workshops, Neo-Classical I, Regional/Folklore III, Clasico Español Level II, Clasico Español Level III, Beginners Flamenco, Flamenco Level I, Flamenco Level II, Flamenco Level III, Flamenco Evening Master Class, Spanish Dance and History Seminar. J-Building Studio, Northeastern Illinois University.
- Associate Artistic Director, Instructor and Faculty. (2014-2015). Ensemble Español Community Workshop Classes, J-Building Studios, Northeastern Illinois University. Evening community dance classes.
- Instructor, Faculty. (2014-2015). Introduction to Spanish Dance 131, Spanish Dance I 161, Spanish Dance II 261, Seminar Dance Performance 390D, Northeastern Illinois University. Academic classes and student performances.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2014). Tales of Spain, Moraine Valley Community College, Palos Hills, IL. Lecture with Associate Artistic Director and performance. 1 Concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2015). Tales of Spain, Heritage Center, University of Dubuque, Dubuque, IA. Lecture with Associate Artistic Director and performance. 1 Concert.
- Associate Artistic Director, Choreographer, Instructor. (2014). Duende Flamenco Music& Dance Concert, Old Town School of Folk Music, Chicago, IL. 1 Concert.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance. James Lumber Center for the Performing Arts, College of Lake County, Grayslake, IL. 1 Concert.
- Associate Artistic Director, Choreographer, Performer. (2014). Arts Midwest Conference, Pantages Theatre, Minneapolis, MN. 2 Concerts.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance. Moraine Valley Community College, Palos Hills, IL. 1 Concert.
- Associate Artistic Director. (2014). Amahl and The Night Visitors. Royal Georges Theater, Chicago, IL. 2 Concerts.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance. Galvin Fine Arts Center, St. Ambrose University, Davenport, IA. 1 Concert.
- Associate Artistic Director, Choreographer, Performer. (2014). A Cappella en Espanol with Chicago A Cappella. Evanston, Chicago, Oak Park, Naperville, IL. 4 Concerts.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance. Heritage Center, University of Dubuque, IA. 1 Concert.
- Associate Artistic Director, Choreographer, Performer. (2015). Chicago Rhythm Fest Stomping Grounds. Irish American Heritage Center, National Museum of Mexican Art, DuSable Museum of African American History, Northeastern Illinois University, Auditorium Theatre, Chicago, IL. 5 Concerts.
- Associate Artistic Director, Choreographer, Performer. (2014). Jacob's Pillow. Henry J. Leir Stage and Marcia & Seymour Simon Performance Space, Becket, MA. 1 Concert.

- Associate Artistic Director, Choreographer, Performer. (2014). Dance for Life. Auditorium Theatre, Chicago, IL. 1 Concert.
- Associate Artistic Director. (2014). Flamenco Festival. Instituto Cervantes, Chicago, IL. 1 Concert.
- Associate Artistic Director, Choreographer, Performer. (2015). Flamenco Performance. Exploration of Traditions with Natya Dance Theatre, Chicago, IL. 1 Performance.
- Associate Artistic Director. (2014). Bucktown Arts Fest. Chicago, IL. 1 Concert.
- Associate Artistic Director, Lecturer. (2014-2015). Audience Architects Moving Dialogs. Humboldt Park Boat House, Chicago Cultural Center, Chicago, IL. 2 Lectures.
- Associate Artistic Director, Choreographer. (2014). Night Out In The Parks. Chicago Park Districts, Chicago, IL. 2 Workshops, 4 Performances.
- Associate Artistic Director, Choreographer. (2014). Parent Power Chicago 8<sup>th</sup> Annual Global Mixx. Zhou B Art Center, Chicago, IL. 1 Performance.
- Associate Artistic Director, Choreographer. (2014). Flamenco Performance. McCormick Place, Chicago, IL. 3 Performances.
- Associate Artistic Director, Choreographer. (2014). Flamenco Performance. Willis Tower, Chicago, IL. 1 Performance.
- Associate Artistic Director, Choreographer. (2014). Andalucia Board of Tourism. Ritz Carlton Hotel, Chicago, IL. 1 Performance.
- Associate Artistic Director, Choreographer, Presenter, Producer. (2014-2015). Ensemble Español Spanish Dance Youth Company Performances, Skokie Festival of Cultures, Performing Arts Limited, Concierto Familiar/Family Holiday Concert, Teach for America Impact Night, Peterson School International Night, Community Classes Recital, Ensemble Español Benefit Gala, North Shore Center For The Performing Arts. Community performances.
- Associate Artistic Director. (2014). After School Matters. Northeastern Illinois University. Summer program classes. 1 Performance.
- Associate Artistic Director. (2013-2014). After School Matters. Steinmetz College Prep High School, Chicago, IL. Summer, Fall, Spring program classes. 1 Showcase, 3 Performances.
- Associate Artistic Director. (2015). Ogden Park Residency, Ogden Park, Chicago, IL. After-school classes.
- Associate Artistic Director. (2015). Dunne Technology Academy Residency, Chicago, IL. Spring program in-school classes. 1 Recital.
- Associate Artistic Director. (2015). Providence St. Mel Residency, Chicago, IL. Spring program in-school classes. 1 Recital.
- Associate Artistic Director. (2015). Amundsen High School Residency, Chicago, IL. Spring program in-school classes. 1 Recital.
- Associate Artistic Director. (2014). ChiArts Residency, Chicago, IL. In-school classes.

- Associate Artistic Director. (2014-2015). Belmont Cragin Elementary School Residency, Chicago, IL. Fall, Spring in-school and after school classes. 2 Performances.
- Associate Artistic Director. (2014-2015). Belpedio Studio Residency, Chicago, IL. Classes.
- Associate Artistic Director, Choreographer, Performer. (2014). Master Class. College of Lake County, Grayslake, IL. 1 Class.
- Associate Artistic Director, Choreographer, Performer. (2015). Master Class. Dubuque, IA. 3 Classes.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance. The Rogalski Center, St. Ambrose University, Davenport, IA. 1 Performance.
- Associate Artistic Director, Choreographer, Performer. (2015). Master Class. St. Ambrose University, Davenport, IA. 1 Class.
- Associate Artistic Director, Choreographer. (2015). Flamenco Performance. Butterfield Family Association, Libertyville, IL. 5 Performances.

### **Sperrazza, Rose**

- Featured Soloist. (2015). Performed and Recorded (WFMT) Mozart's Clarinet Quintet with the Kontras Quartet. Jewel Box Series. Northeastern Illinois University, Chicago, IL.
- Chamber Musician. (2015). Performed with principal clarinetists of the Chicago Symphony Orchestra and the St. Louis Symphony Orchestra. World Premiere of Edward Yadzinki's "Frag Mich' Oft". Northeastern Illinois University, Chicago, IL.
- Radio Performance/Interview (2015). Live performance and interview on WGN's "Up Pretty Late" with Patti Vasquez. Tribune Tower, Chicago, IL.
- Orchestral Musician. (2014). Celtic Woman *Home for Christmas* Tour. Pfeiffer Hall, Naperville, IL.
- Orchestral "Pit" Musician. (2014). *Fiddler on the Roof*, Light Opera Works. Evanston, IL. Clarinet.
- Principal Clarinet. (2014). Lincoln Chamber Orchestra 25<sup>th</sup> Anniversary Celebration Concert. Lincolnwood Community Center, Lincolnwood, IL.
- Chamber Musician. (2015). Harper College Chamber Winds. Palatine, IL.

### **Tang, Susan**

- Pianist. (2014). Faculty Artist Recital. Northeastern Illinois University, Chicago, IL.
- Pianist. (2014). Faculty Recital. Chicago Chamber Music Festival. Northeastern Illinois University, Chicago, IL.
- Pianist. (2014). William Browning memorial Recital. Northeastern Illinois University, Chicago, IL.
- Pianist. (2014). Faculty Showcase. Northeastern Illinois University, Chicago, IL.

- Pianist/Director. (2015). Woman Composer Concert. Northeastern Illinois University, Chicago, IL.

#### 4. Conference Presentations, Group Shows

##### Heath, Travis

- Director and Founder. (March 2015). Chicago Brass Festival. 7<sup>th</sup> annual festival and two-day event on the NEIU campus featuring the Chicago Afro-Latin Jazz Ensemble, Axiom Brass

##### Owen, Christopher

- Clinician. (2015). “Who Am I As A Classroom Manager?! Developing and Strengthening Your Classroom Management Philosophy” Illinois Music Educators Association Conference. Peoria, IL.

##### Tang, Susan

- Presenter. (2014). Classical Style: To Pedal or Not to Pedal: This session will give practical techniques for developing a truly "dynamic pedal" on the modern-day piano, which will expand one's interpretations regarding sound, articulation, phrasing, dynamics and harmonic structures in Mozart's piano music. Music Teacher National Association Conference, Chicago.
- Presenter. (2014) Mozart: To Pedal or Not to Pedal. Chicago Area Music Teacher Association, Chicago.
- Presenter. (2014) To Pedal or not to Pedal: Dynamic pedal in the classical style. NorthShore Music Teacher Association, Winnetka, IL.
- Presenter (2014) Dynamic Pedaling: Musicality not functionality, West Suburban Music Teacher Association, Wheaton, IL.

#### 5. Funded grants

##### Ruiz, Irma (Funding Ensemble Espanol, in residence at NEIU)

- |                                               |           |
|-----------------------------------------------|-----------|
| • Albany Bank                                 | \$50      |
| • Aronson Philanthropic Fund                  | \$1,000   |
| • Arthur Gallagher Foundation                 | \$1,000   |
| • Bosch Tool Company                          | \$1,000   |
| • Caerus Foundation                           | \$150,000 |
| • Cherry Family Foundation                    | \$2,000   |
| • Chicago City Arts Grant                     | \$9,000   |
| • Chicago Public Schools After School Matters | \$9,744   |
| • Driehaus                                    | \$14,000  |
| • Fifth Third Bank                            | \$300     |
| • NIB Foundation                              | \$2,000   |
| • Illinois Arts Council                       | \$8,300   |
| • Instituto Cervantes                         | \$1,000   |
| • Walmart                                     | \$500     |
| • Whole Foods                                 | \$2,529   |
| • Wintrust                                    | \$21,500  |

## 6. Service to Academic Organizations

### Heitzinger, Robert

- Board member Chicago Chapter, National Association of Teachers of Singing (2014). Chicago, IL.

### Kim, Kay

- Guest Lecturer (master class). (2/24/15) Northwestern University, “Chamber Music with Piano” Evanston. IL
- Adjunct Chamber Music Faculty. (since 2012) Northwestern University, Evanston IL
- Chair of Competition Planning Committee 2013. (Since 2009)Sejong Music Competition. U.I.C. Chicago , IL

### Tang, Susan

- Adjudicator. (2015) Music Development Program. National College of Examiners. Toronto, ON, Canada.
- MTNA Young Artist Competition Chair. (2014) Illinois State Music Teacher Association.
- Jury. (2015) Southern Division MTNA Piano Competition. University of Tennessee, Knoxville, TN.

## B. Student Achievements

1. Presentations, conference papers, symposium participation, publications. Complete citation. Please use APA, Chicago or MLA style.
  - **Beltran, Luis** (2014-2015). (Student of Irma Ruiz) Brommel-Perez Scholarship
  - **Beltran, Luis and Molina, Nalanie**. (Student of Irma Ruiz) Choreographers and Performers. (2014). *Besos y Caricias*. (Student of Irma Ruiz) *Works In Progress*, Northeastern Illinois University, Chicago, IL. Performance.
  - **Brubaker, Nicholas**. (March 2015). (Student of Robert Heitzinger) Marilyn and Hamilton Viets Award. Northeastern Illinois University. Chicago, IL.
  - **Daniel, Lauren**. (2015) (Student of Susan Tang) Placed third in the NEIU Concerto Competition.
  - **Jimenez, Neydi**. (April 2015). (Student of Robert Heitzinger) Junior Voice Recital. Northeastern Illinois University. Chicago, IL.
  - **Landowski, Gregory**. (April 2015). (Student of Robert Heitzinger) Junior Voice Recital. Northeastern Illinois University. Chicago, IL.
  - **Lee, Youmin**. (2015) (Student of Susan Tang) Placed first in the NEIU Concerto Competition.
  - **Luther, Robert** (Nov 2014) (student of Travis Heath) Thesis Lecture Recital. *Vocal Technique as Applied To Trumpet Playing*. Northeastern Illinois University. Chicago, IL
  - **Oberdick, Emma**. (March 2015). (Student of Robert Heitzinger) Winner, Brommel-Ratner Voice Scholarship. Northeastern Illinois University. Chicago, IL.

- **Ventura, Abigail and Perez, Leonard.** (Student of Irma Ruiz) Choreographers and Performers. (2014). *Despedida de Virgenes. Works In Progress*, Northeastern Illinois University, Chicago, IL. Performance.
  - **Ventura, Abigail** (2014-2015). (Student of Irma Ruiz) Brommel-Komaiko-Perez Scholarship.
  - **Villalobos, Tasiana** (2014-2015). (Student of Irma Ruiz) Brommel-Chan-Laird Scholarship.
2. Acceptance to graduate or professional school; other honors/scholarships/awards, but only if from organizations other than NEIU.
- **Haynes, DaRell.** (July 2014). (Student of Robert Heitzinger) Winner, William Vennard Award, National Association of Teachers of Singing Artist Awards competition. Boston, MA.
  - **Luther, Robert** (Nov 2014) (student of Travis Heath) Acceptance in Doctoral Program. (with Graduate Assistant position) Texas Tech University
  - **Pawelek, Konrad** (2014). (Student of Rose Sperrazza) Awarded monetary talent scholarship from the Polish Women’s Civic Club. Follow-up interview with the Polish Daily News and Radio Deon. Chicago, IL.

### C. Alumni News

- **Allen, Zack ’09** (Student of Travis Heath). Appointed New Manager of Midwest Brass and Woodwind Company, a division of Cassandra Strings
- **Toliusis, Mark ’14** (Student of Travis Heath). Appointed Band Director in District 68. Skokie, IL
- **Smith, Matthew ’14** (Student of Brian Torosian) Multiple performances on Campus, including the “Meet the Trustees” reception.

# OFFICE OF CULTURAL EVENTS

## **Annual Report 2014-2015**

### **Submitted by Christie Miller**

#### **Executive Summary**

The Office of Cultural Events has two employees: Director Christie Miller (full-time) and Publicity & Promotions Specialist Vita Schweighart 50%. The Office of Cultural Events produces a professional concert series (8 concerts), the Presidential Lecture Series and the Visiting Writers Series as well as other events throughout the year.

#### **I. Assessment**

The Office of Cultural Events assesses programs using attendance figures, faculty/ staff /student feedback & analytics tied to ticket sales, the arts mobile app & website views.

#### **II. Program Plan**

##### **A. Long term goals**

1. Collaborate with faculty, staff and students to create programming that enhances recruiting and retention and brings notoriety to Northeastern.
2. Enrich the educational experience of NEIU students by providing interaction with professional musicians, dancers, artists and writers.
3. Promote cultural events on campus through the new NEIU website—focusing on clarity and building an organized information source for internal and external users.
4. Collaborate with community groups such as the North River Commission, Northwest Arts Connection and the Albany Park Chamber of Commerce to enhance NEIU's profile in the community.

##### **B. Projected needs**

Ability to budget for the Office at the same or improved levels so that we may support other programs with promotion and financial assistance. In addition to the aforementioned programming, the Office of Cultural Events produced or provided additional support to the following events in 2014-15:

- The Office of Cultural Events screened the documentary, *The Homestretch*, for NEIU audiences in October 2014. The film featured an NEIU student, faculty member and alum and was shown to two standing room only audiences and followed by panel discussions with guest speakers at each screening.
- The Office of Cultural Events co-sponsored/provided all graphic design elements for the Spanish Film Festival, produced by *World Languages and Culture* in 2015. All screenings were held at El Centro. In addition, the Office co-sponsored a Brazilian film for an annual event curated by faculty member Brandon Bisbey.
- The Office of Cultural Events offered administrative support, graphic design and promotional support and funding to the university-wide event, NETT DAY 2014.
- The Office of Cultural Events provided all graphic design and promotion coordination as well as funding to the Visiting Writers Series in 2014-15 (in addition to funding from Academic Affairs)
- The Office of Cultural Events co-produced and co-sponsored a lecture by Omar Yamini for Enrollment Services to aid with African-American student retention.
- The Office of Cultural Events co-sponsored Music Department events with the Chicago Brass Festival and the Chicago Clarinet Ensemble.

### **III. Accomplishments**

In a market trending towards single ticket buyers, the Jewel Box Series increased in 2014-15. Also, 80% of last year's season ticket holders renewed their subscriptions for 2015-16 within one month of the final concert in May 2015.

The Office of Cultural Events produced the annual printed brochure of arts events and created the Arts at Northeastern Illinois University microsite within the new university website launched in July 2014. <http://www.neiu.edu/arts>.

The Office of Cultural Events produced the NEIU Visiting Writers Series for the English Department, hosting 6 renowned authors.

The Office of Cultural Events produced the Presidential Lecture Series with a successful collaboration with the Pedroso Center (Dr. Carlos Alberto Torres lecture) and featured McArthur Genius Award winner Will Allen.

Christie Miller worked with the City of Chicago to include Northeastern Illinois University as one of the venues for the 2014 World Music Festival. The concert attracted over 400 attendees, the majority of who were new to performances at NEIU.



Christie Miller initiated a new mobile app subscription in 2013 and initiated an events calendar tool on the NEIU website in 2014 and maintains the information, collecting cultural event info from across the campus.

# PHILOSOPHY

## **Annual Report 2014-2015**

### **Submitted by Dan Milsky**

#### **Executive Summary**

The Philosophy department is proud of the accomplishments of its faculty and students over the last year. We have continued to foster an extremely student friendly culture in our department by encouraging discourse beyond the classroom and by ensuring that all of our faculty are accessible both inside and outside of the classroom. We believe that the environment of intellectual engagement accounts, at least partially, for our tremendous growth as a department. We are currently graduating 9-10 students per year compared with an average of 5-6 five years ago. We have gone from 12 to 35 majors and the most recent university report indicates that we now have over 20 minors and we are sure the number will climb even higher.

Dr. Milsky continues to engage in a research agenda dedicated to the promotion of a new understanding of ecosystem health and the philosophical value of biodiversity. Lately his concentration has been on how to apply notions of ecosystem health to eating, especially within the locavorism movement. He has continued his work with an ethics education program that he introduced at North Park Elementary School in Chicago. The program is a voluntary program that runs during the elementary school's after school program. He modeled the curriculum after the National Ethics Bowl. Kids debate cases culled from current events and also act out cases through role playing and are asked to develop multiple philosophical positions on each case. Dr. Milsky has worked hard over the past several years to incorporate the resources of the university into his courses and teaching. He is currently developing a philosophy of food course to work in conjunction with the Reimagining Food Initiative. Finally, the department is excited that Dr. Milsky is a finalist for the Audrey Reynolds Distinguished Teaching Award.

Dr. Casey continues to strengthen the philosophy core by teaching courses in our history sequence as well as our upper level logic courses, our senior level seminar, and some GenEd critical thinking courses. Dr. Casey's research over the last several years has focused on the analysis of fallacies in informal reasoning. His recent work offers a more detailed analysis of the family of straw man arguments. His work on the "hollow man" fallacy is starting to garner national and international attention as evidenced by his recent publication in *Argumentation* and his recent presentation at the International Society for the Study of Argumentation conference in Amsterdam. He has been credited with identifying two new informal logic fallacies---the Iron Man and the Hollow Man.

Dr. Casey continues to publish his own textbook for his logic class and continues to integrate his very popular online blog, the Non Sequitur ([thenonsequitur.com](http://thenonsequitur.com)), into his critical thinking and logic courses.

Dr. Al Frankowski has just completed his third year in our department. Dr. Frankowski specializes in 19-20<sup>th</sup> Century Continental philosophy as well as Critical Race Theory. Dr. Frankowski also continued collaboration with Dr. Over in the English department by co-teaching Rethinking Race and Gender last summer. This has been an ongoing and very successful summer institute that was started by Dr. Over and Dr. Hoagland a few years ago. His current research involves Aesthetics and Philosophy of Race. He recently published articles in *Contemporary Aesthetics* and *Journal of Speculative Philosophy* on post-racial memory and mourning. He uses the work of W.E.B. Dubois and Walter Benjamin to develop a political sense of mourning. His book, *The Post-Racial Limits of Memorialization: Toward a Political Sense of Mourning* is due out in September of this year. Dr. Frankowski has been a central participant in the Rethinking Genocide conference at NEIU and promoted his research by presenting papers in Tulsa, Riviera May Mexico, Chicago, New Orleans, and Washington D.C. this year.

We are very proud to have successfully continued the *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in March. We had the honor of bringing Dr. Jacqueline Scott of Depaul University to campus for a talk titled "Truth tellers are not always palatable: On the benefits of racial and gendered discomfort." We were thrilled by the high levels of attendance and we were able to take 12 students to dinner with Dr. Scott. The whole experience was rewarding and valuable for the students, faculty, and campus alike.

We continued into the tenth year of Ethics Bowl competition by attending the 9<sup>th</sup> Annual APPE Upper Midwest Ethics Bowl at Loyola University. Eighteen teams from across the upper Midwest competed and NEIU was well represented. Our team this year put enormous effort into preparing for the competition but came up only one spot shy of qualifying for the Nationals. For the second year in a row, we placed fourth in the competition and were named alternates for the nationals. We are proud of our student's efforts and we had a wonderful showing and continue our team's tradition of offering novel and critical approaches to case based ethical assessment. The competition continues to be a great social and pedagogical exercise for the department and the students. Although only five members are selected to compete in the actual bowl, 12 students participated and most attended the twice weekly practices.

## **Mission Statement**

Philosophy, broadly defined, is the systematic inquiry into some of the problems of human existence. These problems are ones which cannot be dealt with by the methods of the sciences, and ones whose structures are based strictly on rational argument. In this sense, the study of philosophy, through the broad humanistic background that it provides, has always been an essential, perhaps the most essential, ingredient of a liberal education.

Development of the abilities to reflect, analyze and think critically, which result from the study of philosophy, enables the student to understand and correlate all the insights garnered from other disciplines. The varied perspectives that philosophy provides, from the fields of religion, ethics, politics and art, guide the student in her or his search for a sound sense of values. At the same time, philosophy adds a distinctive emphasis on questions of meaning, from linguistic expressions to life itself, and calls for justification of claims to knowledge from any source.

The primary goals of the program are to contribute significantly to the liberal education of students, prepare majors for advanced studies in their chosen field, and help students in their future professional activities by acquainting them with applied philosophy.

## **I. Assessment**

We perform multiple methods of assessment in our program: faculty review, department goal and learning outcome assessment, and Alumni surveying. Central to our faculty review process are student teaching evaluations. The results of our teaching evaluations were spectacular across the board. This past year we assessed one of our learning outcomes---building a knowledge base in ethics. We developed and administered pre and post-tests to 10 sections of our Introduction to Ethics course. See the assessment report at the end of this annual report for the results. Alumni reviews of the program are positive and draw special attention to teaching skill. We have begun using critical thinking and argumentative writing rubrics in our courses to further norm our departmental standards. Faculty continues using entrance and exit essays to assess the ability of students to integrate the methods of philosophy into their writing. This has been a useful way to assess student development and help the student's self-assessment.

## **II. Program Plan**

### **A. Long term goals**

Our students have been performing remarkably well after graduation and we hope to continue to attract, retain, and graduate exceptionally well prepared students. During our IBHE review last year we identified some changes we'd like to implement.

Due to the current dearth of faculty, the current high demand for our courses, and the dim prospects for future hires in our program, we have decided to make our curriculum more flexible for the students. We recently changed one of our required courses, Contemporary Philosophy, to a limited list of contemporary philosophical movement's courses at the 300 level. This will give students a range of courses to fulfill a requirement that we have only been able to teach once per year. Our curriculum is currently missing several important sub disciplines in philosophy. As a result of the retirements of Dr. Hoagland and Dr. Hoffman, we no longer have coverage in philosophy of religion, non-Western Philosophy, feminist theory, philosophy of language, and epistemology. Furthermore we are lacking offerings in analytic philosophy, philosophy of science, and philosophy of language. We are at the lowest TT

staffing levels in the history of the program at NEIU and yet demand for our courses and our student credit hours keep increasing.

### **B. Program Plan Requirements/projected needs**

Ideally the department would like to make a minimum of two TT hires in the next two years. These hires are needed to fill gaps in our curriculum and to continue our history of offering courses that cover the entire discipline while also serving the interests of our non-traditional and diverse student body. Furthermore, a department needs faculty for advising, committee representation, and assessment plan implementation.

Our first hire would be in the field of feminist theory with an ability to also teach courses in the history of analytic philosophy, philosophy of science, and the philosophy of language. Our second hire would be in comparative religion with an ability to teach courses in non-western philosophy and aesthetics. These hires would merely bring us back to the staffing levels of three years ago.

## **III. Accomplishments**

### **A. Faculty Research**

#### **1. Book Chapters and Articles**

**Ben-Levi, Josef**

“The African Origins of African Americans and the Black Codes: The Right to Citizenship and Education in the United States” *Transatlantic Slave Trade Commission Publication (ITSTC)*, February, 2014.

“Sabayeet: An African Centered Approach to Education” in the *Encyclopedia for Diversity and Social Justice*, Rowman and Littlefield, 2015.

**Casey, John.**

“Straw Men, Iron Men, and Argumentative Virtue” *Topoi*. With Scott Aiken. February 2015.

“Anicius Manlius Severinus Boethius ca.425-475.” *Encyclopedia of Political Thought*. Wiley-Blackwell.

“You Would Sing Another Tune: Subjunctive *Tu Quoque* Arguments” *Inquiry: Critical Thinking Across the Disciplines*. With Scott Aikin and Colin Anderson. Spring 2012 (27) 1.

“Straw Men, Weak Men, and Hollow Men,” *Argumentation* Spring 2011 (with Scott Aikin).

“Boethius and the Study of Logic in the Middle Ages” in Philip E. Phillips ed., *A Companion to Boethius in the Middle Ages*. E.J. Brill, 2012.

**Frankowski**, Alfred.

“The Violence of Post-Racial Memory” *Contemporary Aesthetics* (2013).

“Sorrow as the Longest Memory of Neglect” *Journal of Speculative Philosophy* 28(2), (2014): 154-168.

*The Post Racial Limits of Memorialization: Toward a Political Sense of Mourning.*

Lanham: Rowan and Littlefield/Lexington Books, 2015. (Forthcoming).

**Mihic**, Sophia.

“The End Was in the Beginning’: Melville, Ellison, and the Democratic Death of Progress in *Typee* and *Omoo*,” in *A Political Companion to Herman Melville*, Jason Frank, ed. (Lexington: The University of Kentucky Press, 2014), pp. 42-69.

**Milsky**, Daniel Jay.

“The Narrative Disruptions of Model Eight,” in *Battlestar Galactica and Philosophy*, Ed. Josef Steiff and Tristan D. Tamplin. Chicago: Open Court Press.

“Taking the Sting Out of Environmental Virtue Ethics,” in *Radiohead and Philosophy: Fitter Happier More Deductive*,” edited by Brandon Forbes and George Reisch. Open Court Press.

## **2. Reviews**

**Milsky**, Daniel.

“On Being Truly Ecological,” A review of Jeremy Bendik-Keymer’s *The Ecological Life: Discovering Citizenship and a Sense of Humanity*, in *Capitalism Nature Socialism*, V20 #2. Routledge.

## **3. Conference Presentations**

**Ben Levi**, Josef

“The Ancient Kingdom of Kush” Dusable Museum of African American History, Chicago, November, 2015.

**Casey**, John.

“Straw Men and Iron Men” (with Scott Aikin). Ontario Society for the Study of Argumentation, University of Windsor, Windsor, Ontario, Canada, May 22-24, 2013.

“Straw Men and Iron Men.” Paul Hazard Colloquium Series Presentation. Saint Xavier University, Chicago, Illinois March 30, 2012.

“Don't Feed the Trolls: Straw Man and Iron Man Fallacies” (with Scott Aikin), Mid-South Philosophy Conference, Rhodes College, Memphis, Tennessee, February 24-25, 2012.

“*Tu Quoque* Arguments, Subjunctive Inconsistency, and Questions of Relevance” (with Scott Aikin and Colin Anderson). Ontario Society for the Study of Argumentation, University of

Windsor, Windsor, Ontario, Canada, May 18-21, 2011.

“Non Fallacious Straw Man Arguments” Mid-South Philosophy Conference, University of Memphis, Memphis, Tennessee, March 4-5, 2011.

“Locavorism and Ecosystem Health,” with Dan Milsky at Northeastern Illinois University 1<sup>st</sup> Annual Faculty Symposium, November 12, 2010.

“Non Fallacious Straw Men Arguments,” Mid South Philosophy Conference, University of Memphis, March 4-5, 2011.

**Frankowski**, Alfred.

Invited Participant at the Holocaust Museum. “Genocide and Agency”: The Nation State and the National Citizen Subject” from June 29<sup>th</sup>-July 10<sup>th</sup>. Paper Presented, “Toward a Decolonial Hermeneutics of Genocide Survivors.”

“This Body, This Tomb: Toward a Political Phenomenology of Genocide Survivors” at the 12<sup>th</sup> Annual Meeting of the Caribbean Philosophical Association in Riviera Maya, Mexico, June 18<sup>th</sup>-22<sup>nd</sup>.

“State Violence and the Limits of Post-Racial Memory” at the *Sixth Annual Symposium of Reconciliation in America: The Media and Reconciliation* at the John Hope Franklin Center for Reconciliation, Tulsa Oklahoma, May 26<sup>th</sup>-29<sup>th</sup>, 2015.

“Faculty Experiences with Diversity” *Graduate Preparatory Academy*, DePaul University, Chicago, April 17<sup>th</sup> -19<sup>th</sup>, 2015.

“Departures: Reflections on Genocide and Necro-Politics” *Silencing Genocide Symposium*, 53<sup>rd</sup> SPEP Meeting, Chicago October 2014.

“Evasions and the Sublime” *Caribbean Philosophical Association*, Puerto Rico, Nov. 2013.

“The Sublime Silence of Mourning” *Colloquium*, Marquette University, Feb. 2014.

“Departures: Reflections on Genocide Denial and Necro-Politics (revised)” *Diverse Lineages of Existentialism*, St. Louis, June 2014.

“The Sublime Silence of Mourning” 2<sup>nd</sup> Annual Symposium African and African American Symposium. Northeastern Illinois University, April 11, 2013

“The Great Evasion: Aesthetics and the Remnants of Memory.” 3<sup>rd</sup> Annual Faculty Research Symposium. Northeastern Illinois University, November, 2012

“Poverty of the Aesthetic: Post-Racial Memory, White Violence, and the Political Significance of Mourning.” *51<sup>st</sup> Meeting of the Society for Phenomenology and Existential Philosophy*, November, 2012

**Milsky, Daniel.**

“Against Biodiversity” ISEE Conference, Chicago, October, 2015.

Panel Presentation, “The Ethics of Henrietta Lacks” NEIU, Oct. 2013.

Panel Presentation, “Henrietta Lacks” NEIU outreach to Roosevelt High School, Oct. 2013.

“Towards Ecovorism”, Union College Colloquium, Dec. 2013.

Panel Presentation, “Lexus International Water Conference” NEIU, March 2013.

Invited talk at College of Lake County on Aldo Leopold and the ‘Fierce Green Fire’. Sept. 2012.

Invited talk at Columbia College. “Aldo Leopold and his Influence on Eco-Centrism”. Oct. 2012.

“Locavorism and Ecosystem Health,” with John Casey at Northeastern Illinois University 1<sup>st</sup> Annual Faculty Symposium, November 12, 2010.

#### **4. Service to Academic Organizations, Editorial Boards.**

**Frankowski, Alfred.**

Peer Reviewer, Social and Critical Philosophy

Peer Reviewer, Journal of European Philosophy and American Pragmatism

**Milsky, Daniel**

Co-Creator and Judge organizer, 8<sup>th</sup> Annual APPE Upper Midwest Regional Ethics Bowl

Ethics Bowl for 3<sup>rd</sup>-5<sup>th</sup> grade, North Park Elementary School

APA Central Organizing Committee

#### **Some Recent Student Achievements**

**Czarnecki, David**

Graduated Law School at Loyola University

Co-Recipient of the 2010-2011 Undergraduate Prize in Philosophy

**Defrancisco, Nicole**

Accepted into Ph.D. program in Anthropology at University of California/Riverside.

**Dobucki, Jennifer**

Accepted to PIKSI Summer Institute at Penn State, July 2014.

Recipient of the Undergraduate Philosophy Prize NEIU, 2013.



**Dolan, Jeremy**  
McNair Scholar  
Completed 5th year of his Ph.D. in philosophy at NYU. (#1 ranked program in the world).  
Recipient of the 2009 Undergraduate Philosophy Prize

**Forgash, Rachel**  
Presented paper at NEIU Undergraduate Conference Spring 2014.  
Recipient of Philosophy Undergraduate Prize, 2014.

**Gabrilo, Milosh**  
Accepted into master of counseling program at NEIU.

**Gonzales, Juan**  
McNair Scholar 2014-2015.

**Hanes, Jeff**  
“Simple and Temporal God: A Model of Divine Eternity” *Ephemeris: An Undergraduate Philosophy Journal*, Union College, 2014.

**Hilton, Jem**  
Completed the Masters Program in Philosophy at University of Wisconsin/Milwaukee.  
Taught as an Adjunct in our department 2010-2013.

**Jagmohan, Desmond**  
Defended his Ph.D. in Political Theory at Cornell University.  
Accepted Tenure track position at Princeton University.

**Manno, Luke**  
Accepted into John Marshall law school for fall 2014.

**Marazan, Dan**  
Accepted into Depaul, Loyola, and Marshall Law schools for Fall 2013.

**Mayo, Phil**  
Attending Philosophy Ph.D. program at the University of Oregon.

**Montiel, Jorge.**  
Admitted to the Penn Stat PIKSI summer institute. Summer 2013.  
Selected as a UIC visiting Summer scholar, Summer 2012.  
Completed 2<sup>nd</sup> year of Ph.D. Program at Marquette University.

**Myslinski, Silvia**  
Graduated John Marshal law schools, June 2015.

**Owen, Nic**

Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

**Reardon, Matthew**

Accepted to Harvard Law school for Fall 2015.

**Roman, Natalie**

McNair Scholar 2014-2015.

Accepted to Sipp (Summer Intensive Program in Philosophy) Brown University, July 2015.

Accepted to the PIKSI Summer institute at Penn State, July 2014.

Accepted to the UCSD Women in Philosophy Summer Institute July 2014.

**Rousseau, Carly**

Accepted to Loyola and Kent Law Schools for Fall 2015.

**Wiener, Sander**

Accepted to multiple law schools. Ultimately chose IIT-Kent. Full funding.

**Whitfield, Erik**

Accepted to SROP (Summer Research Opportunity Program) Ohio State University, July 2015.

McNair Scholar 2014-2015.

## PHILOSOPHY

### Assessment Report

Submitted by Dan Milsky

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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#### **CYCLE PLAN:**

YEAR 1: Goal A3: Ethics Knowledge Base

Outcomes:

Have an understanding of and be able to objectively critique and evaluate central themes and theories of ethics.

YEAR 2: Goal B1: Critical Thinking

Department designed critical thinking assessment in Phil 101 and Phil 201 classes.

Outcomes:

**85% of students scoring a 6 or better on the critical thinking post-test.**

YEAR 3: Goal B2: **Oral and Written Communication**

YEAR 4: Goal B4: **Appreciation of Interdisciplinarity**

YEAR 5: Goal A6: **Knowledge Base in Logic**

### **Assessing program goals and learning outcomes**

#### **Direct Evidence:**

*For goal(s) being addressed:*

**Goal A3:** Have an understanding of and be able to evaluate and apply some of the methods and ideas of ethical theory.

*1). Describe the tool you used to determine attainment of your goal(s) and the criteria for classifying students into a., b., and c. (see #2 below),*

We are using a departmentally developed pre and post-test case analysis. The test is scored on 4 point scale.

- 1. What proportion of your students (or sample of students) failed, met or exceeded your expectations:*

Based on a sample of 10 Introduction to Ethics sections (approximately 300 students).

Our post-test provided comparative data. The question it was designed to assess was whether students developed a more technical, complex and nuanced understanding of basic ideas in ethical theory. Students demonstrated 68.75% score increase between the pre-test scores and the post-test scores.

**Feedback loop:** *please provide a brief narrative to answer the following questions.*

- 1. Has your program changed its curriculum in the past year? NO.*
  - a. Targeted plan to address weaknesses that you found in attainment of goals*

We were pleased with the results of the test. We do believe that the results varied from faculty member to faculty member and we are aiming to make sure all faculty teach at least the same basic foundational ethical theory in their classes.

#### **Executive summary of assessment results**

- 1. Provide a brief narrative summarizing your assessment results (no more than one page, single spaced).*

In this year of assessment, we decided to assess our students' abilities development of a knowledge base in ethics (Goal A3; outcome A). We did this through the implementation of the Introduction to Ethics Pre and Post-test. We developed a creative and pedagogically useful instrument for assessing student's facility with the application of ethical theory. While some of the students in these sections were philosophers, most were not. Thus we are not assessing our majors but rather the effectiveness of a required course for our majors. We compared Introduction to Ethics students on the first day of class to these same students on their last day of class. We found that students scored significantly higher towards the end of the class than students early in the, suggesting that our curriculum does appear to have some impact on developing a knowledge base in ethics.

The interesting thing about the test is that it is not designed to test the material being taught in the class directly. Instead the test is designed to see how students will analyze a moral dilemma both before and after exposure to the concepts developed by philosophers of ethical theory. Students are able to articulate intuitions in ways that are more philosophically developed and robust after taking the course.

# PHYSICS

## **Annual Report 2014-2015**

**Submitted by Paulo H. Acioli**

### **Executive Summary**

The Physics Department continues to be engaged in efforts to offer high quality teaching that is based on the best practices supported by current Physics Education Research (PER). Faculty in the department currently employ pedagogies such as Peer Learning, Just in Time Physics, Real Time Physics, Personal Response Systems (PRS), Peer Led Team Learning, that are proven to improve content retention as well as conceptual understanding of physics. These have been used in our General Education, Service, as well as in courses offered for physics majors. Most of the implementation of these techniques relies on the individual efforts of the faculty teaching the course and is therefore not implemented in every single class. The department is studying the implementation of new assessment tools and depending on the results the department might decide to extend the implementation of some of these techniques to all the sections of a given course.

One of the highlights of the physics department continues to be the success of our Summer program. Our summer program offers classes that are required by many pre-professional majors. Our program attracts students from other universities locally and even nationally, and in particular we have a strong attendance of UIC students. We produced 1436 SCH in the College Physics I and II sequence, a number that is about the same as the total SCH production of the department in Spring 2015. We continue to study the option to offer the University Physics I and II sequence in future summers. This is the preferred sequence for students in the STEM disciplines pursuing post-graduate studies or students that intend to attend Engineering programs.

The Physics Department continues to be a key player in a new Environmental Science in collaboration with Biology, Chemistry, Earth Science, Geography and Environmental Studies on designing the interdisciplinary curriculum for this program. The program was approved by the Illinois Board of Higher Education (IBHE) and is going to admit the first majors in Fall 2015.

Dr. Paulo Acioli is the principal investigator (with Sudha Srinivas as the project coordinator and other STEM faculty as co-P.I.s) on an externally funded National Science Foundation scholarship project. The project will introduce mini-research projects in introductory science courses with the aim to improve undergraduate STEM education (IUSE) at NEIU. Dr. Acioli has been a member of the Editorial Board of two

peer reviewed open access journals and is a reviewer for the National Science Foundation. Dr. Srinivas is a reviewer for the National Science Foundation and Department of Energy as well as a member of the Alliance for Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks, National Science Foundation ADVANCE Program.

Dr. Acioli published a paper with an undergraduate student (Bilguun Woods) in *Procedia of Computer Science*. This work was also presented in the 2015 International Conference on Computer Science held in Iceland. Dr. Acioli also published a paper in the *Journal of Physical Chemistry C* in collaboration with his colleagues in Brazil as a result of his educational leave in Spring 2015. Cesar Bustos participated in the Summer Research Experience for Undergraduates (REU) at Northwestern University. Cesar also won an award for his presentation at the LSAMP undergraduate research conference held at Tinley Park, IL in Feb. 2015, where he presented his work on the study of the interaction of silver clusters with carbon monoxide under the advisement of Dr. Acioli.

## **I. Assessment**

The faculty of the physics program have been very active in teaching, research and creative activities, and service as demonstrated by the individual achievements listed in this report. After attending a recent Building a Thriving Undergraduate Physics Program workshop the department is considering using a survey to measure the attitude of students towards learning physics such as the CLASS (Colorado Learning Attitudes about Science Survey). Recent studies have shown that these surveys can be used to predict student success in learning physics. The department strives to offer a curriculum that will nurture a positive learning environment and a positive attitude towards the learning of science in general and physics in particular.

## **II. Program Plan**

### **A. Long term goals**

The physics program goals include continuing to provide high quality education for its majors, minors, students in the pre-professional programs and to the university community as a whole; enhancing our program by establishing a new biophysics concentration; and to study the viability of re-instituting a secondary teaching certification in the physics concentration.

### **B. Projected needs**

*1. Faculty:* The Physics Department currently has four tenure-track faculty. The department had a failed faculty search in 2008-2009. Although the practice of the university is to automatically authorize a failed search to continue the following year this search has not been reauthorized to date. The physics department seeks to hire an experimental/observational physicist in order to offer an applied physics component to the physics program and provide critically needed hands-on and laboratory-focused

training to majors and minors in physics. The physics program has traditionally served a large number of students from the cognate disciplines. The new hire will greatly add to this particular strength of the physics department by developing courses that serve students in biological, physical and environmental sciences, all areas that increasingly rely on techniques that have their origin in experimental physics or are utilized in observational physics, namely, optical and laser spectroscopy, x-ray crystallography, electron diffraction, etc.

*2. Equipment:* The physics department anticipates the need for new optics equipment to bring our optics lab up to date and also to adapt it in such a way that it not only serves the physics majors, but also to make it a broader course that would serve our pre-professional students considering a professional degree in optometry. Among the desired equipment are a Diode Laser Spectrometer, a Modern Interferometry kit, an Optical Pumping Instrument, a few Lens Aberration and Fourier Optics Kits, and three extended Optics Experiment Kit. In addition to these, we anticipate the need for equipment to help the new hire to successfully implement his research/educational program at NEIU.

*3. Other resources:* If a successful search results in the hire of an experimental/observational physicist the department anticipates the need for additional travel funds that would be required for the faculty and students to attend conferences and have visits to establish or strengthen the observations where a substantial part of the research will be conducted.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Articles and Abstracts, Local Exhibitions or Performances:**

- I. B. Woods and **Paulo H. Acioli**, “Drag Assisted Simulated Annealing Method for Geometry Optimization of Molecules”, *Procedia Computer Science* **51**, 1878 (2015).
- II. P. H. Oliveira Neto, Demétrio A. da Silva Filho, W. F. Cunha, **Paulo H. Acioli**, and G. M. E Silva, “The Limit of Exciton Diffusion in Highly Ordered  $\pi$ -Conjugated Systems”, manuscript submitted to the *Journal of Physical Chemistry C* **119(34)**, 19654-19659 (2015).

##### **2. Conference Presentations, Group Shows**

- I. B. Woods and **Paulo H. Acioli**, “Drag Assisted Simulated Annealing Method for Geometry Optimization of Molecules”, Oral presentation in the Workshop on Computational Chemistry and its Applications in the International Conference in Computational Science (ICCS 2015), Reykjavik, Iceland, June 1-3, 2015.

##### **3. Funded grants**

- I. Peer Enhanced Experiential Research in STEM (PEERS), NSF-DUE-IUSE program. This project is designed to advance the research skills of undergraduate majors in STEM (Science, Technology, Engineering, and Mathematics) at Northeastern Illinois University. This will be accomplished through the inclusion of hands-on research activities, expansion of computer simulations, and most importantly, through the use of peer mentors to facilitate these activities, in the introductory 200-level courses in Chemistry, Earth Science, Physics, Mathematics, and Computer Science (2014). \$426,738.
- Paulo Acioli - PHYS (PI)
  - Lidia Filus - MATH (co-PI)
  - Elisabet Head – ESCI (co-PI)
  - Marcelo Sztainberg – CS (co-PI)
  - Ken Nicholson – CHEM (co-PI)

#### **4. Service**

- a. Paulo Acioli, Referee for the Journal of Physical Chemistry.
- b. Paulo Acioli, Referee for Chemical Physics Letters.
- c. Paulo Acioli, Referee for the New Journal of Physics.
- d. Paulo Acioli, Referee for the New Journal of Chemistry
- e. Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters
- f. Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).
- g. Paulo Acioli, Advisor, NEIU Chapter of the Society of Physics Students (SPS).
- h. Sudha Srinivas, National Science Foundation Computational Chemistry Program, Division of Mathematics and Physical Sciences, Proposal Reviewer
- i. Sudha Srinivas, Member, Alliance for Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks, National Science Foundation ADVANCE Program.
- j. Sudha, Srinivas, Director, Student Center for Science Engagement, College of Arts and Sciences, Northeastern Illinois University.

#### **B. Student Achievements**

##### **1. Presentations**



- a. Cesar Bustos, David Capota, and John Gonzales, presented the poster “Molecular Dynamics Simulation of the Reaction of Carbon Monoxide and Silver” in the 6<sup>th</sup> Annual NEIU Student Center for Science Engagement (SCSE) Symposium, Sep. 26, 2014.
- b. Bilguun Woods made an oral presentation “Geometry Optimization of Lennard-Jones Clusters using Drag-Assisted Simulated Annealing” in the 6<sup>th</sup> Annual NEIU Student Center for Science Engagement (SCSE) Symposium, Sep. 26, 2014.
- c. Cesar Bustos, David Capota, and John Gonzales, presented the poster “Molecular Dynamics Simulation of the Reaction of Carbon Monoxide and Silver” in the 2014 SACNAS National Conference, Oct. 16-18, 2014.
- d. Bilguun Woods made an oral presentation “Geometry Optimization of Lennard-Jones Clusters using Drag-Assisted Simulated Annealing in the 2014 SACNAS National Conference, Oct. 16-18, 2014.

**2. Acceptance to graduate school; other honors/scholarships/awards and Alumni News**

- a. Cesar Bustos participated in the Center for Interdisciplinary Exploration and Research in Astrophysics (CIERA) Research Experience for Undergraduates offered by Northwestern University and the Adler Planetarium.
- b. Cesar won an award for his presentation at the LSAMP undergraduate research conference where he presented his work on the study of the interaction of silver clusters with carbon monoxide, Tinley Park, IL, February 27-28, 2015.

# POLITICAL SCIENCE

## **Annual Report 2014-2015**

**Submitted by Jeffrey S. Hill**

### **Executive Summary**

Five years ago, the Department of Political Science was enjoying a record number of undergraduate majors. More recently, however, we have experienced a decline. The Fall of 2014 was an exception since we enjoyed a small increase in majors from 94 to 98. This could easily be a random fluctuation, but we are, none-the-less, pleased in light of the overall decline in the university's enrollment for the past year. But we also realize that this does not bring us back to the levels we enjoyed a few years ago. As I wrote last year, we lost our most important recruitment tool when the university no longer required the course PSCI 216—American National Government. At one time, we taught 20 sections of this course each term. Now, we teach five to six sections. We realize we need to recruit more actively and have addressed this in the section on Program Needs. Briefly, we intend to use the Politics Club and its activities to recruit new majors. We also will continue to invest in the program at the University Center of Lake County in Grayslake.

While our undergraduate program has declined, our graduate program has been relatively stable. We have been offering five graduate courses each term, and the enrollment in these courses has been strong. We also offer one or two graduate eligible 300 level courses in the summer and these have also been popular with our graduate students.

Overall, despite concern over enrollments, budgets, and so forth, the Department enjoyed a productive year. As listed below, department faculty members published one book, and seven scholarly book chapters and articles. Faculty members also delivered eleven conference presentations.

Department faculty members continued to serve the NEIU community as well as to engage broader communities. Dr. Sophia Mihic continued her service as UPI President.

Dr. Russell Benjamin was very active in service. He helped organize multiple activities for the annual meeting of the Caribbean Studies Association. He also continued his service with National Conference of Black Political Scientists.

Dr. Ellen Cannon also had extensive community involvement. She served on the Board of Directors of the Chicago Jewish Day School, the Board for the Midwest Israeli

Consulate's Faculty Advisory Group, and the Board of Directors of the Jewish Federation of Metropolitan Chicago's Jewish Faculty Advisory Group. At NEIU, she served on the NEIU Interdisciplinary Faculty Group to Develop a new Jewish Studies Minor. The new minor has been approved and it will be housed in the Department of Political Science. The Department has approved two new courses as part of the minor and will teach Jewish Political Theory in Fall 2015.

Dr. Marshall Thompson provides service to NEIU as the coordinator of the African and African American Studies Program.

In the past year, the Department enjoyed a number of visits and presentations from international scholars. Through the efforts of Sangmin Bae and Martyn de Bruyn, it hosted a campus visit by groups from two Japanese universities (Hosei University and Ochanomizu University). Each group included 26 students accompanied by 3 faculty members. They had formal presentations in our classes and had good cultural exchanges with our political science students. Professor Edward Halizak of the University of Warsaw made a presentation to the university on the European Union's response to the war in Ukraine. In addition to the public talk, attended by approximately 40 people, our colleagues from Warsaw discussed study abroad opportunities with our students. We are continuing to develop our relationship with the University of Warsaw and hope to have further exchanges of faculty. Eshkol Nevo, well known Israeli author of many works of fiction including Neuland, gave a talk to students in our department on human security, peace building, and the prospects for peace in the Middle East.

Among the many activities of our students, the 2015 Moot Court Team tied for 4th place in the Model Illinois Government Simulation held in Springfield in February/March. This team was composed of Angie Curry and Michael Robinson, who will both be attending law school in the near future. Although NEIU won "best counsel" in the past, this is the furthest a NEIU team has placed in the competition. We also inducted a new class of students into Pi Sigma Alpha, the Political Science Honor Society. Three of our recent graduates published papers, and others participated in symposia here at NEIU. We continue to use on-line media to keep track of our students and graduates. These less formal approaches, combined with surveys we reported last year, suggest our graduates are doing well after they leave NEIU.

## **I. Assessment**

For our assessment activities this year, we directly assessed students' performance through a content analysis of student papers. We analyzed 22 papers from our 200-level courses and 21 papers from our 300-level courses, making a special effort to include only papers submitted by seniors in these upper-division courses. Using this kind of cross-sectional analysis allowed us to assess the "added value" of an NEIU liberal arts education in political science. The two learning outcomes that comprised Goal I were the subjects of this analysis. Goal I—perhaps our most important goal—focuses on students' ability to understand empirical information, concepts, and theoretical frameworks.

In brief, our assessment shows that the Department is improving student skills by teaching them how to understand empirical information and empirical frameworks. The evidence was less favorable in the area of conceptual thinking. This is an odd finding since learning about concepts is seen as a step that precedes learning theoretical frameworks. In the future, we intend to review our assessment tool. We also need to review how are courses are providing instruction in concepts.

For future activities, we will examine other goals, particularly our goal of motivating interest and participation in the political process.

## **II. Program Plan**

### **A. Long term goals**

Supporting the University Strategic Plan goals/action steps of building NEIU's program at the University Center of Lake County (1.2); fostering strong relationships with community colleges and other colleges and universities (2.6); and focusing on academic programs that are linked to regional workforce development (2.9), the Department will continue to build its program at the University Center in Lake County. By now we have developed a curriculum in American Politics and we have graduated our first class. Our attention now must shift to increasing the size of our program. Based on discussions with students, we are aware that few community college students are aware of our program. Thus, we are investing more effort in marketing and outreach. Previous marketing studies undertaken by the university suggested there was a large demand for courses in public administration. However, we suspect many of the survey recipients were not aware that public administration is part of the curriculum in American politics. We will be going through the university governance procedures necessary to change names and course descriptions in a way that will clarify this connection, and, in so doing, assist marketing efforts..

### **B. Projected needs**

Based on our assessment activities, we propose the following actions:

1. To help increase our enrollments we are continuing are efforts to build a program at the University Center. This will increase the number of students in the major, although not on the main campus.
2. We need to expand the activities of the Politics Club. This was one of our projected needs last year, but it was not implemented well. We also hope to develop a course to accompany the Illinois Model Government, and to use this to attract more people into political science.
3. We will continue to use facebook and linkedin to keep in closer touch with our alumni, and to announce activities to current students. We will also continue to develop our email list of all students in our courses, and to update it each term.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

##### 1. Books

**Bae, Sangmin** and Makoto Maruyama (eds.) *Human Security, Changing States and Global Responses: Institutions and Practices* (London and New York: Routledge) 2014.

##### 2. Book Chapters

**Bae, Sangmin**, "Death Penalty Moratorium in South Korea: Norms, Institutions, and Leadership," in *Capital Punishment: A Hazard to a Sustainable Criminal Justice System?* edited by Lill Scherdin (London: Ashgate 2014).

**de Bruyn, Martyn**, "Japan, the European Union, and the Elusive Global Human Security Partnership" in Bae and Maruyama (eds.) *Human Security, Changing States and Global Responses: Institutions and Practices* (London and New York: Routledge Press, 2015).

##### 3. Articles

**Adler, William D.** "The Politics of Internal Conquest in the United States and Canada," *Oxford Bibliographies in Political Science* ed. Sandy Meisel. New York: Oxford University Press (2014).

**deBruyn, Martyn.** "Crossing the I: TTIP and the Investor State Dispute Settlement Mechanism" *Stosunki Miedzynarodowe (International Relations)* Spring 2015.

**Jankovski, Aleksandar.** "Ideas y normas como determinantes de la política exterior: el caso de Guerra Aérea durante la Segunda Guerra Mundial," *La Segunda Guerra Mundial: A 70 años*, ed. Modesto Seara Vázquez and Alberto Lozano Vázquez (Universidad del Mar, 2015).

**Neddenriep, Gregory**, and Anthony J. Nownes. 2014. "An Experimental Investigation of the Effects of Interest-group Endorsements on Poorly Aligned Partisans in the 2008 Presidential Election." *Party Politics* 20(July): 617-631.

**Thompson, Marshall.** Book Review in *Africa Today*. Chris Armstrong, Jeremy de Beer, Dick Kawooya, Achal Prabhala, and Tobias Schonwetter, eds. *Access to Knowledge in Africa: The Role of Copyright*. (Cape Town, South Africa: UCT Press, 2010).

##### 4. Conference Presentations

**Adler, William D.**, "Forts and Frontiers: The U.S. Army and Economic Development, 1787-1860," 2015 Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 16-19, 2015.

**Adler, William D.**, “Generalissimo of the Nation’: Warmaking and the Presidency in the Early Republic,” Loyola University Chicago School of Law 5<sup>th</sup> Annual Constitutional Law Colloquium, Chicago, IL November 7-8, 2014.

**Adler, William D.**, “The Challenge of Expansionism, West and East,” 2014 IPSA 23rd World Congress of Political Science, Montréal, Québec, July 20-24, 2014

**Bae, Sangmin**, “R2P in East Asia: Acceptance, Commitment and Practice.” Asian Studies Conference Japan, Meiji Gakuin University, Tokyo, Japan, June 20, 2015.

**Bae, Sangmin**, Amy Infanzon and Michael Abbe, “Active in Not Being Active (AINBA): How East Asian Powers Accept R2P,” Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 17, 2015.

**Benjamin, Russell**, “Talking Black Business, Doing Black Business?” National Conference of Black Political Scientists, Atlanta, Georgia, March 18-21 2015.

**Benjamin, Russell**, “Underdevelopment Disguised as Development in Haiti,” Conference of the Caribbean Studies Association, New Orleans, Louisiana, May 25-29 2015.

**deBruyn, Martyn**. “Development Cooperation Between Japan and the European Union: Prospects and Challenges” Annual Meeting of the European Union Studies Association Asia Pacific, Seoul, South Korea, June 10-12, 2015.

**deBruyn, Martyn**. “The Transatlantic Trade and Investment Partnership: Prospects for States and Businesses” External Relations of the European Union Conference by the Institute of International Relations, Warsaw, Poland, October 23-24, 2014.

**Mihic, Sophia**, "Critique, Restoration and Utopia: Thinking and Enacting the Future (Before Someone Else Does It for You)," 5th Annual International Studies Conference - Time of Monsters: Dystopia and Utopia in an Age of Crisis, Depaul University, May 8 2015.

**Neddenriep, Gregory**, and Anthony J. Nownes. “A Last-Minute Cue in a High-Information Setting: An Experimental Investigation of the Effect of The New York Times Presidential Endorsement.” Southern Political Science Association 86th Annual Conference, January 16, 2015.

## **5. Service**

**Adler, William D** , Discussant, “Federalism, Local Politics, and Political Authority,” panel at the 2015 Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 16-19, 2015.

**Adler, William D** , Panelist, “Preparing for the Job Market,” Professional and Career Development Roundtable at the 2015 Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 16-19, 2015.

**Benjamin, Russell.** Chair, Graduate Student Mentoring Committee. annual meeting of the Caribbean Studies Association, New Orleans, Louisiana, May 25-29, 2015.

**Benjamin, Russell.** Panel Organizer, “Finishing Your Ph.D. and Getting a Job,” annual meeting of the Caribbean Studies Association, New Orleans, Louisiana, May 25-29, 2015.

**Benjamin, Russell.** Organizer, Graduate Student Breakfast, annual meeting of the Caribbean Studies Association, New Orleans, Louisiana, May 25-29, 2015.

**Benjamin, Russell.** Panel Chair, “Revealing Truths and Colonial Discourse.” annual meeting of the Caribbean Studies Association, New Orleans, Louisiana, May 25-29, 2015.

**Benjamin, Russell.** Chair, Sammy Younge Best Student Paper Award Committee, annual meeting of the National Conference of Black Political Scientists, Atlanta , Georgia, March 19-21.

**Benjamin, Russell.** Panel Chair, annual meeting of the National Conference of Black Political Scientists, Atlanta , Georgia, March 19-21.

**Benjamin, Russell.** elected member, House of Delegates for the University Professionals of Illinois.

**Cannon, Ellen.** Member, Board of Directors of the Chicago Jewish Day School.

**Cannon, Ellen,** Board Member of Midwest Israeli Consulate’s Faculty Advisory Group.

**Cannon, Ellen,** member, Board of Directors of the Jewish Federation of Metropolitan Chicago’s Jewish Faculty Advisory Group.

**Hill, Jeffrey.** Trustee of the Corporation of Bishop and Trustees of the Episcopal Diocese of Chicago.

**Thompson, Marshall,** Editorial Board Member, SAGE Open

**Thompson, Marshall,** Reviewer, *American Political Science Review*

## **B. Student Achievements**

### **1. Presentations, conference papers, symposium participation, publications**

**Peter Bul**, “Sudaneese Refugee Experience: A True Story of Survival and Struggle.” Twenty-third Annual Student Research and Creative Activities Symposium, April 17, 2015.

Jill Glidewell, MSN<sub>1</sub>; Richard S. Olney, MD; Cynthia Hinton, PhD; Jim Pawelski, MS; Marci Sontag, PhD; Thalia Wood, MPH; James E. Kucik, PhD; Rachel Daskalov, MHA; **Jeff Hudson**, MA, “State Legislation, Regulations, and Hospital Guidelines for Newborn Screening for Critical Congenital Heart Defects — United States, 2011–2014,” *MMWR: CDC’s Morbidity and Mortality Weekly Report (MMWR)*. Vol. 64 / No. 23 June 19, 2015

Bae, Sangmin, **Amy Infanzon and Michael Abbe**, “Active in Not Being Active (AINBA): How East Asian Powers Accept R2P,” Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 17, 2015.

## **2. Acceptance to graduate or professional school; other honors/scholarships/awards**

**Lenou, Romuald** (B.A. 2012), Awarded M.A. in Political Science, Northern Illinois University.

**Hicham Zerhouni**, has been selected as a fellow of the New Leaders Council (NLC), a U.S. non-profit organization that promotes progressive political entrepreneurs.

### **C. Alumni News**

**Dubeansky, John** (B.A. 2009), Strategic Analyst, Capital Workforce Partners, Hartford, CT.

**Ellis, Tony** (B.A.), Nutrition Policy Associate, Center for Science in the Public Interest, Washington, DC.

**Foryoh, Jonathan S.** (B.A. 2012), Billing Adjudicator, Omnicare Inc., Chicago, IL; accepted into Masters of Public Administration Program, Roosevelt University.

**Hayes, Octavius** (B.A. 2013), Operational Support Associate, Waukegan Township, IL; accepted into graduate program, DePaul University School of Public Service.

**Londo, Devin** (B.A. 2012), Lead Talent Advocate, Hired, Inc., Chicago, IL.

**McGlynn, Melissa** (B.A. 2012), Admissions Specialist, Truman College, Chicago, IL.

**V., Margarita** (B.A. 2012), UPS Supply Chain Solutions, Illinois.



# POLITICAL SCIENCE

## Assessment Report 2014-2015

Submitted by Gregory Neddenriep

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

In April of 2015, the political science faculty directly assessed its students' performance through a content analysis of student papers. Here, we analyzed 22 papers from our 200-level courses and 21 papers from our 300-level courses, making a special effort to include only papers submitted by seniors in these upper-division courses. The purpose of this analysis was to determine whether the Department "added value" to the students that it instructs.

The two learning outcomes that comprised Goal I were the subjects of this analysis. Goal I—perhaps our most important goal—focuses on students' ability to understand empirical information, concepts, and theoretical frameworks (See Table 2.). Faculty members, with the assistance of a rubric, evaluated whether each paper was "Below Standard," "Meets Standard," or "Exceeds Standard" across both learning outcomes displayed in Table 2. At least three faculty members coded each student's work.

**Table 2**

### **Description of Goal I and Its Learning Outcomes**

<b>Goal I</b>	<b>Students able to understand/comprehend and assess empirical political information, and concepts and analytical frameworks.</b>
<b>Outcome 1</b>	Able to understand/comprehend and assess important empirical information (features, events, trends, interactions, structures and processes). <ol style="list-style-type: none"><li>1. Understand key features of the American political system as they compare to other political systems.</li><li>2. Understand the interactions among political, economic, and social factors/institutions/systems within international, transnational, and sub-national levels.</li></ol>
<b>Outcome 2</b>	Understand major concepts and theoretical frameworks as they are used to organize and explain the material world.

Table 3 shows that there were statistically significant differences between our introductory students and our seniors on two of the three indicators in our analysis. Based on one-tailed tests (chosen because the relationship is expected to move in a particular direction), the difference of means for EMPIRICAL was highly significant ( $p = 0.002$ ), while THEORY was significant ( $p = 0.022$ ). There was no statistically significant difference between the two groups of students on the concepts indicator. Taken at face value, it appears that the Department is improving student skills by teaching them how to understand empirical information and empirical frameworks. The evidence was less favorable in the area of conceptual thinking.

**Table 3**

**Results From Independent Sample *t*-Tests for Differences of Means**

Assessment Indicator	Groups	N	Mean	SDV	Mean Difference	<i>t</i>	Sig. (1-Tail)	95% Confidence Interval of the Difference	
								Lower	Upper
EMPIRICAL	Intro. Students	22	2.01	0.42	-0.38	-3.11	0.002	-0.63	-0.13
	PSCI Seniors	21	2.39	0.38					
CONCEPT	Intro. Students	22	1.97	0.46	-0.16	-1.03	0.156	-0.48	0.16
	PSCI Seniors	21	2.13	0.57					
THEORY	Intro. Students	22	1.72	0.39	-0.32	-2.07	0.022	-0.63	-0.01
	PSCI Seniors	21	2.04	0.61					

Bivariate crosstabulations were also performed on the data. To accomplish this analysis, EMPIRICAL2, CONCEPT2, and THEORY2 were recoded into categories: 0 to 1.49 = 1 (“Below Standard”) 1.5 to 2.49 = (“Meets Standard”), and 2.5 and above (“Exceeds Standard”). Here, the dependent variables are based on the median of the three coders.

Table 4 shows that our seniors tend to perform better than the introductory students in their ability to understand and comprehend empirical information. The difference is especially pronounced in terms of the number of students who exceeded the Department’s standard. Here, only 18.2% of the introductory students exceeded the standard, while 42.9% of the seniors exceeded the standard. This is a difference of 25%. Furthermore, no seniors fell below the Department’s standard on this indicator. Despite these encouraging findings, it is important to note that a one-tailed Chi-Square test

showed the relationships to be just outside the range of significance at the 0.054 level. Because Pearson’s Chi-Square approached significance, it was useful to examine the strength of this relationship. It is usually appropriate to report *Lambda* (a Proportional Reduction in Error or “PRE” statistic) when measuring the strength of the relationship between one nominal and one ordinal variable. *Lambda*, which ranges between 0 and 1, measures how much better one can predict the value of each case on the dependent variable if one knows the value of the independent variable. When *Lambda* falls within the range between 0.10 and .020, it signifies that the relationship is weak, as is the case here. Nevertheless, *Lambda* can underestimate relationships (even if Chi-Square values are significant) when many values are clustered around one response or when one of the variables is skewed. This may be the case in our crosstabulation because very few students fell into the “Below Standard” category. In this situation, *Cramer’s V* is probably the preferred statistic for measuring the strength of the relationship because it is not a PRE statistic. Our *Cramer’s V* of 0.323 suggests a medium effect.

**Table 4**

**Bivariate Crosstabulation for Students’ Ability to Assess Empirical Information**

	<b>Introductory Students</b>	<b>PSCI Seniors</b>	<b>Total</b>
<b>Below Standard</b>	2 (9.1%)	0 (0.0%)	2 (4.7%)
<b>Meets Standard</b>	16 (72.7%)	12 (57.1%)	28 (65.1%)
<b>Exceeds Standard</b>	4 (18.2%)	9 (42.9%)	13 (30.2%)
<b>Total</b>	22 (100%)	21 (100%)	43 (100%)
Pearson Chi-Square = 4.474 (2 df), significance = 0.054 (1-Tailed) Lambda = 0.139 – Very weak Cramer’s V = 0.323 – Small effect			

In contrast to the results of the *t*-test, the bivariate crosstabulation presented in Table 5 shows that the two groups of students are very comparable with each other in terms of their ability to understand theoretical frameworks. About the same percentage of students from both groups fell within the “Meets Standard” category. Seniors tend to be more strongly represented in the “Exceeds Standard” category and are less prevalent in the “Below Standard” category, but these differences are not especially impressive. It should, therefore, come as no surprise that the Chi-Square test (one-tailed) is not statistically significant ( $p = 0.087$ ).

**Table 5****Bivariate Crosstabulation for Students' Understanding of Theoretical Frameworks**

	<b>Introductory Students</b>	<b>PSCI Seniors</b>	<b>Total</b>
<b>Below Standard</b>	8 (36.4%)	5 (23.8%)	13 (30.2%)
<b>Meets Standard</b>	13 (59.1%)	11 (52.4%)	24 (55.8%)
<b>Exceeds Standard</b>	1 (4.5%)	5 (23.8%)	6 (14.0%)
<b>Total</b>	22 (100%)	21 (100%)	43 (100%)
Pearson Chi-Square = 3.504 (2 df), significance = 0.087 (1-Tailed)			

Table 6 presents the crosstabulation concerning students' use of concepts. About the same percentage of seniors and introductory students either met or exceeded the standard. About the same percentage of students in both groups fell below the standard. These results reinforce the results of the *t*-test that showed no statistically significant difference between these groups. In short, it appears that there is no meaningful difference between our introductory students and our seniors when it comes to being conceptual thinkers.

**Table 6****Bivariate Crosstabulation for Students' Understanding of Concepts**

	<b>Introductory Students</b>	<b>PSCI Seniors</b>	<b>Total</b>
<b>Below Standard</b>	4 (18.2%)	5 (23.8%)	9 (20.9%)
<b>Meets Standard</b>	14 (63.6%)	8 (38.1%)	22 (51.2%)
<b>Exceeds Standard</b>	4 (18.2%)	8 (38.1%)	12 (27.9%)
<b>Total</b>	22 (100%)	21 (100%)	43 (100%)
Pearson Chi-Square = 3.059 (2 df), significance = 0.109 (1-sided)			

What do these findings mean? Taken at face value, some of the results of the 2015 assessment are very encouraging. The analyses presented above suggest that the Department is doing an admirable job helping our students assess empirical information and helping them understand theoretical frameworks. However, the data also suggest that the Department's seniors are not much different than their introductory-level peers in the area of conceptual thinking.

Although these findings certainly warrant consideration and discussion, it would be premature to use them as the basis for sweeping curricular changes or as justification for complacency in areas where the Department performed well. We should proceed cautiously because the methodology used in the assessment had some notable limitations. Symptomatic of this concern are the findings on our concept and theory indicators, where the results are difficult to reconcile and do not make substantive sense. Concepts are the building blocks of theory, yet students apparently had a better grasp of theory than the underlying concepts. Perhaps this incongruence is the product of a methodological artifact rather than a reflection of real differences in student performance.

There are a number of limitations associated with our analysis that may have impaired our ability to find more definitive and satisfying results. First, we were unable to draw a representative sample of student papers for our analysis. Papers used in our analysis, by necessity, came from a small number of courses because most department members return their graded work to students and do not keep duplicate copies for purposes of assessment. Second, we were unable to control for some important intervening variables such as the nature of the assignment and the subject matter of the course. Finally, it is possible that the reliability of our coding instrument was insufficient even though the analysis was based on the average or media scores assigned by three coders.

In the end, the results of the 2015 assessment should be accepted cautiously. If anything, the results suggest that the Department should consider and discuss the findings, but should not take aggressive action until it gleans more knowledge about whether it is meeting Goal I. Given the limitations of the 2015 methodology, the Department and those charged with assessment should consider ways to refine and improve the methodology for future inquiries.

## **Conclusion**

The Department's 2015 content analysis of term papers suggested that our seniors tend to perform at a higher level than our introductory-level students in their abilities to assess empirical information and their understanding of theoretical frameworks, but there was no difference between the two groups in terms of conceptual thinking. However, these results should be accepted with caution due to methodological concerns.

# PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

## **Annual Report 2014-2015**

**Submitted by Saba Ayman-Nolley (Psychology) and Lisa Hollis-Sawyer (Gerontology)**

### **Psychology Executive Summary**

Throughout the 2014/2015 year, the Psychology Department has demonstrated its continued commitment to our students, faculty, and community through active engagement within the department, the professional community, and the University as a whole. The goals we had set forth to foster this engagement were demonstrated in the myriad of activities that this report delineates. Ultimately, student success and achievement are of the foremost priority and we as a department have demonstrated this commitment through our reported student successes and research collaboration opportunities. Our continued goal is to provide our students and faculty both within and across disciplines with the necessary tools that will enhance their performance and ultimately their ability to succeed in achieving their academic and career goals. To this end in academic year 2014-15, we made major progress in many important areas, such as: hiring David Kern as a professor in neuropsychology, improving our teaching and research laboratories, expanding and fine-tuning our curriculum (including continuation of the psychology of food course and introduction of neuropsychology), revising our assessment plan and its implementation, expanding and improving our Peer Leader program, and creating networking systems with our alumni. These efforts have yielded far-reaching results for our students, faculty and department as a whole including various student and faculty awards, as well as our Program of Merit Award for the MA in Gerontology Program. Ten students were accepted to graduate programs, and five alumni received a graduate degree. The details of our accomplishments are in the following report, which when possible is arranged to use the categories of the university's strategic plan.

#### *Student Success*

Northeastern Illinois University's Psychology Department has had a productive year during 2014-15. This year, the Psychology department had 443 majors and 518 intended majors, approximately 59 minors, and 26 graduate students enrolled. Of these, there were over 200 new psychology major declarations. Additionally, 2 McNair students were supported and mentored this last academic year. There were 29 new NEIU

inductees this year into Psi Chi, the International Honors Society in Psychology. Altogether, faculty and students have published 9 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 38 conference presentations (local, national, and international - invited and referred) and about 50 students and alumni were involved in the presentations. The Student Center for Science Engagement 6<sup>th</sup> Annual Research Symposium, held in September of 2014, had 1 student and 1 faculty member involved in a presentation. The University's 5<sup>th</sup> Annual Faculty Research Symposium was held in November 2014 with 2 psychology faculty member presenting research. There were 7 faculty and 84 students involved in the 10<sup>th</sup> Annual Fall Psychology Student Symposium in December 2014. 8 faculty and 70 students were involved in presentations at the 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium in April 2015. Among the 145 graduates for the year, 29 students (20 %) graduated with honors.

#### *Academic Excellence and Innovation*

This year our department offered workshops for post BA career choices offered by Dr. Farmer and on capstone selection process and choices by Dr. Ayman-Nolley and Dr. Rueckert. Dr. Hollis-Sawyer was a recipient of the 2014-2015 Association for Gerontology in Higher Education (AGHE) Founders Innovation Fund Award. Dr. Merchant was honored with the Advisor of the Year award. Ebaa Wahden received the Sheena L. Warren-Glover Service Award for exceptional community and on-campus service.

#### *Exemplary Faculty and Staff*

In order to increase collaboration across the University and to invest in faculty and staff development while maintaining a high standard of educational opportunity for students, the psychology department held mixed department events.

The 5<sup>th</sup> Annual Art in Response to Violence event was co-hosted with the Art department, Counseling Department, and Gifted Program.

As part of the Dr. Condon 10 year memorial, Psi Chi hosted A Research Presentation by Dr. Cheryl King from the University of Michigan, regarding a research program on Youth Suicide Prevention and Emergency Departments.

On March 12, 2015 the Psychology Department hosted its 5<sup>th</sup> Annual Psychology and Related Fields Graduate Programs Fair. More than 100 students attended the fair and 16 colleges and universities were represented. Faculty and representatives from Clinical Psychology, Social Psychology, I/O Psychology, Forensic Psychology, Child Development, Gerontology, Rehabilitation, Community, School and Family Counseling, Social Work, Art/Drama/Dance Therapy, Occupational and Physical Therapy and other areas attended to provide information and present their programs. Over 15 alumni also joined the students and faculty for the post fair discussion and dinner.

In continuing support of the NEIU campus-wide food initiative, Dr. Dykema-Engblade's Psychology of Food course has become a repeating spring course. Some students used this course as their capstone, and presented results at various symposia.

This year, with the leadership of Dr. Erber in collaboration with Drs. Rueckert, Merchant, Dykema-Engblade and Lorilene Cuevas, there is continuing reconstruction, implementation, and assessment of our Peer Leading Program. The positive outcomes were prepared and presented at regional and national conferences.

One of the more notable accomplishments has been the reduction of withdraw rates from PSYC 200 through the inclusion of "mindset interventions" that instill academic tenacity and persistence. Students in both Fall and Spring courses participated in two "growth mindset" interventions (e.g., Dweck & Mueller, 1998; Dweck, Wlaton, & Cohen, 2011). Withdraw rates for the control/comparison groups were on average 32.5% and 14.1% for the mindset intervention groups.

The psychology program, as part of a STEM program initiative, is sponsoring the National Institutes of Health MARC (Maximizing Access to Research Careers) grant program. We are the second university in the Midwest to receive this grant. This program has just completed one full year with 9 scholars preparing for PhD programs in the Biomedical sciences. The goal is to send 12-24 students to PhD programs at the end of the 5 year grant.

### Urban Leadership

The department has 646 members, 15 faculty, and 2 staff on NEIUport student and faculty group called Psychspace, and continues to develop the active alumni group on Facebook called NEIU Psych Space. It currently has 191 members with 9 active and 1 retired faculty members and alumni who do networking on jobs, graduate programs and planning events. We have used the social networking site to engage with alumni for a variety of events including the Graduate Programs Fair, Generativity Club events, faculty talks, and the Fall Psychology Research Symposium. Additionally, we have used NEIU Psych Space as an information gathering tool for data on alumni graduate school degrees and careers.

In 2014/2015, our service learning students were placed at a variety of community organizations such as two literacy programs in Chicago public schools, Cool Classics and Sit, Stay, Read, Global Gardens, NEIU Student Affairs, Christopher House, Albany Park Community Center, University Center of Lake County, Swedish Museum, and the National Cambodian Heritage Museum and Killing Fields Memorial

The faculty was greatly involved in numerous community organizations. Dr. Ayman-Nolley has been the coordinator of a child and parent program on the Chicago Southside, sponsored by the Baha'i community. The children in the program engaged in social service activities with organizations including the Pan African project, firehouses, and nursing homes. Four faculty and one student from the psychology department have continued involvement in the first Community garden project on NEIU campus, which is two more participants than last year.



## Gerontology Executive Summary

The mission of the gerontology program at NEIU is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service. The immediate purpose of the program is to prepare gerontologists who will have the background necessary to be effective, ethical, and concerned professionals. During the Fall 2014-Spring 2015 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program, with approximately 65% of the new students becoming program enrollees by the end of Spring 2015. There are currently twelve (12) new graduate students registered to begin the program in Fall 2015. To date, there are also two (2) recently admitted graduate “student at large” individuals who will be starting the gerontology program in the fall and will be applying to the gerontology program in October for Spring 2016 program entry. Thus, it is expected that the incoming cohort will be approximately fourteen (14) new gerontology students. The total program enrollment is now 54 students, taking into account five (5) M.A. program students to be graduating in August 2015 or December 2015.

Over this time period, Hollis-Sawyer was the recipient of the 2014 American Psychological Association (APA) Division 20 Mentorship Award in Adult Development and Aging which was awarded at the APA Conference in Washington, DC on August 9, 2014. This honor reflects the quality and academic rigor of the gerontology program based on the mentoring efforts of the faculty involved. In addition, Hollis-Sawyer was a recipient of the 2014-2015 Association for Gerontology in Higher Education (AGHE) Founders Innovation Fund Award on Project Entitled “Actively Integrating Aging and Business into College Curriculum” (Co-Chair, Business and Aging Committee; funded \$1,000) and the 2014-2015 NEIU COR grant for the study entitled “Development of a “Positive Aging” Assessment Approach” (funded \$3,364). Hollis-Sawyer was the sole author in one (1) published book review and was the first author in a published article with a colleague from another institution in a peer-reviewed journal. Hollis-Sawyer presented her research about the idea of environmentally sustainable “aging friendly” environments and “positive aging” testing approaches involving one (1) national gerontology at two (2) different conferences (one being an international conference) in Fall 2014-Spring 2015. Over this time period, Takahashi was the sole author on one (1) book review on *Death and Dying in Contemporary Japan*. Takahashi published articles in two (2) international journals, *Contemporary Religion* and *Religion, Spirituality, and Health*. Takahashi also presented his on-going research on cross-cultural research in four (4) different presentations across two (2) national and two (2) international aging conferences.

In response to a changing field, the graduate program in gerontology has been successful to date in developing strategies for advertising and developing program expansion possibilities with an effective utilization of existing resources (e.g., development of a new, expanded graduate certificate program). If choosing the thesis option for students entering the program this coming fall semester, the graduate program has developed a new, expanded thesis credit option in which a student takes a variable number of credit hours across semesters which add up to a total of six (6) thesis credit hours. Specifically, there has been a program change to PSYC 590-1, 590-2, and

590-3 Thesis Hours to reflect a more flexibility approach in how students register for thesis credit hours if taking the thesis option. The course modification from three (3) credit hours (PSYC 422) to variable credit (1 through 3 hours) for six (6) credit hours total (PSYC 590) addresses the important issues of students remaining “active” in status within the program and having on-going library privileges. In addition, thesis credit hour grading will not be part of the student’s GPA starting in the fall, but rather is graded on a “Fail,” “Pass,” or “High Pass” basis of grading evaluation.

The Generativity Club, supervised by Dr. Takahashi, was actively involved in promoting education about aging issues. In March 2015, Dr. Takahashi and Generativity Club officers organized the aging film symposium and showed a film, *Prison Terminal*, a cinema vérité that documented the final months in the life of a terminally ill prisoner. The Oscar nominated filmmaker, Mr. Edgar Barends, gave a lecture on the American prison system from a gerontology perspective. At the end of the Spring 2015 semester, the Generativity Club sponsored a social event in May 2015 for gerontology students to facilitate their peer support connections across cohorts.

It is an exciting time of adaptive changes to the program content and administration that will continue to reflect enhanced program outcomes in line with both professional field expectations, the NEIU University priorities, and Illinois Commitment Implementation plan.

## **I. Assessment**

### **Psychology Assessment Summary**

In this past year of assessment, we decided to assess our Goal to enhance scientific inquiry and critical thinking, (Goal B; outcomes B.1 and B.2 of our program). We did this through a course-based assessment quiz covering basic knowledge of research method and statistics and the implementation of the Critical Thinking Assessment (CAT) tool. This required training in the application of a special rubric to assess our students.

We found significant increases in scores on the research methods quiz in all classes in which it was administered.

We wanted to assess the effectiveness of our Peer Leader program, which was implemented to further enhance the delivery of our General Psychology and Research Methods and Statistics courses. We found that students in classes with peer leaders showed significantly higher critical thinking scores than students in classes without peer leaders. Moreover, we found significant gains in critical thinking within a semester in those courses that had peer leaders. These results were consistent with results from last year when the PLTL program was first implemented, lending consistency and validity to this particular curriculum enhancement.

Due to the quasi-experimental nature of this data it is difficult to conclusively determine whether the gains observed are due to PLTL. However, the fact that students in PSYC

200, but not PSYC 100, showed a significant increase in CAT scores supports the value of PLTL. Unfortunately, this comparison is limited by the fact that students in PSYC 200 scored higher than those in PSYC 100 on the pretest. This was likely due to random error – the PSYC 200 pretest scores were also significantly higher than those of students who took the same class last year.

## **Gerontology Assessment Summary**

This assessment plan of the gerontology program is based on a model consisting of three (3) core areas of focus (i.e., an “Administrative Core,” an “Educational Core,” and an “Application Core”). Each core area deals with a functional aspect of the program. The Administrative Core deals with issues surrounding the maintenance of a well-run graduate program. The Educational Core is concerned with issues about the educational experiences of the students in the classroom. Finally, the Application Core pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases. Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three broad assessment core areas are more specific program components assessed on an on-going basis, creating opportunities for feedback and improvement in each of the care areas. Please refer to Appendix A for the assessment plan and results (2014-2015). In an examination of the results, the on-going, multi-criteria approach to assessing student and program outcomes has resulted in more responsive changes to both the content and scheduling of courses in the program to better prepare our students for degree completion and career preparation in the field of or related fields toward gerontology.

## **II. Program Plan**

### **A. Long term goals**

#### **Psychology**

##### Student Success

- Further expanding and fine-tuning our peer leader program as part of the last year of TUES grant and planning for the post grant continuation of this program. These changes will include more online peer leading support options, such as online workshops.
- Continue and expand our alumni activities, especially planning the expansion of the contact between alumni and current students.
- Create new strategies and processes to recruit and retain students.

##### Academic Excellence and Innovation

- Inviting on and off campus research presentations (including at least one at Lake County campus).

- Submitting our Service Learning course as the Applied Lab course and Psych of Food course to the faculty governance to become a permanent part of our curriculum.
- Continued revision of Psych 200 (entry to the major course) into a hybrid course implemented with our revised peer leader system, as part of the TUES grant's final year, and setting up the post grant PL system.
- Continued involvement with the Student Symposium and the McNair program.
- Carry out curricular changes in accordance with new Gen Ed program.
- Continue the implementation of our new Assessment plan.
- Continue to complete our e-course offering strategic plan, its implementation, and assessment, especially the new online courses offered by Dr. Farmer.
- Active involvement in the establishment of the MARC grant program at NEIU through leadership of Dr. Church and Linda Rueckert.

#### Exemplary Faculty and Staff

- Mentoring Dr. Saszik and Dr. Merchant into their tenure and promotion year, as well as Dr. Kern as a new Tenure Track faculty.
- Continued involvement with university initiatives —CAST minor program, the community garden involvement, Economic Inequality Initiative, and Art in Response to Violence conference.

## **Gerontology**

### **On-going program assessment goals**

The increasing emphasis in the past years has been improved assessment efforts in all aspects of program functioning, articulated with respect to both NEIU University priorities and Illinois Commitment Implementation plan and the field designated curricular goals for quality gerontology education programming (i.e., Association for Gerontology in Higher Education's (AGHE) (2005) *Standards and Guidelines for Gerontology Programs* and AGHE's (1993) *Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction*). A positive result of these on-going quality control efforts has culminated in the Master's in Gerontology program being designated as an AGHE "Program of Merit" continuing since 2014 for the next four years. This honor reflects the quality and academic rigor of the gerontology program based on the efforts of the two full-time faculty involved. Over this 2014-2015 time period, the gerontology coordinator also received the 2014 American Psychological Association (APA) Division 20 Mentorship Award in Adult Development and Aging [awarded at the APA Conference in Washington, DC on August 9, 2014]. These two awards are both field recognition of the quality of the NEIU gerontology program, and the associated exposure will assist in student recruitment on a broader national/international basis.

In response, over the course of the 2014-2015 academic year, program faculty are continuing to update their respective syllabi for courses taught, and further developed specific measurable objectives for each to enable assessment of students' learning. This is an on-going process that

is assessed through faculty reviews, student feedback, and employer/site supervisor surveys at the end of each academic year. The resultant emphasis on increased student, workplace, and faculty assessments have created multi-source “feedback loops” that have yielded continued efforts in revised curricular planning to better serve our students’ career training needs.

*Other long-term goals.* Currently, it is the goal of the program to both reduce time-to-degree rates and attract more professional students needing gerontology training. In Fall 2015, two (2) more students will be mentored by the two full-time faculty to prepare to take the M.A. in Gerontology comprehensive exam for Spring 2016 in lieu of a thesis for M. A. degree completion. Further, based on the need to attract more practitioners in the field to the gerontology program, Hollis-Sawyer is planning to submit for administration approval a 21-credit hour *Gerontology Senior Advocacy Certificate* to replace the current 12-credit hour *Certificate in Gerontology* with a projected implementation by Fall 2016. It is hoped that this expanded certificate will help recruit students to the M.A. in Gerontology program because all 21 credit hours can transfer into the M.A. program within five years of taking the first gerontology courses, and it will be certificate training that will complement the soon-to-be implemented NEIU Master’s in Social Work (MSW) and planned NEIU Master’s in Public Health (MPH). It is hoped that these different program efforts to improve recruitment, retention, and graduation rates will broaden the appeal of the NEIU gerontology program to the local Chicago area and neighboring suburbs. Another long-term goal is the gerontology program coordinator (Hollis-Sawyer) will research grants to fund expanded program activities (e.g., fund an annual Gerontology Speaker Series).

## **B. Projected needs**

### **Psychology**

#### 1. Faculty

- We need to look for a faculty member in Cultural Psychology in order to meet the needs of our students and changes in the field.

#### 2. Equipment

- There is a need for more furniture and materials for our research and teaching labs.
- We will assess our laboratory needs and create a laboratory maintenance strategic plan.

#### 3. Other Resources

- Increase in our budget to cover our advertising and expansion needs for the MA in Gerontology program and the Lake County psychology B.A. program.
- Increase in the student aid budget so we have a 20 hours a week lab manager all year round to meet the needs of the faculty, staff, and students.

- In addition, we need student aid for the Physiopsychology lab to care for the fish and the lab. This position is for 5-10 hours a week, also from July 1<sup>st</sup> to June 30<sup>th</sup> of each year.
- We need to provide support resources for the Lake County students, such as tutoring and a more predictable Peer Leader program that will not require them to travel regularly to the main campus.
- Need to return BBH 317 to the psychology department to be used as an observational lab and small classroom.

## **Gerontology**

As the program is looking to next year's developments in changing the expanding course offerings (e.g., development of more hybrid and fully on-line course electives), a possible request would be for the hiring of one (1) to two (2) visiting lecturers who can offer a broader range of backgrounds and perspectives (theoretical, applied) in the field of gerontology. A broader diversity of faculty would assist in better training program graduates, and would hopefully enhance the appeal of the gerontology program to the general community.

During the Fall 2014-Spring 2015 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program, with approximately 65% of the new students becoming program enrollees by the end of Spring 2015. There are currently twelve (12) new graduate students registered to begin the program in Fall 2015. To date, there are also two (2) recently admitted graduate "student at large" individuals who will be starting the gerontology program in the fall and will be applying to the gerontology program in October for Spring 2016 program entry. Thus, it is expected that the incoming cohort will be approximately fourteen (14) new gerontology students. The total program enrollment is now 54 students, taking into account five (5) M.A. program students to be graduating in August 2015 or December 2015.

The College of Graduate Studies and Research did generously give the gerontology program much-needed funding for advertising in late spring and early summer (\$1,285). As student recruitment is always a priority for the program, any assistance with creative ways to promote information about both the newly-planned Gerontology Senior Advocacy Certificate and M.A. in Gerontology programs is always needed, be it relying on existing resources or possible a small advertising budget (e.g., \$500) during the upcoming academic year for newspaper/periodical and journal (paper, on-line) advertising.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Book Chapters, Regional Exhibitions or Performances**

**Church, R.B.,** Alibali, M. Kita, S. and Hotstetter, A. (2014). Embodied

Knowledge in the development of conservation of quantity: Evidence from gesture. Chapter to appear in *International Perspectives on Mathematics Education – Cognition, Equity & Society*, Information Age Press

## **2. Articles and Abstracts, Local Exhibitions or Performances:**

**Hollis-Sawyer, L. A., & Sawyer, T. P.** (2014). "By the numbers:" Language-based and competency enhancing math instruction to alleviate older women's math stereotype threat reactions. *International Journal of Education*, 6(3), 157-174.

**Hollis-Sawyer, L.** (2014). Book review: Breaking free from depression, pathways to wellness. *Activities, Adaptation & Aging*, 38(2), 171 - 172.

Lewis, K. M., Vuchinich, S., Ji, P., DuBois, D. L., Acock, A., Bavarian, N., Day, J., **Silverthorn, N.**, & Flay, B. R. (2015). Effects of the *Positive Action* program on indicators of positive youth development among urban youth. *Applied Developmental Science*. Advance online publication. doi:10.1080/10888691.2015.1039123

Malloy, M., Acock, A., DuBois, D. L., Vuchinich, S., **Silverthorn, N.**, Ji, P., & Flay, B. R. (2014). Teachers' perceptions of organizational climate as predictors of dosage and quality of implementation of a social-emotional and character development program. *Prevention Science*. Advance online publication. doi:10.1007/s11121-014-0534-7

**Takahashi, M.** (2015). Katakanahyoki ni okeru spirituality no yakkaisa [Inconvenience of spirituality and supirichuariti]. In Matsushima K. (Ed.), *Religion, spirituality, and Health* (pp.43-45). Tokyo, Japan: Yasuki.

**Takahashi, M.** (2014). Koureika to shukyo no rounen/sinrigakuteki kousatsu [Aging and Religion in contemporary society: The dark side of ego integration and meaning of life]. *Contemporary Religion*. Tokyo, Japan: International Religious Research Institute.

**Takahashi, M.** (2014). Book review on *Death and Dying in Contemporary Japan*. (H. Suzuki Ed.). New York: Routledge.

## **3. Conference Presentations, Group Shows**

**Ayman-Nolley, S.**, Douma, M.J., Campos, R., Nieves, G., Poveda, D., Morgade, M., **Birmingham, R.**, (June, 2015). Children's view of family activities: A cross cultural examination of their drawings. Poster presented at the 45th annual meeting of the Jean Piaget Society, Toronto, CA.

**Cuevas, L., Ayman-Nolley, S.**, Sevearns, T., Baker, J. & Madigan, M. (June, 2015). *The Use of Drawings to Examine Perceptions of Old Age: Kindergarten through Adulthood*. Poster presented at the 45<sup>th</sup> annual meeting of the Jean Piaget Society, Toronto, CA.

**Erber, M., Rueckert, L., Dykema-Engblade, A., Merchant, C., & Cuevas, L.** (May, 2015). *Collaborative and Active Learning Strategies Promote Critical Thinking across Psychology*. Symposium presented at the 87<sup>th</sup> annual meeting of the Midwestern Psychological Association, Chicago, IL.

**Erber, M., Ayman-Nolley, S., Church, B., Dykema-Engblade, A., Rueckert, L., & Takahashi, M.** (May, 2015). Senior Capstone Experience: Three Routes to Meeting Students' Interests and Needs Symposium presented at the Midwestern Psychological Association, Chicago, IL.

**Erber, M., Rueckert, L., Dykema-Engblade, A., Merchant, M., & Cuevas, L.,** (May, 2015). Collaborative and Active Learning Strategies Promote Critical Thinking across Psychology Curriculum. Symposium presented at the Midwestern Psychological Association, Chicago, IL.

**Hollis-Sawyer, L.** (2015, February). Aging world and its sustainability. Paper presented at the 2015 Association for Gerontology in Higher Education conference, Nashville, TN.

**Hollis-Sawyer, L.** (2014, October). *Paradigm shift" in assessing older learners: Toward a positive aging model and testing practice*. Paper presented at the 2014 Clute Institute international conference, Las Vegas, NV.

Ide, S., **Takahashi, M.**, Kawamura, M., Takeu, R., Nishimura, K., & Kimura, K. (November 2014). *Spirituality from a perspective of licensed Japanese palliative-care nurses*. A poster presentation at the 38<sup>th</sup> Japanese Association for Clinical Research on Death and Dying, Oita, Japan.

Ikeuchi, T. **Takahashi, M.**, & Osada, H. (February, 2015). *Current standing and future prospects for Gerontological education in Japan*. Poster presented at the 41<sup>st</sup> annual meeting of the American Gerontological Higher Education, Nashville, TN.

Koumoustakis, T., **Church, R.B.**, Alibali, M., Singer, M. and **Ayman-Nolley, S.** (June, 2015). Gesture Enhance Mathematical Learning When Presented Live and on Video? Paper presented at the Jean Piaget Conference in Toronto, CA.

Koumoustakis, T., **Church, R.B.**, Alibali, M., Singer, M. and **Ayman-Nolley, S.** (June, 2015). Comparing live versus video instruction on children's progression to mathematical understanding. Paper presented at the Society for Research on Child Development in Philadelphia, P.A.

Lewis, K. M., Vuchinich, S., Ji, P., DuBois, D. L., Acock, A., Bavarian, N., Day, J., **Silverthorn, N.**, & Flay, B. R. (2014, October). Effects of the Positive Action program on indicators of positive youth development among urban youth in the U.S. Paper presented at the Society for Research in Child Development Special



Topic Meeting: Positive Youth Development (PYD) in the Context of the Global Recession, Prague, Czech Republic.

Louden, D., Saucedo, M., Latif, D., Gorczynski, L., Burns, C., **Rueckert, L., Church, R.B.**, & Alibali, M. (June, 2015). Factors that determine the embodiment of mathematical concepts: The effect of instruction with gesture on learning and muscle movement. Poster presented at the Jean Piaget Conference in Toronto, CA.

Louden, D., Latif, D., Burns, C., Gorczynski, L., Saucedo, M., **Rueckert, L., Breckinridge Church**, & Alibali, M. (2015). Embodiment of mathematical concepts: Effects of instruction with gesture on learning and muscle movement. Presented at annual meeting of the Piaget Society, Toronto, Ontario, June, 2015.

Monroy, A., Rada, L., **Church, R.B. & Rueckert, L.** (June, 2015). Impact of short exercise gestural instruction on mathematical learning: Does order of exercise and instruction matter?. Poster presented at the Jean Piaget Conference in Toronto, CA.

**Rueckert, L., Church, B.**, Camacho, W., Saucedo, M., & Alibali, M. (March, 2015). Enhanced Learning Associated with Muscle Activation While Viewing Gesture. Paper presented at the Society for Research on Child Development in Philadelphia, P.A.

Samatas, C., & **Takahashi, M.** (November, 2014), *Grief vs. depression: A defining line in older adults with age related macular degeneration*. Poster presented at the 67th annual meeting of the Gerontological Society of America, Washington DC.

Tomizawa, K., & **Takahashi, M.** (June, 2015). Understanding the relationship between longevity and happiness: A community support perspective. A poster presented at the 57th annual meeting of the Japan Socio-gerontological Society annual conference, Yokohama, Japan.

Tomizawa, K., & **Takahashi, M.** (September, 2014). *Relational factors of longevity and well-being in the Amami Archipelago*. A poster presentation at the 78th annual meeting of the Japan Psychological Association, Kyoto, Japan.

#### **4. Funded grants**

**Church, R.B.** 2014 Co-principal Investigator, NIH MARC Training grant, NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences

**Hollis-Sawyer, L.H.** 2014-2015 Association for Gerontology in Higher Education (AGHE) Founders Innovation Fund Award on Project Entitled “Actively Integrating Aging and Business into College Curriculum” (Co-Chair, Business and Aging Committee; funded \$1,000)

National Science Foundation TUES program, #DUE-1140126, “A Hybrid Course Model of Peer-Led Learning for the Social Sciences” 2012-present, **Erber, M (PI), Rueckert, L (Co-PI), Merchant, C.R (Co-PI)**.

## **5. Service**

**Ayman-Nolley, S.**, Coordinator and organizer of Children, Adolescent, and Parent Weekend Program on Peace and Moral Education, Chicago Southside.

**Ayman-Nolley, S.**, Reviewer for *Cognition and Emotion* journal

**Ayman-Nolley, S.**, Reviewer for *Child Development* journal

**Ayman-Nolley, S.**, Reviewer for *Jean Piaget Society Annual conference submissions*

**Church, R.B.**, Higher Learning Commission, Academy member

**Dykema-Engblade:** Ad hoc reviewer for *Group Processes and Intergroup Relations*

**Hollis-Sawyer, L.**, Co-Chair, *Association for Gerontology in Higher*

*Education* (AGHE) “Business and Aging” Committee

**Hollis-Sawyer, L.**, Faculty Campus Representative for AGHE

**Hollis-Sawyer, L.**, Editorial Board Member for *Annual Editions: Aging* textbook

**Hollis-Sawyer, L.**, Editorial Board Member for *Taking Sides: Educational Psychology*

**Hollis-Sawyer, L.**, Reviewer for *American Journal of Psychology* journal

**Hollis-Sawyer, L.**, Reviewer for *Educational Psychology* journal

**Hollis-Sawyer, L.**, Reviewer for *Journal of Online Learning and Teaching* journal

**Hollis-Sawyer, L.**, Reviewer for *International Journal of Education* journal

**Hollis-Sawyer, L.**, Reviewer for *Learning and Individual Differences* journal

**Hollis-Sawyer, L.**, Editorial Board Member for *Current Psychology* journal

**Takahashi, M.**, Member for the Chicago-Osaka Sister City Social Work Exchange Program Committee; Promoted to co-chair in 2014

**Takahashi, M.**, Reviewer for *Japanese Psychological Research* journal

**Takahashi, M.**, Reviewer for *New Ideas in Psychology* journal

**Takahashi, M.**, Research fellow, Research Institute of Ryukyu Cultures, Okinawa International University, Okinawa, Japan

**Takahashi, M.**, Reviewer for *Motivation and Emotion* journal

**Takahashi, M.**, Behavioral science consultant, Illinois Science Fair Central

**Takahashi, M.**, Reviewer for *European Journal of Developmental Psychology*

**Takahashi, M.**, Reviewer for the *International Journal of Aging and Human Development* journal

**Takahashi, M.**, Reviewer for *Psychology and Aging* journal

**Takahashi, M.**, Reviewer for the annual conference of the Gerontological Society of America

**Takahashi, M.**, Judge for the Japan Exchange Teaching (JET) Program

## **B. Student Achievements**

### **1. Presentations, conference papers, symposium participation, publications**

**Allen, M. K., Voelker, S., Taveras, Y., & Rueckert, L.** (2015). The effect of an audience's laughter on facial mimicry. Presented at the Northeastern Illinois University annual student research and creative activities.

**Bartasiute, M.** (2015). The Influence of Cognitive Load on Food Cravings Alpha Chi conference/Honors Program

**Besser, E. & A. David Farmer Jr.** Revictimization of Child Abuse. Poster presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Brown, D. Garrity, L., Thielen, M. & Milkova, T.** (2014). Impressions on Gender Consistent Versus Inconsistent Occupational Roles. Oral presentation at NEIU Psychology Student Symposium

**Doucet, A., Garces, A., Lopez, V. & Ruggiero, D.** (2014). Differences in Rating Scores Based on Race and Socioeconomic Status. Oral presentation at NEIU Psychology Student Symposium.

**Ignaciuk, M.** (2014). General Perceptions toward Individuals as a Function of Religion and Military Status. Oral presentation at NEIU Psychology Student Symposium.

**Jennifer L. Klemm & A. David Farmer Jr.**, Utilization of Disability Service and Academic Support and Its Effect on Persistence. Poster presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Jensen, K., Miller, S., & A. David Farmer Jr.** The Effects of Divorce on College Students. Poster presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

**Kalady, A., & Merchant, C.R.** (2015, April). Emotion, perception, and musical preference. Poster presented at the 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL.

**Kocheulova, A., & Merchant, C.R.** (2015, April). Risk Behaviors and Coping Strategies: Differences between First and Second Generation Immigrants and Non- Immigrants in US. Poster presented at the 23<sup>rd</sup> Annual NEIU Student Research and Creative Activities Symposium, Chicago, IL.

- Latif, D., Soapes, J. & Quentin, E.** (2014). Attribute Ratings of People With and Without Body Modifications. Poster presentation at NEIU Psychology Student Symposium
- Louden, D. Saucedo, M., Latif, D., Gorczynski, L., Burns, C., Rueckert, L., Church, R.B., and Alibali, M.** (June, 2015). Factors that determine the embodiment of mathematical concepts: The effect of instruction with gesture on learning and muscle movement. Poster presented at the Jean Piaget Conference in Toronto, CA.
- Monroy, A., Rada, L., Church, R.B. and Rueckert, L.** (June, 2015). Impact of short exercise gestural instruction on mathematical learning: Does order of exercise and instruction matter?. Poster presented at the Jean Piaget Conference in Toronto, CA.
- Rada, L.** (2014). The Influence of Mere Exposure on Food Choice: Whose choice is it? Oral presentation at NEIU Psychology Student Symposium
- Saucedo, M. & Rueckert, L.** (2015). Gestures in instruction: Effects on bilingual students' learning and muscle activation. Presented at the Northeastern Illinois University annual student research and creative activities.
- Smith, C. & Saszik, S.** (March 2014). Too cool for school. 21<sup>st</sup> Indiana University Animal Behavior Conference, Indiana University. Bloomington, IN.
- Smith, C., Hilliard, K., Gavaria, B., Puryear, T. & Saszik, S.** (October, 2014). Shoaling behavior: A link to mapping stress responses in zebrafish. 2014 SACNAS National Conference. Los Angeles, CA.
- Smith, C., Rustum, H. A. & Saszik, S.** (March 2015). The relationship of anxiety and dopamine on prosocial behavior in zebrafish. Department of Psychology, Northeastern Illinois University, 22<sup>nd</sup> Indiana University Animal Behavior Conference, Bloomington, IN
- Tengen, B.A. & Saszik, S.** (March 2015). How music influences anxiety in zebrafish. Department of Psychology, Northeastern Illinois University, Chicago, IL. Annual Meeting for the Chicago Chapter for the Society for Neuroscience, Chicago, IL
- Smith, C., Russell, S. & Saszik, S.** (March 2015). The effects of stress on dopamine and social behavior in adult zebrafish. Department of Psychology, Northeastern Illinois University, Chicago, IL. Annual Meeting for the Chicago Chapter for the Society for Neuroscience, Chicago, IL
- Vogel-Wilson, T., & Rueckert, L.** (2015). Imitation of musical instrument playing using electromyography. Poster presented at the Northeastern Illinois University annual student research and creative activities.

## **2. Acceptance to graduate or professional school**

- Jason Hunt, admitted to University of Iowa's Master's program for Social Work
- John P. Smith, accepted and attending Northwestern University's Summer Research Opportunity Program for Summer 2015.
- Connor Smith, accepted to the University of Kansas' Applied Behavioral Science Ph.D. program. He was offered a stipend and waived tuition.
- Ebaa Wahdan, enrolled in the Loyola University MSW program
- Rene Talbot, accepted to Adler Psy.D. program
- Mayra Saucedo, accepted to the School Psychology program at National Louis University
- Linda Rada was accepted into the Master of Arts in Human Resources Design at Claremont
- Alejandro Monroy, accepted to University of Chicago into the MSW program and was awarded a yearly \$28,000 scholarship
- Brandi Crawford, accepted to the University of Chicago school of Social Administration SSA MSW program and Johnson C. Smith university in North Carolina MSW and will be going to NC.
- Brittany Skorek, accepted into MSW program at the University of Las Vegas
- Harry Spear, accepted to NEIU's Masters in Counseling program
- Scott Petras, accepted to NEIU's Masters in Counseling program

## **C. Alumni News**

- Laura M. Canaveral (Psychology, 2013) enrolled in Northeastern's Counselor Education program in the Family Counseling track.
- Israel Gross (Psychology, 2006): Completed his PhD in Clinical Psychology, Loyola University and is beginning a Clinical Neuropsychology research fellowship at Stroger Hospital of Cook County.
- Max Marin (Psychology, 2004): Currently a resident-physician at The University of Chicago Medical Center

- Melissa Singer (Psychology, 1995): Was promoted to tenure at Bridgewater University, MA
- Michele Lee's (Psychology, 2015) manuscript was accepted to SPACE journal
- Pattie Katralis (Psychology) recently achieved a position at Joilet Junior College as Psychology Tenure track position
- David Negron (Psychology, 2000) Doctor of Education in Educational Organization and Leadership in the Graduate College of the University of Illinois at Urbana-Champaign, and newly appointed D89 Superintendent of schools
- Spencer Kelly (Psychology, 1994): Was promoted to Full Professor of Psychology and Neuroscience and dept chair, and co-director of the Center for Language and Brain at Colgate University, NY
- Robert Szarek (Psychology, 2009) working at I/O Solutions as a research analyst
- Katherine Cherry (Psychology, 2013) completed an MA in Psychology from The University of Chicago
- Diana Hernandez (Psychology, 2013) completed her MSW program from the University of Chicago
- Ramon Viera (Psychology, 2013) graduated with an MA in psychology from the University of Chicago
- Jean Matelski-Boulware (Psychology, 2013) graduated with an MA in psychology from the University of Chicago
- Matelski-Boulware, J. L., Huskey, B., Harden, H., & Nusbaum, H. C. (2014, November). The effects of online mindfulness training on wisdom in elementary school teachers. Paper presented at the University of Chicago Wisdom Forum, Chicago, IL.
- Matelski-Boulware, J.L., & Boulware, J. (2014, October). White Lotus Rising. Feature movie presented at the Art in Response to Violence conference, Chicago, IL.
- Matelski-Boulware, J.L., & Boulware, J. (2014, September). White Lotus Rising. Feature movie presented at the Chicago on Screen Movies in the Park Festival, Chicago, IL.

# PSYCHOLOGY

## Assessment Report 2014-2015

Submitted by Saba Ayman-Nolley

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

### Cycle of Assessment

**2015-2016: Goal D: Oral and Written Communication**

**2016-2017: Goal C: Ethical and Social Standard across Diverse Contexts**

**2017-2018: Goal E: Professional Development in a Diverse World**

**2018-2019: Goal A: Knowledge Base in Psychology**

**2019-2020: Goal B: Scientific Inquiry and Critical Thinking**

### Assessment of Program Goals and Learning Outcomes and Results

#### A. Which goals were assessed this past year

##### Goal B. To Enhance Scientific Inquiry and Critical Thinking

1. To be familiar with the different types of experimental design and the conditions under which each should be used.
2. To Have an understanding of and be able to objectively critique research that has been reported by others.

#### B. How was goal attainment measured?

**Goal B.1.** To assess students' understanding of scientific methodology we utilized a 19-item fill-in-the-blank Research Methods quiz that asks them to identify terms. All terms included on the quiz are covered in Statistics and Research Methods I (PSYC 202), and most are reviewed in Statistics and Research Methods II (PSYC 302) and upper-level lab classes. The quiz was given as a pretest and posttest in most sections of PSYC 202 and 302. In order to assess long-term retention, the quiz was also given to a few laboratory classes, which have PSYC 202 and 302 as prerequisites.

**Goal B.2.** The tool we are using is the Critical Thinking Assessment (CAT; <http://www.tntech.edu/cat/home/>). This provides a measure of 4 dimensions of critical thinking that are *not* specific to the area of psychology: (1) Evaluating Information, (2) Creative Thinking, (3) Learning and Problem Solving and (4) Communication. The average CAT score is 15 with a range of 5 to 28.

#### C. Results from your measurement

##### Goal B. Scientific Inquiry and Critical Thinking

1. Be familiar with the different types of experimental design and the conditions under which each should be used.

There were only seven students for whom we had complete data (SRM I and II pre and post and lab pretest). Despite the low sample size an analysis of variance for those seven students' data showed a significant increase in scores across time ( $p < .001$ , partial  $\eta^2 = .66$ ). To get a better idea of shorter-term changes and to increase the sample size, paired t-tests were conducted to make pairwise comparisons. This allows us to include scores from the students for whom we do not have all scores in all classes. Figure 2 shows the means for each of the classes. There were statistically significant increases from pre to posttest in both PSYC 202 and 302. The pre-post difference was not significant for the lab class due to the fact that we only have scores of seven students on the posttest. There was a statistically significant decrease between the posttest in PSYC 202 and the pretest in PSYC 302. However, the PSYC 302 pretest score is significantly higher than the PSYC 202 pretest score. This shows that, although students tend to forget some of what they've learned after they leave PSYC 202, they retain most of it.

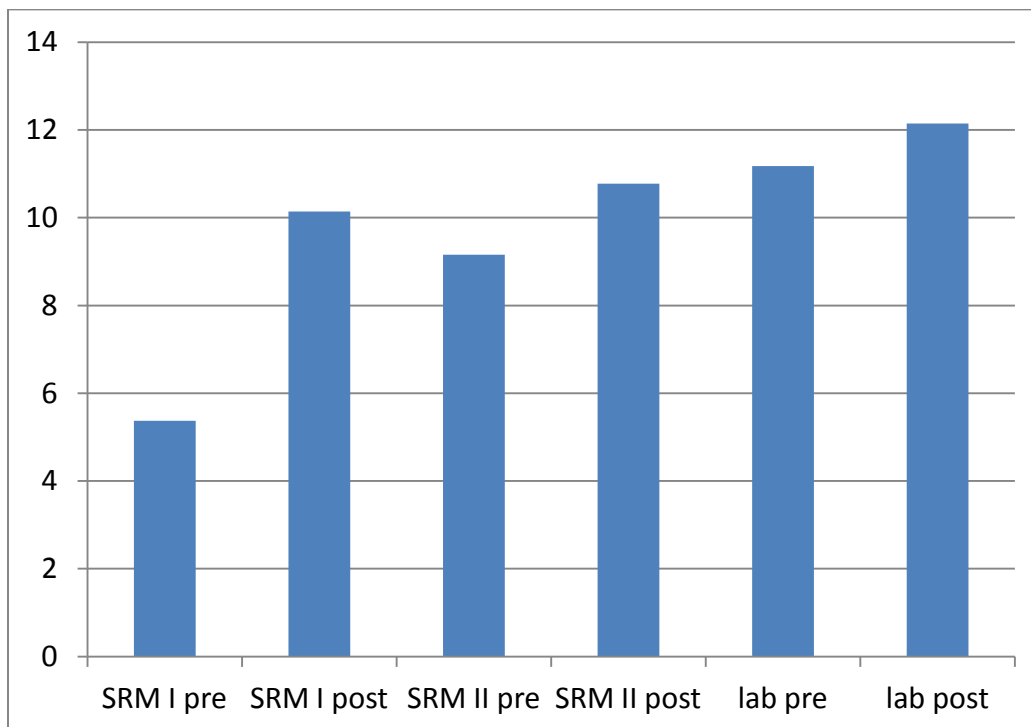


Figure 2. Research Methods quiz scores (out of 19) for all students who took the test in any semester. Sample size: SRM I pre = 243, SRM I post = 201, SRM II pre = 224, SRM II post = 156, lab pre = 40, lab post = 7.

2: Have an understanding of and be able to objectively critique research that has been reported by others.

For the past 2 years we implemented a Peer Leader (PLTL) program as part of a grant in an effort to improve the delivery of our Statistics and Research Method Classes. These classes are the foundation of our curriculum and address Goal B. To Enhance Scientific Inquiry and Critical Thinking. The assessment results reported



here address whether the PLTL program improves student learning with respect to Goal B.2.

We used the Critical Thinking Assessment test developed by Tennessee Tech University (<http://www.tntech.edu/cat/home>). Last year we gave the test in PSYC 200 (General Psychology) and PSYC 302 (Statistics and Research Methods II) and found statistically significant increases between pretest and posttest in both courses. In order to better determine whether the gains we found previously in PSYC 200 were in fact due to PLTL, this year we gave the CAT as a pretest and posttest in PSYC 100, which is a General Education course that is taken mainly by students who do not plan to major in psychology. That course covers the same material as PSYC 200, but uses a traditional lecture format and does not include PL activities. This year we also administered the test in the other course that uses PLTL, PSYC 202 (Statistics and Research Methods I). To examine long-term effects, we also administered a posttest in one of our lab classes, which students take only after completing all three of our courses that utilize PLTL (PSYC 200, 202, and 302). Because previous studies have shown that students whose native language is not English tend to get lower scores on this test due to the nature of the essay and short-answer questions, we did not include those students in our analyses.

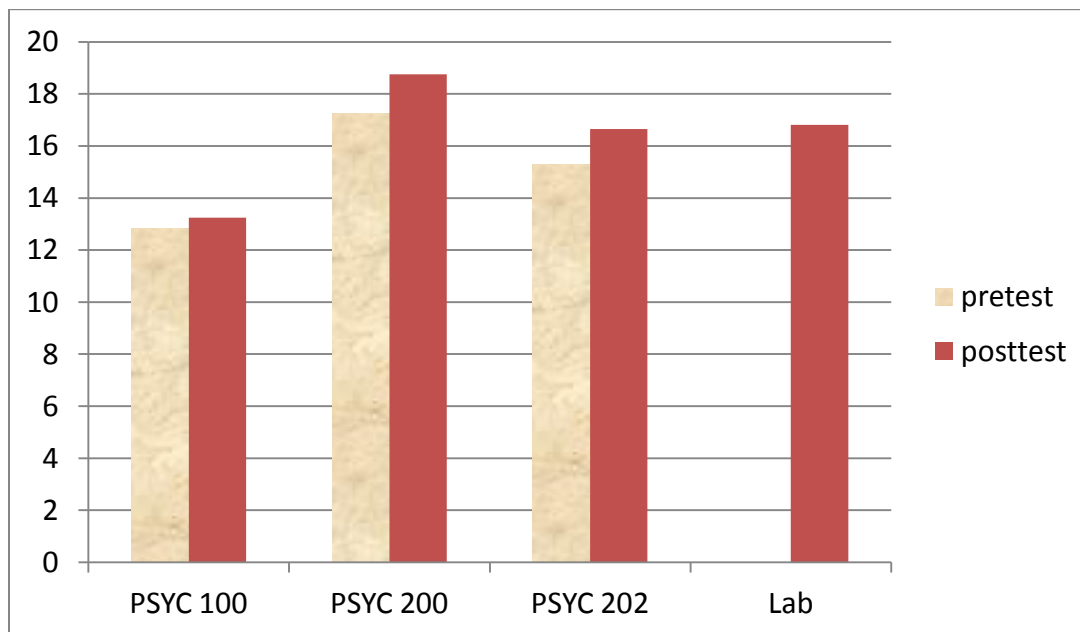


Figure 1. Mean scores on the Critical Thinking Assessment test (out of 38 possible).

Figure 1 shows the means for each of the classes. Although all classes showed increases from the pretest to the posttest, none of the differences achieved a conventional level of statistical significance. However, when scores from the two PLTL courses (PSYC 200 and 202) were combined, the increase in scores was statistically significant ( $p = .05$ ,  $r^2 = .09$ ). The difference in the non-PLTL course

(PSYC 100) was not significant. Furthermore, PSYC 100 scores were significantly lower than PSYC 200 scores ( $p = .008$ , partial  $\eta^2 = .16$ ).

Because the means for PSYC 200 were somewhat higher than expected, we compared their data to the data we obtained from the same class last year. An ANOVA yielded a significant difference between pretest and posttest ( $p = .014$ , partial  $\eta^2 = .12$ ). This year's class scored significantly higher than last year's ( $p = .04$ , partial  $\eta^2 = .08$ ), but there was no year by test interaction, so the degree of increase in critical thinking had remained steady.

### **Feedback loop**

We plan to assess another cycle to determine if these proportions are consistent with the last 2 years' results. Based on this assessment, we plan to change our peer leader training in the research method and statistic courses to increase exercises and discussion around reading peer-reviewed research articles. We feel this element could improve in our classes.

### **Executive summary of assessment results**

In this past year of assessment, we decided to assess our Goal to enhance scientific inquiry and critical thinking, (Goal B; outcomes B.1 and B.2 of our program). We did this through a course-based assessment quiz covering basic knowledge of research method and statistics and the implementation of the Critical Thinking Assessment (CAT) tool. This required training in the application of a special rubric to assess our students. We compared our majors late in the curriculum (seniors) with majors early in the curriculum and found that the senior majors scored significantly higher than the majors early in their curriculum, suggesting that our curriculum does correlate with the development of critical thinking.

Moreover, we wanted to assess the effectiveness of our Peer Leader program, which was implemented to further enhance the delivery of our research method and statistics courses. We found that students in classes with peer leaders showed significantly higher critical thinking scores than students in classes without peer leaders. Moreover, we found significant gains in critical thinking within a semester in those courses that had peer leaders. These results were consistent with results from last year when the PLTL program was first implemented, lending consistency and validity to this particular curriculum enhancement.

Due to the quasi-experimental nature of this data it is difficult to conclusively determine whether the gains observed are due to PLTL. However, the fact that students in PSYC 200, but not PSYC 100, showed a significant increase in CAT scores supports the value of PLTL. Unfortunately, this comparison is limited by the fact that students in PSYC 200 scored higher than those in PSYC 100 on the pretest. This was likely due to random error – the PSYC 200 pretest scores were also significantly higher than those of students who took the same class last year.

# GRADUATE GERONTOLOGY PROGRAM

## Assessment Report 2014-2015

Submitted by Lisa Hollis-Sawyer

### I. Describe program goals and outcomes

The mission of the gerontology program at Northeastern Illinois University (NEIU):

- is to contribute to the quality of life of older adults living in metropolitan Chicago through education, research and community service.
- fits well with the mission of NEIU. The four goals of the university is to achieve and maintain excellence in teaching and teaching-related activities, support access of educational opportunities to a diverse student population, acknowledge and promote the diversity of the NEIU campus, and finally reinforce and contribute toward the community of students, faculty, and administrators that are NEIU. These same goals are reflected in both the content and procedures followed in the gerontology program. As a program, we attract a wide array of students by race/ethnicity, age group, career status, SES, and country affiliation.

The gerontology program seeks to enable students to achieve an understanding of the physiological and psychological processes of aging across the life span and of the historical, spiritual, social, political, and physical contexts in which individual aging occurs. It also intends to stimulate thoughtful self-examination of the personal values the student brings to the study and practice of gerontology and those that underlie the most pressing issues related to aging in an aging society.

During the Fall 2014-Spring 2015 academic year, twelve (12) new students were taking classes to begin the graduate gerontology program, with approximately 65% of the new students becoming program enrollees by the end of Spring 2015. There are currently twelve (12) new graduate students registered to begin the program in Fall 2015. To date, there are also two (2) recently admitted graduate “student at large” individuals who will be starting the gerontology program in the fall and will be applying to the gerontology program in October for Spring 2016 program entry. Thus, it is expected that the incoming cohort will be approximately fourteen (14) new gerontology students. The total program enrollment is now 54 students, taking into account five (5) M.A. program students to be graduating in August 2015 or December 2015.

Over this time period, the gerontology coordinator received the **2014 American Psychological Association (APA) Division 20 Mentorship Award in Adult Development and Aging** which was awarded at the APA Conference in Washington, DC on August 9, 2014. This honor reflects the quality and academic rigor of the gerontology program based on the mentoring efforts of the faculty involved.

The challenges for the program are also its opportunities. In terms of improving student recruitment, both full-time and part-time gerontology faculty are currently in the

planning stages for both development and implementation of various ways to make the gerontology more attractive to different potential students, ranging from aging-related professionals with training needs and “life-long” learners (e.g., development of an on-line aging services certificate program). The hiring of a third full-time faculty member would greatly increase the viability of the gerontology program, allowing more courses to be taught and expanding the research activities involving students at both the undergraduate graduate level. For example, a new full-time faculty member with a public policy focus would greatly enhance the strength of the program curriculum and would reflect a current community and professional training trend within the aging field.

Related to the quality of any program is the ability to produce quality graduates. The gerontology program continues to focus on ways to enhance the career viability of its current program students and graduates. Program faculty will increase efforts to involve students in their on-going research activities, as well as expose students to more grant-related activities (e.g., grant research and writing processes). University resources toward supporting student research and internship opportunities (e.g., small grants for master’s student thesis research and conference travel for presentations) would be a great benefit toward this program’s general aim of enhancing graduates’ successful entry and careers in the field of aging.

### **Assessment Dimensions and Broader Assessment Components**

This assessment plan of the Gerontology Program is based on a model consisting of three core areas of focus (i.e., an “Administrative Core,” an “Educational Core,” and an “Application Core”). Each core area deals with a functional aspect of the program. The *Administrative Core* deals with issues surrounding the maintenance of a well-run graduate program. The *Educational Core* is concerned with issues about the educational experiences of the students in the classroom. Finally, the *Application Core* pertains to the match of program emphasis to workplace needs. Each core area addresses a different central question, suggests different tools for evaluation, and potentially different feedback emphases.

#### **Assessment Core Area Focuses**

##### *Administrative Core:*

- Is student selection system resulting in high-quality, motivated students?
- Is the program being maintained effectively?
- Is program anticipating future needs of students and field in its curriculum design?

##### *Educational Core:*

- Are students learning what is stated in the program goals?
- Is practicum/internship providing opportunities to apply knowledge/ skills?
- Are the faculty effectively presenting instructional material?

##### *Application Core:*

- Is the program curriculum emphasizing important areas and meeting goals for professional development?

- Are graduates of the program becoming productive gerontology-related professionals?

Each core dimension is viewed as a guiding principle for the development of tools and use of information gathered. Within these three (3) broad assessment core areas are more specific program components to be assessed on an on-going basis, creating opportunities for feedback and improvement in each of the core areas. **See Table 1** for these specific assessment components and associated documentation approaches.

## **II. Assessing program goals and learning outcomes**

The gerontology program's assessment plan links the graduate gerontology program's learning outcomes to the Association for Gerontology in Higher Education's principles (i.e., AGHE's (1993) *Core Principles and Outcomes of Gerontology, Geriatrics, and Aging Studies Instruction*). The assessment plan emphasizes effective, multi-source ways to create multiple "feedback loops" within on-going program evaluation efforts. Ultimately, these multiple measures of program effectiveness assist in training viable graduates for successful careers in the field of gerontology. Both course-by-course and end-of-program assessment is inherent in on-going assessment plan. **See Appendix A** within this assessment report for explicit linkages between required gerontology course content and field-relevant goals derived from the AGHE's principles for gerontological education (AGHE, 2005).

We, as a program, support our students' access to a quality gerontological education, and strive to maintain this excellence through constant program evaluation and feedback from our student at all stages of the program. We also strive to create a program "climate" that is conducive to positive, growth-oriented interactions amongst program students and between students and faculty. As much as possible, a "cohort" model is encouraged among in-coming classes of students in the beginning of the program to create strong peer support as students' progress through the program.

The proceeding present evidence of student performance in the gerontology program over the 2014-2015 time period.

### **A. Direct Evidence**

#### **1. External Program Review**

An executive committee of external reviewers representing the Association for Gerontology in Higher Education conducted a thorough content-related program review in 2014. The executive committee, among other comments, stated that "The Program of Merit designation is awarded to Gerontology Programs that meet the spirit of the Standards and Guidelines document and demonstrate the highest levels of performance in terms of curriculum development, faculty productivity, student outcomes, and strong linkages to the community. Based upon the self-study materials you have submitted, it is the reviewers' opinion that your program excels in all of these areas. It is our opinion that your program is an excellent model for similar programs at comparable institutions."

## **2. Grade Point Average**

One way to assess learning outcomes is based on students' grade point averages (GPAs) over time in the program. Over the evaluation time period, a review of both post-baccalaureate and master's degree students' academic performance among shared "core" courses (i.e., PSYC-AGED 401, 402, 403, 408, 418, and 426) indicates that students are performing well in course-by-course performance with final course grades averaging a 3.1 (B / B+) out of a possible 4.0. During this same time period, a review of graduated students' transcripts revealed final GPAs ranging between 3.0 (B) to 4.0 (A) on a 4.0 scale. Over this evaluation period, program students either met or exceeded program expectations regarding this performance criteria.

## **3. Entrance/Exit Exam**

During Fall 2014, program entrants took the program exam to get a baseline of knowledge. An analysis of the multiple-choice exam yielded the following comparison between students entering and graduates exiting the program. As would be expected, new students showed a level of knowledge prior to classroom education at a minimal level of proficiency (i.e., average score across students of (59%). Three (3) recent graduates took the exam again over the past year and scored an average 92%. During this evaluation period, all students either met or exceeded program expectations regarding this performance criteria.

## **4. Thesis Completion Rate and Grading**

There are currently twelve (12) M.A. in Gerontology students who have completed all degree coursework and are currently at different stages of thesis completion. It is expected that 25% (4) of these thesis student will successfully complete the thesis by December 2015, and remaining thesis students should be completing by the end of the 2015-2016 academic year. Upon passing a thesis defense, students will be graded on a "Fail," "Pass," or "High Pass" criteria starting in the fall. Approximately 93% of thesis students receive a grade of "A" to date, to be a "High Pass" designation starting in the coming 2015-2016 academic year. The grading of theses is an important part of the program assessment process and gives feedback to both the student and gerontology program regarding performance strengths and weaknesses. During the on-going thesis process, all thesis students either met or exceeded program expectations regarding this performance criteria.

## **5. Comprehensive Exam Completion Rate and Grading**

Three (3) students successfully completed the two-part comprehensive exam (i.e., Part I comprehensive essays and Part II thesis proposal writing and defense) during Spring and Summer 2015. Upon passing the Part II thesis proposal defense, students are graded on a "Pass/No Pass" scale for graduation purposes. The feedback given during the comprehensive essay exam (Part I) and thesis proposal (Part II) is an important part of the program assessment process and gives feedback to both the student and program regarding performance strengths and weaknesses. During the on-going comprehensive examination process, all students either met or exceeded program expectations regarding this performance criteria. It is expected that there will be two (2) more comprehensive exam participants over the coming 2015-2016 academic year.

## **B. Indirect Evidence**

### **1. Current Student Satisfaction**

Over the 2014-2015 evaluation period, current program students across different courses were administered surveys regarding learning in the program. Responses to survey statements ranged from (1) “Somewhat Disagree” to 4 “Strongly Agree” in reaction to both KNOWLEDGE OUTCOMES and SKILL OUTCOMES questions derived from the aforementioned AGHE goals for gerontological education programs:

**Knowledge Outcomes** Student ratings on eight (8) items (Summer 2014 – Spring 2015): On average, students surveyed across four (4) different gerontology courses “somewhat” to “strongly” agreed that the AGHE-based goals of knowledge outcomes (e.g., “I better understand the ethical issues and values pertaining to aging.”) were achieved.

**Skill Outcomes** Student ratings on six (6) items (Summer 2014 – Spring 2015): On average, students surveyed across four (4) different gerontology courses “somewhat” to “strongly” agreed that the AGHE-based goals of skill outcomes (e.g., “I am better able to apply concepts and theories used to study aging.”) were achieved.

### **2. Student Class Evaluations**

From Summer 2014 through Spring 2015, a statistical comparison of student evaluations of among both full- and part-time program faculty reveals comparable, if not above average ratings in comparison to non-gerontological faculty in the NEIU psychology department (“norm” of teaching comparison due to department housed within) among the categories:

- Instructor effectiveness,
- Course content, and
- Course readings utility.

### **3. Alumni Surveys**

Over the 2014-2015 time period, twelve gerontology program alumni employed in the field were surveyed by mail. There was a 58% response rate. Over the program evaluation period, alumni employed in the field were contacted to give feedback about program functioning and outcomes. In general, program alumni expressed high satisfaction with the gerontology program in terms of preparing them for work/careers in the field. Recent feedback comments emphasized the programmatic need to better prepare students in grant proposal writing. This will be a priority in future curricular development for the undergraduate minor and graduate-level training.

In addition, a sample of the Gerontology Program Alumni Board with three (3) program graduates was convened in early Summer 2015 to acquire additional feedback about the program (e.g., employment viability of graduates), as well as assisting in program expansion, recruitment, and educational development refinement efforts. All of the respondents have professional responsibilities that permit them to contribute to the well-being of the elderly: a supervisor of several senior housing facilities operated by a multi-national organization, a middle manager on the staff of a private home health care

agency, and an independent consultant in home healthcare solutions. In general, respondents acknowledged the program's intellectual rigor across courses, emphasis on critical thinking, professional writing and oral presentation, and guidance by the three main faculty members (two full-time tenured or tenure-track, one "regular" visiting lecturer) in achieving students' academic and career goals. These areas will be a continued focus in our curricular design across courses and thesis training.

### **C. Feedback loop**

The NEIU mission statement of our university is consistent with AGHE goals and emphasizes the following values: integrity, excellence, access to opportunity, diversity, community and empowerment through learning. We believe that these values must be realized and nurtured throughout our curriculum as well, and therefore we set forth four concrete strategic goals and action plans (i.e., student success, academic excellence and innovation, urban leadership; and exemplary faculty).

Across three (3) of the "key stakeholder" groups surveyed (current students, alumni, and employers), one rather consistent comment from both alumni and current students was the need for a greater emphasis on grant writing and workplace ethics in working with aging clients. This will be a focus of curricular development/revision in the coming academic year. In general, research, critical thinking, and statistical/word processing skills will also continue to be a focus of the program for enhanced career viability of present and future program graduates.

#### **1. Employer Survey**

For example, most students who apply to either the post-baccalaureate certificate or the master's degree programs typically work full-time and do not have the immediate goal of more advanced graduate work. Because of this fact, there are no survey results from other graduate programs regarding the quality of gerontology program graduates. However, it was possible to survey employers /supervisors for assessments of the quality of program students and graduates. Twelve (12) employers/supervisors of program graduates were sent surveys to assess the skills of graduates. Fifty percent (50%) of the mailed surveys (i.e., six (6) surveys) were returned and current students/graduates were generally rated as being "superior" to "proficient" in performing job duties and degree-related knowledge within the aging field.

#### **2. Marketing Assessment Survey**

During Fall 2014 and Spring 2015, an on-going analysis was conducted by the coordinator of comparable graduate gerontology programs in the Chicago area and surrounding suburbs. Specifically, the analysis focused on the breadth and depth of course offerings in the NEIU program versus other gerontology programs at other colleges or Universities. The NEIU program, being an interdisciplinary program, met if not exceeded course coverage across the following categories:

- introductory gerontology: two (2) core courses
- biology of aging: one (1) core course
- ethics/public policy: two (2) core courses and one (1) elective course
- research methodology/proposal writing: two (2) core courses



- sociological/cross-cultural gerontology: two (2) elective courses
- applied (workforce, healthcare, clinical): three (3) elective courses
- experiential learning: two (2) core courses

## **D. On-going Gerontology Program Changes/Updating Efforts**

### **1. On-going Course Syllabi Content Analysis**

This is an on-going process of explicit documentation of linkages in syllabus-specific matrices. A content analysis of completed matrices show acceptable levels of multiple-criteria approaches to evaluating student performance in class, as well as creating multiple sources of student performance feedback between instructor and student.

### **2. Targeted Plan in Response to Assessment Feedback to Date**

***Curricular-level content revision in progress.*** Based on multi-source feedback through the assessment process, a re-examination and change of curriculum content in the PSYC 401 *Gerontology: An Overview* graduate course was done to better prepare students for program thesis requirement and later work skills (i.e., the content of PSYC 401 *Gerontology: An Overview* course was revised to better introduce students to the concept of developing a theoretical research proposal earlier in the program). Further, an on-going re-examination of course content in the first through third years of training was conducted to ensure proper foundational research and knowledge skill building for students' academic and career success (e.g., earlier emphasis on understanding how to understand and critically analyze published research).

***Program sequencing and content revision.*** During Summer 2014 through Spring 2015, there was an on-going re-organization of course sequencing and content linkages in program to better optimize students' learning by the end of the program (i.e., better content linkages of PSYC 401 and 402; better linkages of PSYC 408, PSYC 420 and PSYC 422 (to be PSYC 590)). Further, there is an on-going re-examination of elective course offerings to better reflect current training and research trends in field, as shown through several conference attendances and a content sampling of relevant professional societies' websites (e.g., Gerontological Society of America, National Association of Social Workers).

### **3. Thesis Credit Hour and Grading Modifications**

There has been a program change to PSYC 5901, 5902, 5903 Thesis Hours to reflect a more flexibility approach to how students register for thesis credit hours if taking the thesis option. The course modification from three (3) credit hours to variable credit (1 through 3 hours) for a total of six (6) credit hours. This shift to an expanded thesis credit hour option addresses issues of students remaining "active" in status within the program and having on-going library privileges. In addition, thesis credit hour grading will not be part of the student's GPA starting in the fall, but rather is graded on a "Fail," "Pass," or "High Pass" basis of evaluation.

## **E. Executive summary of assessment results**

To date, the program has improved its effectiveness in functioning and responsiveness to students' needs through this on-going, reiterative assessment and feedback process.

It is hoped that this will yield further improvements in both the recruitment and retention of students toward the ultimate goal of graduating well-trained practitioners in the field of gerontology. Based on the on-going feedback collected over 11 years ago since 2004, the gerontology program is taking steps to create a broadened variety of academic options to both enhance the viability and academic rigor of the gerontology program at NEIU.

As the program is looking to the next year's developments, and beyond, in expanding the types of offerings through innovations in technology (e.g., developing more on-line course electives) and implementing an expanded graduate certification offering, a possible request would be for hiring one (1) to two (2) more visiting lecturers who can offer a broader range of backgrounds and perspectives (theoretical, applied) in the field of gerontology, to better train our program graduates and hopefully enhance the attractiveness of the gerontology program to the general community. As student recruitment is always a priority for the program, administrative assistance with creative ways to promote information about the M.A. in Gerontology program is always needed, be it relying on existing resources or possible a small advertising budget for the academic year for newspaper/periodical and journal (paper, on-line) advertising.

The challenges for the program are also its opportunities. In terms of improving student recruitment, both full-time and part-time gerontology faculty are currently in the planning stages for both the development and implementation of various ways to make the gerontology more appealing to different potential students. The hiring of a third full-time faculty member would greatly increase the viability of the gerontology program, allowing more courses to be taught and expanding the research activities involving students at both the undergraduate graduate level. For example, a new full-time faculty member with a public policy focus would greatly enhance the strength of the program curriculum and would reflect a current community and professional training trend within the aging field.

Gerontology faculty will begin a periodic newsletter starting this fall that will be sent to both program students and the larger community, as well as posted to a program-related website and blog (LiveJournal), to enhance the program's on-going student recruitment efforts and to disseminate useful field-related news to interested constituents. Administrative support of funding to partially or fully support the development and/or implementation costs associated with these program activities, as well as general advertising, is needed.

Related to the quality of any program is the ability to produce quality graduates. The gerontology program will continue to focus on ways to enhance the career viability of its current program students and graduates. Program faculty will increase efforts to involve students in their on-going research activities, as well as expose students to more grant-related activities (e.g., grant research and writing processes). University resources toward supporting student research and internship opportunities (e.g., small grants for master's student thesis research and conference travel for presentations) would be a great benefit toward this program's general aim of enhancing graduates' successful entry into careers in the field of aging.

**Table 1.** Broad Assessment Components across Core Areas and Associated Documentation Approaches.

Assessment Component	Assessment Documentation
<p>I. <i>FACULTY INVOLVEMENT</i>  a) Program faculty are involved in defining expected learning outcomes and student activities for achieving them</p>	<ol style="list-style-type: none"> <li>1) Gerontology Program Correspondence (e.g., memos)</li> <li>2) Faculty Form D's</li> </ol>
<p>b) Program faculty should be involved in defining outcomes and outcome-related activities for out-of-classroom experiences.</p>	<ol style="list-style-type: none"> <li>1) Student Practicum/Field Experience Papers</li> <li>2) Copies of Students' Theses</li> <li>3) Gerontology Program Correspondence (e.g., memos)</li> <li>4) Faculty-sponsored Student Presentations</li> <li>5) Faculty-sponsored Student Publications</li> </ol>
<p>c) Program faculty inform students of expected learning outcomes through class discussion and publication in course syllabi and other venues, as appropriate</p>	<ol style="list-style-type: none"> <li>1) Program Description from Academic Catalogue</li> <li><b>2) Program Student Handbook with Mission Statement</b></li> <li>3) Program Poster/Brochure</li> <li>4) Course syllabi</li> <li>5) Print out of Program Web Site</li> </ol>
<p>I. <i>PROGRAM GOALS</i>  a) Program goals are linked, as appropriate, to the University's goals and priorities</p>	<ol style="list-style-type: none"> <li>1) Program Description from Academic Catalogue</li> <li><b>2) Program Student Handbook with Mission Statement</b></li> <li>3) Program Poster/Brochure</li> <li>4) Course syllabi</li> <li>5) Print out of Gerontology Program Web Page</li> </ol>
<p>b) Program goals reflect professional standards, as appropriate</p>	<ol style="list-style-type: none"> <li>1) Marketing Assessment Survey</li> <li>2) Self-assessment Survey (Student, Faculty)</li> <li>3) Advisory Committee (experts in aging field, alumni) Feedback Reports</li> <li>4) Course/content descriptions from other comparable degree programs</li> </ol>

<p>c) Goals are appropriate to the program level (undergraduate minor, graduate)</p>	<ol style="list-style-type: none"> <li>1) Program Description from Academic Catalogue</li> <li><b>2) Program Student Handbook with Mission Statement</b></li> <li>3) Program Poster/Brochure</li> <li>4) Course syllabi</li> <li>5) Print out of Gerontology Program Web Page</li> <li>6) Marketing Assessment Survey</li> <li>7) Self-assessment Survey (Student, Faculty)</li> <li>8) Advisory Committee (experts in aging field, alumni) Feedback Reports</li> <li>9) Course/content descriptions from other comparable degree programs</li> </ol>
<p>III. <i>LEARNING OUTCOMES</i>  a) Each learning outcome is linked to at least one program goal.</p>	<ol style="list-style-type: none"> <li>1) Program Description from Academic Catalogue</li> <li><b>2) Program Student Handbook with Mission Statement</b></li> <li>3) Program Poster/Brochure</li> <li>4) Course syllabi</li> <li>5) Print out of Gerontology Program Web Page</li> </ol>

<p>b) Each learning outcome is clearly specified and measurable.</p>	<p><u>Direct measures</u></p> <ol style="list-style-type: none"> <li>1) Course-based output: <ol style="list-style-type: none"> <li>A. Tests</li> <li>B. Papers/projects</li> <li>C. Oral Presentations</li> </ol> </li> <li>2) Practicum/internship output: <ol style="list-style-type: none"> <li>A. Logs</li> <li>B. Experiential Paper</li> </ol> </li> <li>3) Practicum/internship Supervisor Ratings (Grade)</li> <li>4) Thesis output: <ol style="list-style-type: none"> <li>A. Thesis Paper/Oral Defense Presentation</li> <li>B. Thesis Rating by Thesis Committee (Grade)</li> </ol> </li> <li>5) Self-assessment Survey (Student, Faculty)</li> <li>6) Entrance/Exit Exam Results (“Change” Score)</li> </ol> <p><u>Indirect measures</u></p> <ol style="list-style-type: none"> <li>7) Alumni Survey</li> <li>8) Self-assessment Survey (Student, Faculty)</li> <li>9) Advisory Committee feedback reports</li> <li>10) Student-derived Teaching Evaluation Forms</li> <li>11) Peer Teaching Evaluation Schedule of Class Visits</li> </ol>
<p><b>Assessment Component</b></p>	<p><b>Assessment Documentation</b></p>
<p>III. <i>LEARNING OUTCOMES</i>, ct'd  c) The program has developed a matrix showing the relationship between courses and program goals and outcomes.</p>	<p>Matrix table and text description of program goal linkages to program curricular content and process.</p>

<p><b>IV.</b> <b>ASSESSMENT/MEASUREMENT</b></p> <p>a) At least one valid measurement method is specified for each outcome.</p>	<p><u>Direct measures</u> See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u> See III. b) items 7-11 of this table</p>
<p>b) Assessment of learning outcomes includes both direct and indirect measures.</p>	<p><u>Direct measures</u> See III. b) items 1-6 of this table</p> <p><u>Indirect measures</u> See III. b) items 7-11 of this table</p>
<p>c) The program has set up a structure to collect and analyze data about learning outcomes.</p>	<p>1) Gerontology Program Correspondence (e.g., memos) 2) Course syllabi's grading rubrics</p>
<p>d) Results of this assessment are available to appropriate constituents.</p>	<p>1) Yearly Assessment Reports to Dean 2) Correspondence (reports, memos) to Advisory Committee 3) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</p>

<b>Assessment Component</b>	<b>Assessment Documentation</b>
<p>V. <i>FEEDBACK LOOP</i></p> <p>a) A feedback loop has been established that specifies when the assessment results will be reviewed, by whom, and for what purpose.</p>	<ol style="list-style-type: none"> <li>1) Yearly Assessment Reports to Dean</li> <li>2) Correspondence (reports, memos) to/from Advisory Committee</li> <li>3) Self-assessment Surveys (Student, Faculty): Forms and Process Instructions</li> <li>4) Student-derived Teaching Evaluation: ): Forms and Process Instructions</li> <li>5) Peer Teaching Evaluation: Schedule of Class Visits</li> </ol>
<p>b) Documentation and evidence supporting the establishment of the feedback loop is available – i.e., curricular proposals based on assessment results, request for funding to support change based on assessment results, etc., or new assessment methods.</p>	<ol style="list-style-type: none"> <li>1) Gerontology Program correspondence</li> <li>2) Advisory Committee’s actions (meeting minutes, feedback reports)</li> <li>3) Presentations and/or publications of Gerontology Program assessment results</li> </ol>
<p>c) The assessment plan has been implemented and results are available for the past year, and/or for several years.</p>	<ol style="list-style-type: none"> <li>1) Yearly Assessment Reports to Dean</li> <li>2) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</li> <li>3) Correspondence (reports, memos) to Advisory Committee</li> </ol>

## **APPENDIX A**

### AGHE Linkages with Gerontology Course Content

#### Linkage of NEIU Gerontology Program Goals to Curriculum

Within the three program cores proposed to be assessed, the proceeding analysis is focused on the “educational” core. The numbers after each outcome refer to the Core Course(s) in which the objectives are addressed, as well as the required components of the Program including the field experience (Practicum for students with no prior work with the elderly, and Practicum/internship for all students), the thesis, and the Entrance/Exit examination.

The following sections present the required (core) courses of the Gerontology program (Section I), text explanations of goal and sub-goal linkages of program goals (derived from the Association for Gerontology in Higher Education’s principles for gerontological

education) (Section II), and a general matrix table presenting a summary of the information in Section II, presenting linkages between core program curriculum and program goals (Section III).

Section I. Required Program Curriculum (Core Courses). The titles and course numbers of the Core are listed below for reference:

- PSYC 401 Gerontology: An Overview
- PSYC 402 Developmental Processes in Later Life
- PSYC 403 Physiology of Human Aging
- PSYC 408 Research Methods in Gerontology
- PSYC 418 Public Policy and Aging
- PSYC 426 Values, Decision-making and the Elderly
- PSYC 420 Proposal Writing Seminar
- PSYC 415/416 Practicum/internship in Gerontology
- PSYC 590 Master's Thesis (formerly PSYC 422) or "Thesis"



Section II. Matrix of linkages between required program curriculum and program goals.

<b>Gerontology Program Goals</b>	<b>Required Gerontology Program Curriculum</b>								
	401	402	403	408	418	426	420	415/ 416	Thesis
<i>Knowledge Outcomes (A)</i>									
I. Reciprocal influences of intrinsic physiological changes and contextual factors on individuals' aging and resulting heterogeneity among older people. (to effectively discuss and apply major aging theories/concepts)	X	X	X		X				
II. Concepts and theories used to study aging. (to effectively discuss and apply aging theories/concepts to everyday life)	X	X	X		X				
III. Stability and directions of change over time. (to effectively discuss and apply the dynamics of aging changes, from the individual to society in perspective)	X				X	X			
IV. Ethical issues and values pertaining to aging. (to effectively identify and discuss the ethical issues and values associated with an aging population, from micro to macro levels of analysis)	X	X		X	X	X	X	X	
V. Humanistic scholarship, qualitative and quantitative scientific research, and applied research in the study of aging. (to effectively identify, discuss, and apply good research practices, and its implications for understanding)	X			X			X		X
VI. Application of gerontological learning to personal and professional growth and practice. (to effectively identify and apply learned aging theories/concepts in practice)	X	X	X	X	X	X	X	X	X

*Matrix table continues*

<b>Gerontology Program Goals</b>	<b>Required M. A. in Gerontology Program Curriculum</b>								
<i>Skill Outcomes (B)</i>	401	402	403	408	418	426	420	415/ 416	Thesis
I. Reciprocal influences of intrinsic physiological changes and contextual factors on individuals' aging and resulting heterogeneity among older people. (to effectively identify and make informed decisions on applying aging theories/concepts in conceptualizing aging research and interventions)	X		X		X	X	X		X
II. Concepts and theories used to study aging. (to effectively compare, contrast, and synthesize models of aging for modifying aging-related policies and/or research practices)				X			X	X	
III. Stability and directions of change over time. (to effectively critically analyze existing research and policies/practices with an aging population for a better understanding of implications and changes)	X	X	X	X	X	X	X		
IV. Ethical issues and values pertaining to aging. (to effectively apply and utilize issues and values in ethically dealing with an aging population)	X	X		X		X	X	X	X
V. Humanistic scholarship, qualitative and quantitative scientific research, and applied research in the study of aging. (to effectively identify and apply appropriate models of aging in other fields of study, and research needs)	X			X			X		X
VI. Application of gerontological learning to personal and professional growth and practice. (to effectively utilize communication (oral, written), research, and critical analysis skills in courses, in practice, and research)	X	X	X	X	X	X	X	X	X

### Section III. In-depth Descriptions of Explicit Linkages of Program Requirements to Program Goals

Gerontology program goals referred to in the proceeding were derived from AGHE's (1993) publication on guiding principles for programs in gerontological education. Program goals are classified by knowledge outcomes (A) and skill outcomes (B). By completion of the Certificate and, to a greater extent, M.A. in Gerontology Program students will achieve the following:

#### A. KNOWLEDGE OUTCOMES

##### **Principle I: Reciprocal influences of intrinsic changes and contextual factors on individuals' aging and resulting heterogeneity among older people.**

1. Discuss several major theories that attempt to describe how the physiological and functional changes that occur in any given individual over time are determined by the interaction of intrinsic processes associated with aging and some combination of environmental (contextual) factors (physical, environmental, social, economic, ethnic, political, cultural, and spiritual) (PSYC 401 and PSYC 403).
2. Explain orally and in writing the statement "each person experiences aging differently and is affected by the physical, historical, psycho-social, political and cultural environment" (PSYC 401 and PSYC 402.)
3. Discuss how the physiological and functional changes that occur in older persons over the course of time are likely to affect the family, small groups and social organizations of which they are members (PSYC 401 and PSYC 402).
4. Explain how social organizations, institutions, nations, societies, and civilizations and the proportion of older people within them have reciprocal effects (PSYC 401 and PSYC 418).

##### **Principle II. Concepts and theories used to study aging.**

1. Identify and describe major theories/meta-theories of aging in a variety of disciplines and explain their relevance to everyday life (PSYC 401, PSYC 402 and PSYC 403).
2. Critically analyze examples of policies and procedures in gerontological and/or geriatric practice, and determine the theoretical approaches to aging that have influenced each (PSYC 401 and PSYC 418).

##### **Principle III: Stability and directions of change over time.**

1. Describe how dominant forces of change (demographic, political, cultural, historical, and social) affect the aging of institutions and societies, and the reciprocal effects of

people growing older on groups, social institutions, and social policy over time (PSYC 401 and PSYC 418).

2. Discuss several major themes related to aging in the humanities and arts and in the natural, social, and behavioral sciences (PSYC 401 and PSYC 426).

3. Identify and discuss the gains and losses that older adults experience during the aging process (PSYC 401, PSYC 402 and PSYC 403).

4. Describe the difference between linear (or quantitative) and non-linear (or qualitative) changes associated with the developmental process of aging (PSYC 402).

#### **Principle IV: Ethical issues and values pertaining to aging.**

1. Discuss how personal and social value systems establish points of reference that professionals, researchers and policy makers use as they explore issues in aging and/or deal with older people (PSYC 401, PSYC 418 and PSYC 426).

2. Critically examine their personal values pertaining to aging, old age, and older people, and express them orally and in writing (PSYC 401 and Entrance/Exit Exam).

3. Identify the major current ethical debates in the field of gerontology and present the opposing points of view within each (PSYC 401 and PSYC 426).

4. Propose several research questions that would either contribute to current public debates that involve ethical issues in aging or raise new ones (PSYC 426 and Thesis).

5. Discuss the need for ethical accountability in gerontological and geriatric practice (PSYC 402, PSYC 415, PSYC 416, PSYC 420 and PSYC 426).

6. Discuss the ethical dimensions and need for accountability in research in the field of aging (PSYC 401, PSYC 408 and PSYC 420).

#### **Principle V: Humanistic scholarship, qualitative and quantitative scientific research, and applied research in the study of aging.**

1. Discuss the value of rigorous scholarship in the humanities and the arts as a valid way of gaining insight into and of interpreting the experience of aging (PSYC 401).

2. Discuss how applied research can be utilized to improve practice (PSYC 401, PSYC 408, PSYC 420 and Thesis).

3. Demonstrate how to operationalize descriptive and/or hypotheses-testing frameworks through appropriate methodologies to describe, explain, or predict age-related processes (PSYC 408 and PSYC 420).

4. Present orally and in writing the standards of validity of theories/conceptual frameworks and the reliability of methods (PSYC 408).

5. Demonstrate how to evaluate and disseminate research results and, when appropriate, arrange for their application (PSYC 408, PSYC 420 and Thesis).
6. Evaluate the validity of conceptual frameworks and reliability of methods in specific examples of gerontological research reported in the literature (PSYC 401 and PSYC 408).
7. Discuss the importance of popular media representations of older people and age-related issues for shaping expectations of the research, policy, practice, communities, and individual members of the public (PSYC 401 and PSYC 408).

**Principle VI: Application of gerontological learning to personal and professional growth and practice.**

1. Identify and describe a range of services for elders available in most communities (PSYC 418).
2. Critique the nature of the organization of the agencies that provide funding and services to elders (PSYC 418).
3. Identify the sets of skills required for practice in their primary area of career interest in the field of gerontology and assess their readiness for employment in that area (PSYC 401 and Entrance/Exit exam).
4. Discuss the rationale and basic principles of review and evaluation of programs serving the elderly (PSYC 408).
5. Present an analysis of how the gerontological program courses and requirements have contributed to their ability to apply critical thinking, problem solving, and effective oral and written communication related to life-span development in their personal and professional behavior and attitudes (All Core Courses, Entrance/Exit exam and alumni survey).

**B. SKILL OUTCOMES**

**Principle I: Reciprocal influences of intrinsic physiological changes and contextual factors on individuals' aging and resulting heterogeneity among older people.**

1. Identify and make informed judgments about the implicit assumptions regarding aging and older people that researchers, policy makers, professionals, and the media have incorporated into selected examples of a journal article, a bill proposing change or a new public policy, a program for elders, and a newspaper or television editorial discussing older people (PSYC 401, PSYC 418 and PSYC 426).
2. Design a research project or an intervention that takes into account the possible interactions between the age-associated changes in biological processes and one or more

of the non-biological contexts (physical environmental, social, political, cultural, or spiritual) (PSYC 403, PSYC 420 and Thesis).

**Principle II: Concepts and theories used to study aging.**

1. Compare, contrast, and synthesize various models of aging and explain how, if applied, they could be used to modify a practice or policy in a field setting (PSYC 415, PSYC 416 and PSYC 420).
2. Design a research project that reflects current conceptual and methodological orientations within the field of aging and identify them in presenting the proposal (PSYC 408, PSYC 420 and Thesis).

**Principle III: Stability and directions of change over time.**

1. Critique selected interventions to determine if the professionals have provided for on-going assessment of the older individual's changing functions circumstances and experience of themselves (PSYC 420 and Thesis).
2. Critique examples of research to determine if the professionals have provided for on-going assessment of the older individual's changing functions circumstances and experience of themselves (PSYC 402, PSYC 408, PSYC 420 and Thesis).
3. Analyze an organization or agency of which they are a member and determine and describe its adaptive capacity to deal with age-related changes in the population (PSYC 401 and PSYC 418).
4. Design a research project or intervention that takes into account the dynamic nature of aging and reflects the diversity and heterogeneity of aging individuals and populations, and identify the ways this is accomplished (PSYC 403, PSYC 408, PSYC 420 and Thesis).

**Principle IV: Ethical issues and values pertaining to aging.**

1. Provide evidence that they have behaved ethically in a practicum and/or field experience with older people (PSYC 402, PSYC 415, PSYC 416 and Thesis).
2. Design at least one research project or intervention that depends upon the use of human subjects (participants) and protects their well-being (PSYC 401, PSYC 408, PSYC 426, PSYC 420 and Thesis).

**Principle V: Humanistic scholarship, qualitative and quantitative scientific research, and applied research in the study of aging.**

1. Either conduct rigorous research in the arts or humanities leading to an integrative paper on a specific topic in aging (PSYC 401 and Thesis), design the implementation and evaluation of a practical intervention or product which contributes to the well-being of a

group of elders and the professional field (PSYC 408, PSYC 420 and Thesis), or conduct a basic or applied research project employing qualitative or quantitative methodologies leading to a thesis or a specific topic in aging (PSYC 408, PSYC 420 and Thesis).

2. Summarize and identify the themes and contradictions across a body of literature on a specific topic in the field of aging and draw conclusions for further research and/or practice (PSYC 401, PSYC 408, PSYC 420 and Thesis).

**Principle VI: Application of gerontological learning to personal and professional growth and practice.**

1. Use correctly the preferred vocabulary of the study of gerontology in their oral and written communications with fellow students and professionals in the field (All Core Courses and Thesis).

2. Read critically and then summarize and evaluate orally and in writing examples of various genres of literature on aging (All Core Courses and Thesis).

3. Write grammatically and clearly well-organized papers using APA style, consistently and correctly (All Core Courses and Thesis).

4. Conduct library research on a gerontology subject and construct a bibliography and a reference list from the search (PSYC 401, PSYC 408, PSYC 420 and Thesis).

5. Design and conduct at least one needs assessment of an older individual and one needs assessment for a specific group of elderly (PSYC 408).

6. Provide a written and oral evaluation of an existent program or policy for older people (PSYC 418).

7. Write a grant proposal (PSYC 408 and PSYC 420).

8. Interview a number of older individuals, using audio or video recording and summarize and interpret the data obtained from transcripts of the recording (PSYC 402).

9. Prepare and deliver one or more oral presentations on some aspect of aging (All Core Courses).

10 Interact, as part of a field experience, with well and/or frail elderly and with their direct care providers, and obtain a third-party evaluation of his/her professionalism (PSYC 415 and PSYC 416).

# SOCIAL WORK

## **Annual Report 2014-2015**

**Submitted by Jade Stanley, Chair**

### **Executive Summary**

The Social Work Program continues to grow and develop and increase the presence of our faculty and students both on campus and in the community. Our students are active in the community through the work in the social work club ASSW, service learning, yearlong internships and active work in agencies and organizations. The NEIU Social Work program received reaffirmation of its accreditation from the Council on Social Work Education (CSWE) through 2016. During the past 2 years, the social work faculty has been engaged in the reaffirmation process through a strategic evaluation and assessment process. The self-study report of social work program is due to CSWE December 2015 with an anticipated site visit in spring 2016. The CSWE sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions adhere to these standards. The social work faculty should be commended for their continual dedication to our students, the university, the community, and to the social work profession. In the NEIU University Strategic Plan, one of the goals identified was the development of a Masters of Social Work Program (MSW).

The MSW program was reviewed and approved at the university level, the Board of Trustees and the Illinois Board of Higher Education with a start date of fall 2016 for the two-year program and fall 2017 for the one-year advanced standing program. Offering a MSW at NEIU, will not only enhance our visibility in the community, but will also meet the needs of the students seeking this higher degree and workforce needs. The Social Work Program has a strong and vibrant faculty with a shared vision for student success. The MSW program is currently going through the candidacy process with the Council of Social Work Education, a site visit is scheduled for spring 2016 which is part of the process for moving our social work program towards accreditation.

### **Department/Faculty Achievement**

As a strong faculty of eight tenured/tenure-track faculty, three full-time instructors, and 13 part time instructors, we have continued to have a successful academic year with several noteworthy achievements in our BASW program (Bachelors of Social Work). The social work faculty are productive scholars publishing articles, book chapters and presenting their research at major social work conferences both locally and internationally. The social work faculty continues to play critical roles within the program, university and community through their creative and innovative approach to learning and knowing. Two social work faculty members were involved in the very successful planning, promotion, and execution of a large fundraising event on campus.



The Social work department is represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the International Programs Committee, university wide search committees and others.

Our search for a new social work faculty for academic year 2014-2015 proved to be successful with the hiring of Dr. Andrew Brake, in fall 2014. Dr. Brake comes to us with a strong interest and research in the area school social work and professor/student mentoring. Dr. Brake will serve as the curriculum specialist in the Introduction to Social Work curriculum. In fall 2015, we will have a new hire join us, Dr. Jeffrey Bulanda. Dr. Bulanda will help the program develop, write and secure new ways of funding for our growing program. As we develop and prepare for the beginning of our new Masters of Social Work Program (MSW), we have been given an opportunity to search for 3 new positions with a start date of January 2016. We are searching for a Director of the MSW program, a MSW Field Director and a tenure track faculty. The Social Work Program continues to make outstanding contributions to teaching, research and service to the department, College of Arts and Sciences and to the university and larger community.

We are proud to acknowledge the strong relationship we have developed with our colleagues at El Centro, celebrating 7 years. We have provided an ongoing and increased visibility in the community and an increase in the course offerings for our social work courses at El Centro. We have informed our accrediting body, the Council on Social Work Education of our intent to offer a complete BASW program at the El Centro new building in 2014. This has provided increased opportunities for our students to learn and work in the community. We have continued to build our social work program at the University Center in Lake County, and have been able to offer all of our social work courses at this location. We offer SWK 207, SWK 303, SWK 304, SWK 305, SWK 306, SWK 309, SWK 357, SWK 310, SWK 311, SWK 353, SWK 354, SWK 355, SWK 356 and SWK 357. We offer will offer the practicum seminar and field practicum at this location for the first time in fall 2015, with onsite supervisor. The faculty composition at UCLC is made up of both full time tenure track faculty as well as seasoned part-time instructors. We have a full time advisor available to meet with students as well as assist students in declaring their major in social work.

The Social Work Program continues to participate in many activities and programs initiated by Umoja at Manley High School. Several of the social work faculty and instructors participated and continues to be involved in "Training the Trainer" at Manley High school; We have provided space, and continues to provide space, at NEIU for the Umoja Upward Bound Program, and actively participated in their annual fund raising event. We continue to acknowledge and celebrate our colleague, Dr. Joseph Cytrynbaum in the various tasks we engage in on behalf of our students, the program, the university, the community and the social work profession

The NEIU Social Work Program continues to offer online and hybrid social work courses (Social Work with Families, Introduction to Social Work, and Social Welfare Policy curriculum course). Plans to increase our online offerings will include the International Social Work course, which is also a writing intensive course offering. The Social Work Program continues to explore various ways of offering online courses for

students, expanding the way we view social work education and meeting the needs of our students. The Social Work Program has redesigned its webpage, developed Social Work Blog, with a focus on student success stories, scholarship information, program events and resources and to increase communication with our alumni. We have a social work newsletter produced in both fall and spring, highlighting our program activities, connecting with our current students and alumni.

In a response to the request made by the Dean of College of Arts and Sciences to develop innovative summer courses, we have explored offering two summer institutes in our social work program, reaching out to our alumni and social service providers in the community. This innovative programming will offer a wider variety of scheduling options, increase our course offering to a larger audience and meet the demands of professionals needing certifications or continuing education credits. We have developed a relationship with Ana Romero, Director, Centralized Training Institute Chicago Metropolitan Battered Women's Network, to work together to offer 40-hour domestic training courses to meet student and practitioner demand.

The Baccalaureate of Arts degree in social work (BASW) is the only undergraduate major that educates students to be professional social workers. BSW graduates are prepared for immediate entry into direct human service professional positions in such settings as social welfare institutions, community service organizations, child welfare agencies, hospitals and nursing homes. The Social Work Program at NEIU is the only state-funded, freestanding social work program in the Chicago area and is acknowledged in the social work community as one of the main feeders for graduate schools of social work in the Chicago land area.

The Northeastern Illinois University undergraduate Social Work program combines liberal arts with professional social work foundation content to prepare graduates for direct service in the field of social services. In addition to the General Education requirements, the Council on Social Work Education (CSWE) mandates social work foundations content in the following areas:

- Human Behavior
- Social Welfare policy and services
- Populations at risk
- Research
- Social Work Practice
- Field Practicum final academic year at least 400 hours (NEIU requires 512)
- Social work values and ethics
- Human Diversity
- Social and Economic Justice

These specific content areas are addressed in the 14 core courses and two electives. To complete the degree requirements for the undergraduate degree the student must enroll in the field practicum where they are placed in an appropriate social work agency for 256 hours per term (approximately 16-20 hours per week). They are under supervision

of a qualified agency-based social worker. The agency, agency supervisor, and student are monitored by a BASW faculty (Field Coordinator) to insure that the educational outcomes are achieved. There were 134 students in field placements during this academic year (2014-2015). Based on the continued growth of our program, it is projected that we will serve 167 students for the upcoming class of academic year 2015-2016. We have expanded our relationships with several community-based programs and have developed new sites for learning for our students. It should be noted that the students in the BASW program at NEIU are well prepared for graduate school as they are required to take three (3) research courses to meet the requirements of our program, unlike other undergraduate programs which require only two.

The growth of our program is evident by looking at the following numbers:

Fall 2007	225 students	Fall 2011	344 students
Fall 2008	264 students	Fall 2012	400 students
Fall 2009	286 students	Fall 2013	420 students
Fall 2010	280 students	Fall 2014	450 students

### **Social Work Program Goals**

The overarching goal of the social work program at NEIU is to produce students able to:

1. engage in generalist practice as competent professionals to sensitively work with diverse populations
2. utilize one's strengths and multifaceted identity to develop a professional social work identity and values
3. enhance the strengths of clients to build the capacities within themselves and their environment
4. promote human rights and social justice locally and globally
5. critically consume and generate social work knowledge to inform generalist practice

### **Social Work Activities: Curriculum Reform, Recruitment and Outreach**

The Social Work Program has conducted a variety of activities to keep the program visible and viable:

- We held our 10th "Back to School Rally" in fall 2014, attracting 100 students who participated in various activities to orient them to the program, discuss resources and opportunities and have students share their talents and interests.
- In fall 2014, the Social Work Program held the Annual Field Directors Meeting, which also includes faculty, staff, administrators and students. There were 65 field instructors in attendance and 134 students. The morning meeting was combined with field instructors and students and the afternoon focused on Safety and Risk Reduction Training for students. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met.
- In spring 2015, the Social Work Program co-sponsored a "Social Work Month Program-Possibilities", with the social work club officers. We held a day program

on the main campus and an evening program on the El Centro Campus. We had current students and alumni in attendance.

- In spring 2015, The Social Work Program faculty acknowledged 35 students in the social work honors society, Phi Alpha. A reception co-sponsored by the College of Arts and Sciences, was held for the honorees, their guests and family. This event was held in the Golden Eagles and Pedroso Center with a reception.
- Throughout the academic year 2014- 2015, The Social Work faculty held weekly faculty meetings to work on curriculum development for the upcoming Self-study and reaffirmation process. To that end, the faculty re-conceptualized the program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes.
- Throughout the academic year 2014-2015, The Social Work program held monthly departmental meetings that included all part time and full time instructors. The focus of the meetings was to provide instructors with information regarding the program and students, to discuss program and student challenges, and to gain support for the curriculum areas they are teaching in.
- Throughout the academic year 2014-2015, the Social Work Program utilized a data base system (ACCESS) to monitor progress and prepare graduation reports for majors and minors. This data base system also has been useful in preparing annual reports to NEIU, CSWE and NASW. The data base has been useful in helping our students move towards graduation and adhere to the time-to-graduation process. We offer sequential and concurrent course offerings, helping students to navigate our program within two and one half years.
- In March 2015, one hundred and one (101) social work students attended the Lobby Day events in Springfield (the largest number of students from one social work program in the state). Kudos to the Association of Student Social Work (ASSW) club and the sponsoring faculty for supporting the ASSW in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from the National Association of Social Workers (NASW) for having one of the largest groups of students at the event.
- In spring 2015, twenty-one (21) social work students (and sponsors\*) presented at NEIU 201<sup>st</sup> annual student research symposium. These presenters include: Zuleima Ocampo (Angel Resto\*); Virginia Foster (Angel Resto\*); Sherry Cornelio (Angel Resto\*); Robert O. Motley Jr. (Job Ngwe\*); Robert O Motley Jr. (Luis Ortiz\*); Patricia Martinez-Brito (Angel Resto\*); Alyssa Johnson (Angel Resto\*); Carla Gutierrez (Angel Resto\*); Catrina Jackson (Angel Resto\*); Helen Garfias (Angel Resto\*); Jennifer Stremtan (Angel Resto\*); Jonathan Barrera (Angel Resto\*); Karla Barrera (Angel Resto\*); Kelly Webb (Milka Ramirez\* and Luis Ortiz\*); Kelly Brombosz (Angel Resto\*); Krystle Kellick (Angel Resto\*); Patricia Markley (Job Ngwe\*); Richelle D. Peralta (Angel Resto\*); Rosanelly Lopez (Jade Stanley\*); Vera Hosley (Angel Resto\*); and Vonte White (Angel Resto\*).

## Curriculum Revision

- Throughout the academic year 2014-2015, the Social Work faculty held weekly faculty meetings to work on curriculum revision for the upcoming CSWE Self-study and reaffirmation process. Faculty revised and re-conceptualized the program's mission, goals and outcomes as well as began to align each curriculum area and course outcomes with the program outcomes and the new EPAS (Educational Policy and Assessment ) required by CSWE. . Three faculty members have participated in and created online courses for our social work program: Social Work 200: Introduction to Social Work; Social Work 207: Social Policy I and Social Work 305: Social Work Practice II. We anticipate increasing our online offerings over the next 2 years to meet student demand.

## **I. Assessment**

The faculty in the Social Work Program have historically integrated and made use of the ongoing process of curriculum assessment. However, after the last academic year 2013-2014, we have reviewed and revised our evaluation instruments to help us to incorporate multiple assessment measures with benchmarks to inform the Social Work Program of needed changes as well as to inform the Social Work Program of achievements. In general, during this academic year, the faculty methodically examined the key curriculum areas by: utilizing student and alumni curriculum assessment processes; meeting with the Social Work Advisory Board Committee once each semester, who have assisted us in revising and assessing the Program outcomes; using student and alumni focus groups and, subsequent surveys, to obtain the student perspective; continuous self-study meetings were used for re-envisioning and curriculum modification in order to better achieve the desired learning outcomes of each course and in turn the Program outcomes.

In the fall of 2014, the Social Work Program administered a pre survey to all students in the introduction to social work course in fall and an exit survey to all students in their field practicum courses in spring, to determine the impact of the social work program on their learning. This survey was administered through Survey Gold, and will be analyzed by our research and policy curriculum specialists.

Assessment begins with the admission to the Program. Our Social Work Database indicated that more than 200 student met with the Program Chair or our new full time advisor, during this academic year, and assessed the student's academic standing, written and verbal communication skills as well as motivation and readiness to enter the Social Work Program. This process was done during an interview where the Program Chair or program advisor assisted the student in completing the major declaration form, the application for entry into the program and a review of previous courses completed in the areas of general education and liberal arts. Additionally, the student and Program Director and or the program advisor, talked about the student's motivation for becoming a social work major and the previous work and or volunteer experiences they have had. All students entering our social work program are required to engage in 50 hours of volunteer work prior to entering the social work practice/human behavior sequence and were directed to various community based agencies to complete this requirement. This is yet another example of how we have altered our Program through

the use of continuous assessment. In recent years, through the entrance process and tracking through the Social Work database, we discovered that our student population was getting younger and coming into the Program with less or more than likely no social service experience.

Each required course in the major has established learning outcomes and at the end of each semester several instruments are given to each student to complete. They include: student evaluation of the course, student evaluation of the course in meeting the Program objectives and instructor evaluation. The Social Work Program worked closely with the Center for Teaching and Learning to make all course evaluations electronic with an 89% completion rate in fall 2012. We are very excited about the electronic course evaluation as it provides more consistent and reliable feedback.

During both fall and spring semesters of academic year 2014-2015, assigned office manager summarized and analyzed the data of the various instruments for each course and provided a report to the faculty on the outcomes that have been attained per students' assessment as well as those which have not been attained completely or not at all. This provides faculty with information to assist in revising and strengthening the structure of each course in order to attain the stated objectives. The report also stimulates discussion on student learning styles and teaching approaches that might better their learning styles. The report was made available to faculty at the beginning of the fall term and reflects the previous semester's performance.

Faculty responsible for each of the foundation areas describes the ways in which they design instruction, course content and activities to achieve the respective course outcomes. The faculty then assessed the congruence between the approach and the expected outcomes taking into consideration student perspectives regarding how well they have achieved the course outcomes. Based on this discussion, suggestions for changes were made to modify or reinforce the teaching/learning process.

Prefield assessment, known as PIDS (Professional Identity Development Survey-in appendix A) takes place in the spring term of each year for all those students enrolled in the Human Behavior/Practice II curriculum and are scheduled to enter the field practicum the following fall term. A qualitative and narrative assessment of the student performance in the competency areas of the Program was completed for each students utilizing Survey Gold and housed on the NEIU Portal in our secure social work faculty group. This was accomplished through the contribution of each faculty member who knows the student and takes place in a series of meetings. Each student (120 students incoming to the field experience also completed an assessment of themselves based on the same categories. The PIDS are utilized in the placement process of students to better match students with Field Instructors and type of learning environment in the field. The competencies addressed include the following: cognitive/intellectual development, written and verbal communication skills as well as professional development skills. These include professional knowledge, social work practice skills, and appropriate demonstration of social work professional values and skills. Student's strengths and areas needing improvement are identified and warnings are also identified for the student to address.

Assessment continues in the Field Practicum utilizing the above competencies as a basis for evaluation. In the spring term of the senior year, students complete a portfolio describing and illustrating how they have met the competencies identified above. The post field assessment is a qualitative narrative description completed for each student by the Field Coordinator or Field Liaison, who has completed the field practicum. It consists of a description of how students have developed skills over the course of their social work education and presents the level of performance within each of the competency areas.

- Faculty will analyze the data from the Program Outcome Instrument and make suggestions on the findings and the need to secure a more reliable instrument
- Faculty will analyze data from Foundation Practice Self Efficacy Survey (FPSE)
- Faculty will analyze data from Alumni Survey
- Faculty will review the internship program in terms of staffing and task assignments and make it more responsive to the growth in the program
- Faculty will review the issue of what is the most appropriate faculty for field leadership (instructor or tenure-track) as it relates to CSWE standards
- Faculty evaluations, course evaluations, and program evaluations will all be conducted on line using Survey Gold or Survey Monkey
- All students will be evaluated through PIDS beginning in their first semester of the program in the introduction to Social Work Course and then again at the end of the completed Social Work Program. Each student is also required to complete the PIDS which has been done on Blackboard using Survey Gold
- Most recently, the social work program conducted two surveys, 1) Should there be a MSW program at NEIU- with an overwhelming positive response requesting that NEIU offer a MSW program; 2) a survey to obtain information on the interests of social work majors and minors in a new minor- Child Advocacy- there was a 40% yes and 60% no response from students and 3) Alumni Survey to obtain information regarding the impact of the social work program on the student's educational and professional goals. The results of the survey indicate an "overall satisfaction" with the NEIU Social Work Program.

## **II. Program Plan**

The above annual plans are consistent with the following long term goals. These goals were developed in response to the strategic priorities of Northeastern Illinois University.

Goal 1: Recruit and retain a diverse student body

- Develop a Masters Degree Program in Social Work at NEIU
  1. Work with consultant to meet demands of developing a new program
  2. Develop a curriculum that is based on best practices and workforce needs
- Strengthen our Social Work Program presence at Caruthers Center for Inner City Studies.
  1. Continue to offer all core courses at CCICS
  2. Continue to coordinate with Lance Williams re hiring and course offerings
- Increase recruitment initiatives with the Black Social Work and Latino Social Work Organizations

- Explore ways to market the Social Work Program as the only accredited public undergraduate program within Chicago land area
  1. Continue to work with the Dominican University School of Social Work
  2. Increase the number courses held at the University Center of Lake County (UCLC) for social work students
    - Strengthen relationship with Community College advisors, follow up to initial letters sent out to area colleges
    - Utilize relationships established at Community Colleges particularly Truman, Wright, Harper and Lake Country
    - Survey needs of students attending UCLC for additional day courses.
  3. Explore opportunities to offer off site social work course offerings at community-based agencies such as El Valor and Instituto. We have been approached by these agencies as potential sites for learning for community members who are interested in pursuing higher educational goals at NEIU.
  4. Strengthen advisement procedures to track social work majors
    - Increase tracking of social work majors who are “inactive”
    - send letters to inactive majors
    - utilize the social work data base by all faculty
    - attend open house by all faculty at all campuses
    - work with publicity office

Goal 2: Foster a student/learner community

5. Continue to support the activities of the Association of Student Social Workers (ASSW) and their efforts to becoming more involved in community and professional related activities (such as participating with a faculty in Springfield in the National Association of Social Workers “Lobby Day”, Statewide NASW conferences and local chapter events)
6. Strengthen student involvement in program development- through the position of student liaison. The student liaison attends faculty meetings, as well as serves as a liaison between the Social Work Program and the NASW-Illinois Chapter.
7. Continue to support a Social Work Honors Society-Phi Alpha Honor Society
8. Continue to develop faculty/student research projects
9. Continue to have senior Social Work students and faculty engage in an ending ritual upon completion of the Social Work Program
10. Continue to have fall Field Supervisor meeting with field instructors and students
11. Continue to develop and implement Social Work Mentoring Program
12. Continue to mentor McNair Scholars
13. Continue to host Fall back to school rally for social work students
14. Continue to host spring social work month program

Goal 3: Foster the use of information technology and learning resources

- All faculty will utilize the Social Work Data base for advisement, and other related duties



- All faculty will utilize D2L and NEIUport as well as other information technology instructional resources.
- All faculty will be trained on the use of Survey Gold or other software for course, faculty and program evaluation
- Develop an integrated Assessment Plan between Program Goals, Course Objectives, Student Competencies and Faculty Evaluations.
- All social work courses will have online course and instructor evaluations beginning with social work 200: Introduction to Social Work.
- The introduction to social work course and the social work with families course will be offered as both hybrid and online beginning fall 2014
- Begin to integrate new assessment program- TK20- to assist with assessment and evaluation of all social work courses and train all social work faculty and instructors on the benefits and functions of TK20 with guidance and leadership by Kenneth Beyer, CTL.

#### Goal 4: International Study

- Involve all faculty in curriculum review of core social work courses in order to incorporate international content across the curriculum. Continue to offer study abroad programs in Ghana, West Africa to study Social Development initiatives
- Continue to offer study abroad program in Jamaica to study community development initiatives (this is an ongoing project of 8 years)
- Continue to offer study abroad program in Guanajuato Mexico to study community development initiatives (this is an on-going project of 3 year)
- Continue to explore student/faculty exchanges at the University of Kwazulu Natal, South Africa and Moneague College, Jamaica West Indies
- Continue to be involved in African Summer Institute at NEIU as well as other social work faculty research initiatives abroad such as Ghana
- Plan two study abroad programs each academic year to previous or new initiatives
- Continue to participate in the National Association of Social Work Chicago Chapter International Network Committee and the Chicago Sister City Programs
- Continue to strengthen relationship with University of Guanajuato in Mexico.

#### Goal 5: Collaborate with external constituents

- Ongoing exploration with community social service agencies to provide quality internships for students.
- Collaboration with the Black Social Workers and Latino Social Workers Organizations
- Ongoing collaborations with Alumni to increase their participation in the program- utilizing the Social Work Month Program, in class alumni panels, invitation to study abroad program and other opportunities to engage them in the program
- Explore off site social work program at CLC (Center at Lake County)
- Implement Articulation Agreement with Dominican University and continue discussion with UIC.

- Continue to collaborate with Northern Illinois University for annual conference
- Continue to work with Enlace, Project Success, Project Palyente, to help recruit and retain under represented groups

#### Program Plan Requirements/Projected Needs

- A tenure track faculty member has been hired for the academic year 2014-2015 to meet student to faculty ratio
- A tenure track faculty has been hired for academic year 2015-2016 to meet program and student demand.
- Office Space: faculty are all located near one another, helping to build a cohesive energy. It would be optimal to have a conference room for our social work program, providing a place to have meetings and a place for faculty to come together to work on mutual projects.
- Secretarial and Student Help: The Social Work Program has a full time office manager that is dedicated to the Social Work Program to help build and grow the programs potential for meeting an increasing demand for an undergraduate social work degree. The Social Work Program is growing and is in need of additional office support as well as increase in student help to assist in statistical analysis of program assessment as the new mandated from CSWE require a yearly report on program assessment
- Other needs: Our department needs additional resources in helping us meet the demand of our growing program. Some of the items, which would be helpful, would be to: hire a graduate student to assist with statistical analysis of our program assessment instruments; additional money for travel to professional conferences for new faculty member.

### III. Accomplishments

#### A. Faculty Research/Creative Activities

##### 1. Books, National/International Exhibitions or Performances:

**Kim, J.** book chapter entitled “Examining Racial-Ethnic and Gender Disparities in Poverty Among the Elderly” in *Routledge Handbook of Poverty in the United States*

**Stanley, J.** book chapter entitled: *Northeastern Illinois University Innovation Grant for Social Work and Early Childhood Education*. World Forum.

##### 2. Articles and Abstracts, Local Exhibitions or Performances

Leow, C., Hilado, A., Limlingan, M.C., & Howard, E. (2014). Challenges of planning a birth-to-three evaluation: An early childhood statewide system evaluation. *Journal of Early Childhood Research*, 12 (2), 129-139. doi: 10.1177/14761718X13515430

##### 3. Conference Presentations, Group Shows

**Anderson, Jacqueline.** “Healing from Trauma and Being Held.” National Association of African American Studies and Affiliates Eastern Regional Conference. Tampa, Florida. June 2015

**Anderson, Jacqueline.** “Healing from the Trauma of Homelessness and Being Held: A Trauma-Informed Approach to Clinical Supervision.” Eleventh Annual Interdisciplinary Conference on Clinical Supervision. Garden City, New York. June 2015

**Anderson, Jacqueline.** “Field Internship Readiness Education Undergraduate Program.” Faculty Summer Institute. Champaign, Illinois. May 2015

**Brake, A.** *Right from the Start: Teacher-Student Relationships & the Transition to High School.* Presentation at the Northeastern Illinois University Faculty Research & Creative Activities Symposium. Chicago, IL. 2014, March.

**Brake, A.,** Schneider, J., Wysong, C. *The School to Prison Pipeline: The Social Work Response.* Presentation at the 8th Annual Dominican University African-American & Latino Social Work Symposium. Chicago, Illinois, 2014, March.

**Gaytan, F.** “Considering the Growing Latino Population for HIV and AIDS Policymakers and Practitioners” an invited presentation, webinar Presented to the National Alliance of State and Territorial Aids Directors. (2014)

**Gaytan F.** “Building the Pipeline to the PhD for Latinos at a Hispanic Serving Institution- presented at the College Board Préparate Conference, Chicago, IL.;

**Gaytan, F.** “Academic Challenges and Opportunities for Latino Students at an Urban, Midwestern, Hispanic Serving Institution”- presented at the National Association of Chicano and Chicana Studies Conference, San Antonio, TX,

**Gaytan, F.** “Enhancing the Latino Graduate School Pipeline by Tapping into Our Funds of Knowledge at a Hispanic Serving Institution- presented at the 11th Annual Alumni of Color Conference”, Harvard University Graduate School of Education, Cambridge, MA.

**Kim, J.** “Health status, Medicare Part D enrollment, and prescription drug use among older adults” and “Poverty, health insurance status, and health service utilization among the elderly”

**Kim, J.** “Examining Racial-Ethnic and Gender Disparities in Poverty Among the Elderly Using a Dynamic Approach” presented at the 2014 Annual Conference of the Society for Social Work and Research (SSWR)

**Kim, J.** “Examining racial-ethnic and gender differences in the income-health gradient among older adults: Evidence from the Health and Retirement Study” presented at the 67<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America (GSA).

**Ngwe, J.** Director, African Summer Institute, summer 2014.

**Ramirez, M.,** -NASW Statewide Conference Rapid ConFab Speaker-Reconceptualizing Violence: Homophobia in Ours Schools, October 2013

**Ramirez, M.,** -NASW Statewide Conference-Research Presentation-An Examination of

Homophobia and Social Work Practice Among a Sample of School Social Workers.  
October 2014

**Ramirez, M.**, -NEIU Faculty Research Symposium-Research Presentation Addressing Homophobia in Social Work Practice, November 2014

**Ramirez, M.**, Social Work Co-Sponsored the 25th Annual DCFS Latino Advisory Latino Institute Day. December 2014.

**Stanley, J.** NEIU Innovation Grant for Social Work and Early Childhood Education. 14<sup>th</sup> Annual Worldwide Forum on Education and Culture in Rome, Italy.

**Villalpando, A.** National Webinar presentation via Erikson Institute entitled “Unaccompanied Child Migrants: Examining the current humanitarian crisis and implications for early childhood mental health.” (October 1, 2014 - Chicago, IL)

**Villalpando, A** Paper presented at 3<sup>rd</sup> Annual Birth to Three Early Childhood Conference entitled “Access for New Immigrant Children: Early Intervention with Refugee Families using the Baby TALK© model.” (July 30-31, 2014 - Washington, D.C.)

**Villalpando, A** Paper presented at the 29<sup>th</sup> annual Zero to Three National Training Institute (NTI) entitled “The impact of home visiting with English and Spanish-speaking families.” (December 10-13, 2014 – Fort Lauderdale, FL)

#### **4. Service**

**Anderson, Jacqueline.** “Supervision Training for Foster Care Supervisors.” Lutheran Social Services of Illinois. June 2015

**Anderson, Jacqueline.** “Motivational Interviewing and Acceptance and Commitment Therapy.” Deborah’s Place. Chicago, Illinois. June 2015

**Gaytan, F.** Director, ENCLACE- NEIU-COE

**Ramirez, M.** Hosted ASSW's A Night of Empowerment and Resilience at En Las Tablas Performing Arts, NFP. November 2013

**Stanley, J.** Reviewer for CIES- Fulbright Discipline Peer Review

**Stanley, J.** Book reviewer, Critical Social Work

**Stanley, J.** Board member, Chicago Fulbright Association

**Villalpando, A.** Member, Illinois Refugee Mental Health Task Force (April 2015 to present)

**Villalpando, A.** Advisory Board Member, Forma FGC (August 2013 to present)

**Villalpando, A.** Member, Illinois Newborn Practice Roundtable (Nov. 2014 to present)

## **B. Student Achievements**

The Social Work Program continues to grow and the number of social work students is at 406 majors and over 80 minors as of spring 2015. This is a growth of over the past academic year with an anticipated steady growth for the upcoming year. We have continued to see an increase in transfer students who come into the program prepared to begin their social work course sequence. We have seen a continued increase in the number of students meeting their graduation requirements each year and meeting the 5 semester course plan. The social work program has student graduates in fall 2014 and student graduates in spring 2015. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. There is a consistent high number of students, which was true on the fall 2014 and spring 2015 College of Arts and Sciences Dean's list .

1. Presentations, conference papers, symposium participation, publications.

Juan Arango and Cashell Lewis presented their research papers at a McNair Scholars Program in El Salvador, July 2015.

2. Selected list of SRING 2015 NEIU Student Research and Creative Activities Symposium Presentations (\*denotes Advisor)

“LESBIAN, GAY, BISEXUAL, TRANS\*, AND QUEER (LGBTQ) RELATIONSHIP CONFLICT AND SUPPORT,” **Claire Y. Warne** and **Morgan D. Bielitzki** (Social Work) Adam Messinger\*, Justice Studies, Milka Ramirez\*, Social Work

HIV MEDICAL REGIMEN ADHERENCE: A CORRELATIONAL STUDY ON DRUG AND ALCOHOL ABUSE,” Alfonso Trevino (Social Work), Angel Resto\*, Social Work

CORRELATION BETWEEN MORTGAGE RE-DEFAULT RATES, LOSS OF EMPLOYMENT, AND FINANCIAL MANAGEMENT IN CHICAGO,” **Kristin Warnock** (Social Work), Angel Resto\*, Social Work

THE IMPACT OF HOME DELIVERED MEALS PROGRAM ON SENIORS' SELF-SUFFICIENCY AND NUTRITION IN CHICAGO,” **Ciara Smith** (Social Work), Angel Resto\*, Social Work

THE EFFECTS OF PERSONALITY ON HEALTHY EATING HABITS AMONG PEOPLE EXPERIENCING HOMELESSNESS,” **Lindzy N. Staples** (Social Work), Jin Kim\*, Social Work

ADOLESCENTS' ATTITUDES TOWARDS SUICIDE,” **Ebaa Wahdan** (Social Work), Jin Kim\*, Social Work

UNDOCUMENTED COLLEGE STUDENTS: AN ANALYSIS OF SELF-

DETERMINATION AND THE PROCESSES OF RESILIENCE AND ACCULTURATION,” **Krina R. Gandhi** (Social Work, University Honors Program), Jin Kim\*, Social Work

THE EFFECTS OF YOUTH SERVICE ORGANIZATIONS ON AT RISK YOUTH: A B.U.I.L.D. INC. PROGRAM EVALUATION,” **Reynaldo Cordova** (Social Work), Luis O. Ortiz\*, Social Work

“THE IMPACT OF SOCIAL JUSTICE, LEADERSHIP SKILLS, AND TEAM BUILDING OF AFTER SCHOOL PROGRAMS ON ACADEMIC ACHIEVEMENT, CRIME AND VIOLENCE IN URBAN COMMUNITIES IN CHICAGO,” **Bianka Sikaffy**, Social Work, Angel Resto\*, Social Work

“THE GREENWOOD PREVENTION GROUP: IT’S IMPACT ON EDUCATION, THE USE OF CANNABIS AND PRESCRIPTION DRUG ABUSE, AND THE PREVALENCE OF VIOLENCE OF LOW INCOME HISPANICS IN GLENVIEW, ILLINOIS,” **Brittany Frankel** (Social Work), Angel Resto\*, Social Work

“TURNOVER RATE AMONG CHILD WELFARE CASEWORKERS,” **Charles R. Reinke** (Social Work), Job Ngwe\*, Social Work

### **3. Selected list--Social Work Majors Accepted into grad.school fall ‘14-‘15**

The social work program is especially proud of the students who have been accepted to graduate programs, reflecting the strong and consistent mentoring and commitment to student learning offered by the program. Many of our students have been accepted in graduate schools of Social Work both in Chicago and around the country. This year the students were accepted to MSW programs throughout the country such as:

**Marie Brown**- accepted to Dominican University- MSW program

**Alex Coutrakon**-accepted to UIC- MSW program

**Rey Cordova**, accepted to UIC, MSW Program

**Casey Farrell**, accepted to Dominican University- MSW program

**Jasmine Garcia** – accepted to Dominican University- MSW program

**Melissa Gebre-Michael** -accepted to Loyola- MSW program

**Krina Ghandi**, accepted to Loyola University- MSW program

**Jessica Guillen** – accepted to UIC- MSW program , Full Scholarship

**Luz Hueramo**, accepted to Loyola University MSW Program

**Jessica Jablonski**: accepted to Loyola- MSW Program

**Jensesa Jamos**: accepted to Loyola's MSW Program

**Joanna Lopez** –accepted to UIC- MSW

**Michelle Mallari** –accepted to UIC-MSW program – Full Scholarship

**Molly Manning**- accepted to Dominican University- MSW program

**Tawana Pope**- accepted to Dominican University- MSW program

**Christina Renner:** accepted to Loyola's MSW Program  
**Yvette Rodallegas,** accepted to Loyola University MSW program

**Zitlalli Roman,**– accepted to UIC- MSW program, Full Scholarship

**Tanhueco, Ma Jeneri Carm-** accepted to Loyola University- MSW program

**Alfonso Trevino,** accepted to Loyola University- MSW Program

**Jazline Villar** – accepted to Dominican University – MSW program- Full Scholarship  
– Veteran –, Military Track

**Nicole Villavicencio** – accepted UIC- MSW program

**Ebaa Wahdan-** accepted to Loyola University- MSW program

**Patrice Washington-** accepted SSA-MSWprogram

**Paula Yoder-** accepted to Dominican University- MSW program

### **Selected List of students hired by their field placements/internships upon completion of their BASW**

The following students this year were hired by the agencies where they completed their senior practicum:

**Maria Patino Caban:** Hired as social worker for Family Matters

**Nidia Carranza** –Teach for America – Little Village school assignment –

**Sandra Gonzalez** –hired for Case Manager Job – Crossroads

**Jacqueline Herrera**-hired as a social worker for El Hogar Del

Niño, a community based child care center and outreach program in Pilsen.

**Luz Hueramo** hired for as a Resource Coordinator at Thomas Kelly High School on Brighton Park Neighborhood Council.

**Yolanda Robles,** hired for Case manager, DCFS, Association House,

**Yazmin Santiago - Rubio,** – Case Manager Cook County –

**Sylvia Vasquez** hired for Catholic Charities

### **Other Important accomplishments by BASW Students**

Inducted to Phi Alpha Social Work Honors Society

Spring -15-- 35 students inducted into the Phi Alpha Social Work Honors society in:

Accepted to McNair Scholars Program

The Social Work Program identified 4 students that were accepted for the McNair Scholars Program during the academic year 2014-2015: Rebecca Stack, Dale Carter, Juan Arango, and Cashell Lewis

### **C. Alumni News- Selected Names**

**Rodney Allen**, SSA at University of Chicago-awarded MSW

**Eddie Bocanegra** SSA at University of Chicago- awarded MSW

**Keith Green** continues to pursue his Phd at SSA/University of Chicago- Social Work

**Robert Motley** continues to pursue his PHd at George Warren Brown- University of Missouri- Social Work

**Shawnice Reid**- MSW, program director, Chicago Commons, serves as internship field supervisor

**Jesse Self**, SSA at University of Chicago -awarded MSW

**Tecia Spires**- UIC-Jane Addams College of Social Work awarded MSW

**Floyd Stafford III** SSA at University of Chicago -awarded MSW

## SOCIAL WORK

### Assessment Report 2014-2015

Submitted by Jade Stanley

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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#### **Cycle of Assessment:**

**2015-2016:** Goal 1: Students engage in generalist practice as competent professionals to sensitively work with diverse populations.

**2016-2017:** Goal 2: Students utilize their strengths and multifaceted identities to develop a professional identity and values.

**2017-2018:** Goal 3: Students enhance the strengths of clients to build the capacities within themselves and their environment.

**2018-2019:** Goal 4: Students promote human rights and social justice locally and globally.

**2019-2020:** Goal 5: Students critically consume and generate social work knowledge to inform generalist practice.



## **Assessment of Program Goals and Learning Outcomes and Results**

### **SWK goal(s) assessed this past year:**

All five program goals listed above were assessed this past year as part of a self-study to fulfill requirements for re-affirmation by our accrediting body, i.e., the Council on Social Work Education.

### **III. The goal attainment were measured:**

We used a Master Curriculum Assessment tool to determine attainment of program goals. The Master Curriculum Assessment was a compendium of all student assignments that were used to assess students' attainment of ten (10) core competencies (and in turn, program goals). We used a uniform grading rubric across all assignments with five levels (from highest to lowest): exemplary-5, proficient-4, average-3, developing-2, and undeveloped-1. Our benchmark was for 80% of our students to achieve a proficient or exemplary level of performance on each of the 10 core competencies.

### **Results from our measurement**

Reported below are the percentages of students achieving a proficient or exemplary level of performance for each competency with the numbers (n's) of assignments submitted and evaluated in parentheses.

Competency 1 Professional Identity: 92.23% (n=6,975)  
Competency 2 Values and Ethics: 86.45% (n=3,217)  
Competency 3 Critical Thinking: 91.21% (n=11,614)  
Competency 4 Diversity: 92.37% (n=3,855)  
Competency 5 Human Rights: 91.55% (n=3,705)  
Competency 6 Research: 91.18% (n=1,622)  
Competency 7 Human Behavior: 92.92% (n=1,737)  
Competency 8 Policy: 90.57% (n=3,817)  
Competency 9 Respond to Contexts: 93.28% (n=2,751)  
Competency 10 Engage, Assess, Intervene, Evaluate: 90.09% (n=5,413)

### **Feedback loop:**

The results reported above have been derived from two years of data collection and serve as the main outcomes being reported to CSWE in our self-study. Not shown above are results from one indirect assessment tool asking students to evaluate program effectiveness in preparing them for competent generalist practice. In that indirect assessment tool (i.e., Student Exit Survey), students rated program effectiveness at a mean of 4.0 or higher on 8 of the 10 competencies listed above. For the two competency areas where the mean rating was below 4.0, namely, research and responding to contexts, we had already implemented an increase in our engaged service learning (i.e. volunteer) hours from 50 hours to 100 hours during the study period. We believe that helping students augment their volunteer experiences prior to entering their internships will enable students to more effectively use field experiences to inform scientific inquiry

in their research classes, and to more readily see the connections between macro contexts and social service delivery.

### **Executive summary of assessment results**

In the current fiscal year, the Social Work Program completed a first draft of our self-study for purposes of re-affirmation with our accrediting body, the Council on Social Work Education (CSWE). To this end, we collected two years of data to determine whether students graduating from our program were attaining the ten core competencies that are expected of graduating students from accredited programs around the country. As a direct assessment of students' attainment of the ten core competencies, we used a master curriculum assessment tool that incorporated key assignments from all six curriculum areas existing in our program., and developed a uniform five-level grading rubric that was used to assess student performance on all key assignments aligned to the core competencies.

Using a competency benchmark of 80% of students achieving a proficient (4) or exemplary (5) level of performance for each competency, we found that students met the designated benchmark on all ten competencies with a range of 86.45% to 93.28% of students achieving a proficient or exemplary level of performance across the competencies. In one indirect assessment asking students to evaluate program effectiveness in preparing them for competent generalist practice, namely, the Student Exit Survey, it was revealed that students rated the program below the designated benchmark of a mean of 4.0 (on a 5-point scale) in two competency areas. At approximately the same time that these results were being revealed, we had implemented a change in the Engaged Learning Hours requirement, increasing it from 50hours to 100 hours. We believe that helping students to augment their volunteer experiences prior to entering their internships will enable students to more effectively use their field experiences to inform scientific inquiry, and to more readily see the connections between macro contexts and social service delivery.

### **Tables**

Table 1a - Curriculum Map for University Assessment—See separate volume.

Appendix 1b – Curriculum Map for Accrediting Body (Council on Social Work Education)

**Appendix 1b - Curriculum Map for Accrediting Body (Council on Social Work Education)**

Competency	Benchmark	Practice Behaviors	Course	Measure (i.e., Assignment)	Grading Rubric Criterion	Analysis Procedure
EP 2.1.1--Identify as a professional social worker and conduct oneself accordingly	80% of students at "proficient" or "exemplary"	2.1.1.1 Advocate for client access to the services of social work.	Intro	Final Exam Essay Question 1	Criterion 1	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
				Final Exam Essay Question 2	Criterion 1	
				Investigative Report	Criterion 5	
			Policy II	Policy Analysis Paper	Criterion 2	
				Letter to an elected official	Criterion 1	
					Criterion 2	
		2.1.1.2 Practice personal reflection & self-correction to assure continual professional development.	Intro	Investigative Report	Criterion 2	
				HBSE I	Resiliency Paper	
			Practice I	Professional Identity Paper	Criterion 1	
				Client Conversation Analysis Paper	Criterion 1	
			Practice II	Intervention Presentation	Criterion 1	
			2.1.1.3 Attend to professional roles & boundaries.	Intro	Final Exam Essay Question 2	
		Investigative Report			Criterion 1	
					Criterion 3	
		Practice I		Professional Identity Paper	Criterion 3	
		Practice II		Client Assessment Paper II	Criterion 1	
		Field I		Describing the Client Paper	Criterion 1	
		Field II		Ethics Paper	Criterion 1	
		2.1.1.4 Demonstrate professional demeanor in behavior, appearance, and communication.		Policy I	Group Policy Project - Presentation	
			Criterion 5			
			HBSE I	Application Paper	Criterion 5	
				Resiliency Paper	Criterion 5	
			HBSE II	Family Interview	Criterion 5	
				Community Profile	Criterion 4	
			Research I	Group Project Presentation	Criterion 1	
			Research II	Research Proposal Presentation	Criterion 1	
			Research III	Research Report Presentation	Criterion 1	
			Field I	Cultural Competency Paper	Criterion 1	
				Establishing the Context Paper	Criterion 1	
			Field II	Ethics Paper	Criterion 4	
				Planned Change Paper	Criterion 5	
				Describing the Client Paper	Criterion 5	
Policy II	Policy Analysis Presentation	Criterion 3				
	Criterion 4					
2.1.1.5 Engage in career-long learning.	Intro	Investigative Report	Criterion 18			
		Criterion 19				
2.1.1.6 Use supervision & consultation.	Research II	Meeting with Internship Supervisor	Criterion 1			
	Field II	Ethics Paper	Criterion 1			

EP 2.1.2--Apply social work ethical principles to guide professional practice	80% of students at "proficient" or "exemplary"	2.1.2.1 Recognize and manage personal values in a way that allows professional values to guide practice.	Intro	Final Exam Essay Question 1	Criterion 1	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
			Policy I	Midterm Exam Essay Question	Criterion 1	
			HBSE I	Application Paper	Criterion 4	
				Development of Self Paper	Criterion 3a	
			Practice I	Case Assessment Paper	Criterion 3	
			Practice II	Client Assessment Paper II	Criterion 2	
				Practice Competency Paper	Criterion 1	
			Research III	Research Paper - Discussion	Criterion 5	
			Field II	Ethics Paper	Criterion 2	
			Policy II	Edin and Kefalas reaction paper	Criterion 1	
		2.1.2.2 Make ethical decisions by applying standards of the NASW Code of Ethics	Practice	Ethical Dilemma Paper	Criterion 2	
			Research II	Consent Form	Criterion 1	
			Field II	Ethics Paper	Criterion 2	
		2.1.2.3 Tolerate ambiguity in	Practice I	Ethical Dilemma Paper	Criterion 1	
			Practice II	Practice Competency Paper	Criterion 3	
		2.1.2.4 Apply strategies of ethical reasoning to arrive at principled decisions.	Practice I	Ethical Dilemma Paper	Criterion 3	
				Case Assessment Paper	Criterion 6	
			Research II	Consent Form	Criterion 1	

EP 2.1.3--Apply critical thinking to inform and communicate professional judgments	80% of students at "proficient" or "exemplary"	2.1.3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Intro	Final Exam Essay Question 1	Criterion 2	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"	
				Final Exam Essay Question 2	Criterion 2		
			Policy I	Investigative Report	Criterion 3		
					Group Policy Project - Paper		Criterion 1
							Criterion 2
				Group Policy Project - Presentation	Criterion 3		
					Group Policy Project - Presentation		Criterion 1
							Criterion 2
			HBSE I	Application Paper	Criterion 3		
				Resiliency Paper	Criterion 1		
			Practice I	Professional Identity Paper	Criterion 2		
				Case Assessment Paper	Criterion 2		
				Practice Application Presentation	Criterion 1		
			Practice II	Client Assessment Paper II	Criterion 4		
				12 Step Reflection Paper	Criterion 2		
			HBSE II	Family Interview	Criterion 2		
				Community Profile	Criterion 2		
			Research II	Research Paper - Intro	Criterion 1		
				Research Paper - Lit Review	Criterion 2		
				Research Paper - Methodology	Criterion 3		
			Research III	Research Paper - Results	Criterion 4		
				Research Paper - Discussion	Criterion 5		
			Field I	Cultural Competency Paper	Criterion 2		
				Establishing the Context Paper	Criterion 2		
		Field II	Describing the Client Paper	Criterion 1			
			Ethics Paper	Criterion 1			
			Planned Change Paper	Criterion 1			
		Policy II	Policy Analysis Paper	Criterion 1			
				Criterion 2			
			Policy Analysis Presentation	Criterion 1			
				Criterion 2			
		2.1.3.2 Analyze models of assessment, prevention, intervention, and evaluation.	Practice II	Intervention Presentation	Criterion 2		
			Research II	Research Paper - Lit Review	Criterion 2		
			Research III	Research Report - Results	Criterion 4		
			Field I	Establishing the Context Paper	Criterion 3		
			Field II	Describing the Client Paper	Criterion 1		
		Policy II	Policy Analysis Paper	Criterion 2			
			Policy Analysis Presentation	Criterion 2			
		2.1.3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Intro	Final Exam Essay Question 2	Criterion 3		
				Investigative Report	Criterion 20		
			Policy I	Group Policy Project - Paper	Criterion 4		
					Criterion 5		
				Group Policy Project - Presentation	Criterion 4		
					Criterion 5		
			Practice I	Professional Identity Paper	Criterion 5		
				Ethical Dilemma Paper	Criterion 5		
				Client Conversation Analysis Paper	Criterion 7		
				Case Assessment Paper	Criterion 10		
			Practice II	Client Assessment Paper II	Criterion 5		
				Practice Competency Paper	Criterion 5		
				12 Step Reflection Paper	Criterion 5		
			HBSE II	Community Profile	Criterion 5		
			Research I	Group Project - Paper	Criterion 1		
			Research II	Research Proposal Presentation	Criterion 1		
Research Proposal Paper	Criterion 1						
Research III	Research Report Presentation		Criterion 1				
	Research Report Paper		Criterion 1				
Field I	Cultural Competency Paper		Criterion 2				
	Establishing the Context Paper		Criterion 2				
Field II	Ethics Paper		Criterion 2				
	Planned Change Paper		Criterion 2				
	Policy II		Letter to an elected official	Criterion 3			
Policy Analysis Paper			Criterion 3				
			Criterion 4				
Policy Analysis Presentation			Criterion 3				
Criterion 4							

EP 2.1.4--Engage diversity and difference in practice	80% of students at "proficient" or "exemplary"	2.1.4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Policy I	Sachs reaction paper	Criterion 1	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
			HBSE I	Resiliency Paper	Criterion 2a	
			Practice I	Ethical Dilemma Paper	Criterion 4	
				Practice Application Presentation	Criterion 1	
			Practice II	Competency Paper	Criterion 4	
			Research III	Consent Form	Criterion 1	
		Research III	Research Paper - Discussion	Criterion 1		
		Policy II	Edin and Kefalas reaction paper	Criterion 1		
		2.1.4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with	Intro	Investigative Report	Criterion 15	
			Field I	Cultural Competency Paper	Criterion 3	
				Establishing the Context Paper	Criterion 3	
		2.1.4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.	HBSE I	Resiliency Paper	Criterion 2b	
			Practice I	Client Conversation Analysis Paper	Criterion 6	
			HBSE II	Family Paper	Criterion 3	
			Field I	Cultural Competency Paper	Criterion 2	
		2.1.4.4 View themselves as learners and engage those with whom they work as informants.	Intro	Investigative Report	Criterion 4	
					Criterion 16	
			Practice I	Client Conversation Analysis Paper	Criterion 5	
Field I	Cultural Competency Paper		Criterion 2			
Field II	Describing the Client Paper		Criterion 2			
		Ethics Paper	Criterion 2			
EP 2.1.5--Advance human rights and social and economic justice	80% of students at "proficient" or "exemplary"	2.1.5.1 Understand the forms & mechanisms of oppression and discrimination.	Policy I	Midterm Exam Essay Question	Criterion 1	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
				Sachs Reaction Paper	Criterion 1	
			HBSE I	Resiliency Paper	Criterion 2a	
			Practice I	Practice Application Presentation	Criterion 1	
			Research II	Consent Form	Criterion 1	
			Field I	Cultural Competency Paper	Criterion 1	
				Establishing the Context Paper	Criterion 1	
			Policy II	Letter to an elected official	Criterion 1	
				Edin and Kefalas Reaction Paper	Criterion 1	
				Policy Analysis Paper	Criterion 2	
		Policy Analysis Presentation		Criterion 2		
		2.1.5.2 Advocate for human rights and social and economic justice	Practice I	Practice Application Presentation	Criterion 1	
			Field I	Cultural Competency Paper	Criterion 1	
			Policy II	Letter to an elected official	Criterion 1	
					Criterion 2	
		Policy Analysis Paper		Criterion 2		
			Policy Analysis Presentation	Criterion 2		
		2.1.5.3 Engage in practices that advance social and economic justice	Intro	Investigative Report	Criterion 14	
			Research II	Consent Form	Criterion 1	
			Research III	Research Paper - Results	Criterion 4	
			Field I	Cultural Competency Paper	Criterion 1	
Policy II	Letter to an elected official		Criterion 1			
			Criterion 2			
	Policy Analysis Paper		Criterion 2			
		Policy Analysis Presentation	Criterion 2			

EP 2.1.6--Engage in research-informed practice and practice-informed research	80% of students at "proficient" or "exemplary"	2.1.6.1 Use practice experience to inform scientific inquiry.	Intro	Final Exam Essay Question 4	Criterion 1	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
			Practice II	Intervention Presentation	Criterion 1	
			Research II	Research Paper - Introduction	Criterion 1	
			Research III	Research Paper - Results	Criterion 1	
			Field II	Describing the Client Paper	Criterion 1	
		2.1.6.2 Use research evidence to inform practice.	Practice I	Professional Identity Paper	Criterion 2	
				Practice Application Presentation	Criterion 1	
			Research II	Research Paper - Lit Review	Criterion 2	
			Research III	Research Report - Discussion	Criterion 5	
			Policy II	Policy Analysis Paper	Criterion 2	
		Policy Analysis Presentation	Criterion 2			
EP 2.1.7--Apply knowledge of human behavior and the social environment	80% of students at "proficient" or "exemplary"	2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	HBSE I	Application Paper	Criterion 1	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
			Practice I	Case Assessment Paper	Criterion 7	
			Practice II	Client Assessment Paper II	Criterion 1	
			HBSE II	Family Interview	Criterion 2	
			Field I	Establishing the Context Paper	Criterion 3	
		2.1.7.2 Critique and apply knowledge to understand person and environment.	Field II	Describing the Client Paper	Criterion 3	
			Intro	Investigative Report	Criterion 7	
			HBSE I	Application Paper	Criterion 1	
			Practice I	Client Conversation Analysis Paper	Criterion 2	
			HBSE II	Film Reaction #2	Criterion 1	
EP 2.1.8--Engage in policy practice to advance social and economic well-being and to deliver effective social work services	80% of students at "proficient" or "exemplary"	2.1.8.1 Analyze, formulate, and advocate for policies that advance social well-being.	Intro	Final Exam Essay Question 4	Criterion 3	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
				Investigative Report	Criterion 6	
			Policy I	Final Exam Essay Question	Criterion 1	
				Group Policy Project - Paper	Criterion 2	
				Group Policy Project - Presentation	Criterion 2	
			Field I	Cultural Competency Paper	Criterion 3	
				Field II	Describing the Client Paper	
			Policy II	Policy Analysis Paper	Criterion 2	
				Policy Analysis Presentation	Criterion 2	
			2.1.8.2 Collaborate with colleagues and clients for effective policy action.	Intro	Final Exam Essay Question 4	
		Policy I		Group Policy Project - Paper	Criterion 4	
				Group Policy Project - Presentation	Criterion 4	
		Field		Cultural Competency Paper	Criterion 1	
		Policy II	Policy Analysis Paper	Criterion 3		
Policy Analysis Presentation	Criterion 3					
EP 2.1.9--Respond to contexts that shape practice	80% of students at "proficient" or "exemplary"	2.1.9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Intro	Investigative Report	Criterion 17	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
			Policy I	Group Policy Project - Paper	Criterion 1	
				Group Policy Project - Presentation	Criterion 1	
			Practice II	12 Step Reflection Paper	Criterion 3	
				HBSE II	Family Interview	
			Field I	Community Profile	Criterion 3	
				Cultural Competency Paper	Criterion 3	
			Field II	Establishing the Context Paper	Criterion 1	
				Describing the Client Paper	Criterion 3	
			Policy II	Planned Change Paper	Criterion 3	
		Policy Analysis Paper		Criterion 1		
		2.1.9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Policy I	Group Policy Project - Presentation	Criterion 4	
					Criterion 5	
			HBSE II	Organization Analysis	Criterion 1	
Policy II	Policy Analysis Presentation		Criterion 3			

EP 2.1.10-- Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities	80% of students at "proficient" or "exemplary"	2.1.10.1 Substantively and affectively prepare for action with individuals.	Practice I	Case Assessment Paper	Criterion 4	5-level grading scale: "undeveloped," "developing," "emerging," "proficient," "exemplary"
			Practice II	12 Step Reflection Paper	Criterion 4	
		2.1.10.2 Use empathy and other interpersonal skills.	Field II	Intervention Presentation	Criterion 5	
			Practice I	Planned Change Paper	Criterion 3	
		2.1.10.3 Develop a mutually agreed-upon focus of work and desired outcomes.	Practice I	Client Conversation Analysis Paper	Criterion 3	
			Field II	Planned Change Paper	Criterion 3	
		2.1.10.4 Collect, organize, and interpret client data.	Intro	Final Exam Essay Question 3	Criterion 4	
			Field II	Planned Change Paper	Criterion 3	
			Practice I	Client Conversation Analysis Paper	Criterion 3	
				Case Assessment Paper	Criterion 5	
			Practice II	Client Assessment Paper II	Criterion 3	
			Research I	Group Project - Paper	Criterion 1	
			Research III	Research Report - Results	Criterion 4	
				Research Paper - Discussion	Criterion 5	
		Field I	Establishing the Context Paper	Criterion 3		
		2.1.10.5 Assess client strengths and limitations.	Field II	Planned Change Paper	Criterion 3	
			Practice I	Client Conversation Analysis Paper	Criterion 4	
		2.1.10.6 Develop mutually agreed-on intervention goals and objectives.	Field I	Establishing the Context Paper	Criterion 3	
			Intro	Final Exam Essay Question 3	Criterion 4	
		2.1.10.7 Select appropriate intervention strategies.	Field II	Planned Change Paper	Criterion 3	
			Intro	Investigative Report	Criterion 11	
		2.1.10.8 Initiate actions to achieve organizational	Field I	Establishing the Context Paper	Criterion 3	
			2.1.10.9 Implement prevention interventions that enhance client capacities.	Practice II	Intervention Presentation	
		Field II		Establishing the Context Paper	Criterion 3	
		2.1.10.10 Help clients resolve problems.	Practice I	Client Conversation Analysis Paper	Criterion 4	
			Field I	Establishing the Context Paper	Criterion 3	
			Field II	Planned Change Paper	Criterion 3	
2.1.10.11 Negotiate, mediate, and advocate for clients.	Intro	Investigative Report	Criterion 12			
	Policy II	Letter to an elected official	Criterion 1			
2.1.10.12 Facilitate transitions and endings.	Practice I	Client Conversation Analysis Paper	Criterion 4			
	Field II	Planned Change Paper	Criterion 3			
2.1.10.13 Critically analyze, monitor, and evaluate interventions.	Research III	Research Report Paper	Criterion 1			
	Field I	Establishing the Context Paper	Criterion 4			



# SOCIOLOGY

## Annual Report 2014-2015

### Submitted by Brett Stockdill

#### Executive Summary

During the 2014-15 academic year, Sociology faculty continued to integrate teaching, research, writing, and activism to promote student success and social justice at Northeastern Illinois University and beyond. We maintain our commitment to an innovative and challenging curriculum that encourages students' academic excellence, critical thinking, and commitment to social change. We have continued to make our course offerings more intersectional (i.e., attentive to race, class, gender, sexuality, (dis)ability, citizenship/legal status, etc.) and global. These strengths are further reflected in our faculty's active participation in other academic programs, particularly African & African American Studies (AFAM), Child Advocacy Studies (CAST), the Honors Program, Latino/a & Latin American Studies (LLAS), Lesbian, Gay, Bisexual, Transgender, & Queer (LGTBQ) Studies, and Women's & Gender Studies (WGS). Our commitment to liberatory pedagogy has paid off in significant ways. Thirty-nine Sociology majors graduated in 2014-15, five less than our 44 in 2013-14, but up from 33 in 2007-08. We had 108 Sociology majors in fall 2014. Our department's nurturing, activist culture has forged a community of students who support each other and excel both academically and politically. Our majors and minors play leadership roles in organizations on and off campus; upon graduation, they also passionately pursue careers and graduate school programs that promote the common good. Our faculty continues to produce cutting edge scholarship that enhances the discipline of Sociology as well as a number of interdisciplinary fields. Our faculty are deeply engaged in serving not only the Sociology Department, but also the College of Arts and Sciences and the University as a whole. This service at NEIU promotes interdisciplinary collaboration, student empowerment, and shared governance. Beyond campus, Sociology faculty members' vibrant involvement in collective action fulfills a crucial function in bridging the gap between university and community. Overall, our teaching, research, and service prepare our students for both graduate school and professional careers, enhance the University's strategic plan, and contribute to struggles for justice and equality.

#### Highlights of 2014-15

Our department has continued to develop in exciting and productive ways. **Marcos Feldman** and **Brooke Johnson** successfully applied for retention. **Olivia Perlow** was awarded tenure and promotion to Associate Professor. **Andreas Savas Kourvetaris** completed a sabbatical for spring 2015. **Christina Gómez** completed her final year as Coordinator for Latino/a & Latin American Studies. Sadly, **Dr. Gómez** is leaving NEIU and will start a new position at the School of the Art Institute of Chicago

in the fall. In addition, **Marcos Feldman** resigned to pursue a research position. This has reduced the number of tenure track/tenured faculty to five, three less than our full complement of eight. **Brett Stockdill** started his second term as Chair of the Department of African & African American Studies, Latino/a & Latin American Studies, Sociology, and Women's & Gender Studies. These milestones reflect the vital contributions that Sociology faculty continue to make in the areas of teaching, scholarship, and service. Our faculty's work is driven by a commitment to identify and analyze manifestations of social inequality as well as collective strategies to challenge these inequalities. **Carol Martin** completed her first year as our new Office Manager.

### Teaching: Innovations and Collaborations

Our department has continued to explore and develop more effective curricular and pedagogical offerings. Our majors consistently articulate that they choose Sociology because they find our courses to be both exciting and relevant to their lives—and because they have learned of our commitment to social action. This is in large part because we are invested in providing teaching that is accessible, student-centered, critical and inclusive. A key dimension of our annual evaluations of both Instructors and tenure track and tenured faculty is encouraging all faculty members to utilize readings that are intersectional and global.

We are also committed to employing teaching techniques beyond the traditional lecture style, which, when used in isolation, increases student alienation and decreases student learning. To this end, we regularly share interactive teaching strategies to enhance our teaching. This past year, we expanded our use of Learning Through Discussion (LTD), a teaching pedagogy that requires deep student preparation and engagement with course readings. During the 2014-15 year, nine of our classes featured the LTD method. Sociology faculty also brought an array of guest speakers to campus to speak on antiracist activism, gender violence, AIDS activism, LGBTQ rights, housing justice, and other topics. A number of these guest speakers are graduate students, whose presentations on their own research inspire our undergraduate students to consider graduate study themselves. A number of faculty members also integrated Service Learning and other experiential approaches to teaching/learning.

Each of our tenure track and tenured faculty members serves as an academic advisor for majors, minors and other students. We continue to provide new majors with a packet of information that includes an overview of the major requirements, a self-advising flow chart and checklist, a departmental newsletter, and an American Sociological Society brochure and booklet about careers in sociology. We had our eighth annual Ice Cream Social & General Advising Session in September 2014, during which tenure track/tenured faculty presented an overview of advising information for majors.

The Sociology Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. African & African American Studies, Latino/a & Latin American Studies, LGBTQ Studies, and Women's & Gender Studies Programs are housed within our Department, and we work in close collaboration with these four programs. It is noteworthy that all but one of our Sociology tenured/tenure track and full-time instructors are affiliated with and/or teach a cross-listed course in one or more

of the interdisciplinary programs. **Christina Gómez**, completed her fourth year as the Coordinator of the LLAS program, building the program in a variety of ways and recruiting more majors. **Olivia Perlow** is a core AFAM faculty member and taught AFAM 302: Foundations of Africans in the Diaspora—a core required course for the AFAM minor—as well as cross-listed AFAM courses. **Michael Armato, Christina Gómez, Brooke Johnson, Olivia Perlow, and Brett Stockdill** are core WGS faculty and taught numerous cross-listed courses for WGS. **Christina Gómez** and **Brett Stockdill** are core LLAS faculty members, and Dr. Gómez taught two core required courses for the LLAS major and minor (LLAS 290: Research Methods in LLAS and LLAS 391: Internship in LLAS). **Marcos Feldman** taught a course (SOC 314: Urban Sociology) that is cross-listed with LLAS. **Brooke Johnson** and **Brett Stockdill** taught cross-listed courses for the new LGBTQ Studies Minor. **Brett Stockdill** worked with faculty from Social Work, Justice Studies and Psychology to grow the Child Advocacy Studies Minor (CAST). Our Instructors also contribute to our interdisciplinarity. **Cristen Jenkins** and **Aneta Galary** taught courses that are cross-listed with WGS. Instructors **Lisa Berube** and **Amanda Stewart** taught Sociology courses that are cross-listed as CAST electives. **Elsa Saeta** taught a course that is cross-listed with both LLAS and WGS. We also have been active participants in the Honors and McNair Programs, providing the largest number of scholars to this latter program since its inception in 2003. We actively contribute to the General Education Program, since we offer up to 16 sections of four General Education classes each semester. In the fall 2014, 42% of our courses offered were General Education courses, while in the spring 2015, 34% of our courses were General Education offerings.

Our students are active on campus and throughout Chicago through their club involvements, service-learning work, internships, and political activism. The Sociology Club organized an array of activities throughout the year, which are described below. **Brett Stockdill** organized the fourth annual induction ceremony for the Northeastern Illinois University chapter of Alpha Kappa Delta, the international sociology honor society, and 14 students were inducted into the chapter in April 2015.

*Research/Creative Activities: Advancing Critical, Public Sociology*

As evidenced below, Sociology faculty published an array of books, book chapters, and articles, and as well as presented research at regional, national and international conferences. This scholarship broadens and deepens not only sociology, but also women's/gender studies, ethnic studies, LGBTQ studies, and other interdisciplinary fields. Taken collectively, this body of work advances our departmental mission of public sociology, which seeks to produce sociological scholarship that is accessible to audiences beyond the traditional sphere of academia.

Sociology faculty continue to be prolific and productive. **Marcos Feldman, Brooke Johnson, Olivia Perlow** and **Martha Thompson** were honored at the annual NEIU Authors' Reception in spring 2014. **Michael Armato** (with Shelley Bannister, Laurie Fuller, and Nancy Matthews) published an article entitled "Gendered Violence and Interruptions to Education" in the *International Journal of Education and Social Science* (2015, 2 (2): 45-54). **Marcos Feldman** was awarded a \$20,000 grant from the Ben & Jerry's Foundation to conduct *Participatory Action Research with the Miami*

*Taxi Workers Alliance*. **Brooke Johnson** published her first book: *Culture and Structure at a Military Charter School: From School Ground to Battle Ground*. (2014, New York: Palgrave Macmillan). **Olivia Perlow** (with Crista Noel) authored “American Police Crimes against African Women and Women of Color,” a Shadow Report presented for the Review of the United States' Adherence to the International Convention on the Elimination of All Forms of Racial Discrimination (2014). The breadth of our scholarship is reflected in the array of professional conferences at which we presented papers, including the United Association for Labor Education Annual Meeting, the American Educational Research Association Annual Meeting, the American Sociological Association Annual Meeting, the Eastern Sociological Society Annual Meeting, and the National Women’s Studies Association Conference.

*Service: Shared Governance, Solidarity, and Empowerment*

Sociology faculty members continued to provide a broad spectrum of service activities both on and off campus. **Michael Armato** served on the Non-Traditional Degree Program Advisory Council and the UPI Executive Board. **Marcos Feldman** served on the Economic Inequality Initiative Planning Committee. **Christina Gómez** served on the El Centro Advisory Board and the HSI Affairs Committee. **Brooke Johnson** served on the Writing Intensive Faculty Advisory Committee and the Center for Teaching and Learning Advisory Board. **Olivia Perlow** served on the Faculty Senate and the Faculty Council on Academic Affairs. **Brett Stockdill** served on the LGBTQ Resource Center Director Search and Screen Committee.

As coordinator for LLAS, **Christina Gómez** organized, with the assistance of **Ann Botz**, a number of cutting edge events and programs, including the Cutting Edge Research in Latino and Latin American Studies conference in October 2014 and the second LLAS Student Research Symposium in April 2015. **Olivia Perlow** co-organized the 2<sup>nd</sup> Annual Genocide Research Symposium in November 2014. Our faculty are also active in the College Academic Affairs Committee, the Honors Program, and the McNair Scholars Program. The presence of our faculty is felt not only on our main campus, but also at the El Centro, Carruthers’ Center for Inner City Studies, and Lake County campuses, in the larger community, and in their varied activist and professional engagements. Sociology faculty served as organizers and presenters for numerous campus events, including Latino/a Heritage Month, Black History Month, Women’s History Month, and World AIDS Day.

A major contribution of our department and Sociology Club to the larger NEIU community and beyond this past year has been the exciting guest speakers and events for our department and for the broader campus community. The Sociology Club co-sponsored an event entitled “Building Community through Popular Education in Albany Park,” featuring speakers from the Mexico Solidarity Network and the Centro Autónomo. The Sociology Club also worked with **Brett Stockdill** to bring in four NEIU Sociology alumni guest speakers, **Sebastino Aviles**, **Casey Baxley**, **Nicole Maldonado**, **Luvia Moreno**, **Olga Steele**, and **Angela Vela** to discuss their graduate school and career experiences for our Second Annual Careers in Sociology Series. Sociology also co-sponsored the 2015 Activist Graduation Celebration on May 1, 2015.

Our faculty and students also play leadership roles in other student organizations. **Christina Gómez** served as the faculty advisor of the Undocumented, Resilient and Organized (URO), the first organization organized by and for undocumented immigrant students at NEIU. **Brooke Johnson** served as faculty advisor for the NEIU Feminist Collective. **Olivia Perlow** is the faculty advisor for the co-ed multicultural fraternity Delta Psi Alpha.

Our faculty are also active in community-based activism. **Marcos Feldman** served on the Chicago Housing Initiative and the Logan Square Neighborhood Association. Instructor **Cristen Jenkins** is a member of the Logan Square Neighborhood Association. **Brooke Johnson** is a member of the Illinois Safe Schools Alliance. **Olivia Perlow** is a member of two Project NIA initiatives—Girl Talk and the Prison Industrial Complex (PIC) Teaching Collective. The PIC Teaching Collective conducts a variety of educational workshops and produces materials that challenge oppression rooted in the prison industrial complex. As a facilitator for “Girl Talk,” **Dr. Perlow** supports the empowerment of girls in the Cook County Juvenile Temporary Detention Center. **Brett Stockdill** served on the Advisory Board for the Centro Autónomo’s Casas del Pueblo Community Land Trust. Instructor **Chris Poulos** is an active member of the Albany Park Neighborhood Council.

#### *Departmental Outcomes: Enrollment, Majors, Minors and Graduation*

Our faculty’s commitment to teaching, research, and service has resulted in very positive outcomes for our students. Our overall course section offerings have declined due to budget cuts and changes in University policies with 38 sections of Sociology offered in the fall 2014 (down from 40 in fall 2013) and 32 sections offered in the spring 2015 (down from 34 in spring 2014).

Sociology General Education courses and other elective offerings were available at both the El Centro and CCICS satellite campuses and in the Weekend Institute. In fall 2014, we also continued to fulfill our agreement to offer one course per semester at the Lake County campus to accommodate students who wish to complete a Minor in Sociology; however, budget cuts prevented us from offering a class at CLC in spring 2015.

Thirty-nine Sociology majors graduated in 2014-15, five less than our 44 in 2013-14, but up from 33 in 2007-08. We had 108 Sociology majors in fall 2014. These declines are likely linked to budget cuts, changes in University policies, enrollment decreases, and the economic crisis. Though the number of Sociology minors has fallen dramatically due to the elimination of the university minor requirement, we have the one of the highest numbers of minors in the College of Arts and Sciences.

We actively contribute to the General Education Program, since we offer up to 16 sections of four General Education classes each semester. In the fall 2014, 42% of our courses offered were General Education courses, while in the spring 2015, 34% of our courses were General Education offerings.

Thirty-nine students completed one of our two capstone courses, Senior Seminar in Sociology and Sociology Internship Seminar, this year. Our graduates continue to be

accepted into graduate school, with several accepted into graduate programs for fall 2014. Sociology major **Victoria Peer** (2015) was awarded a fellowship to attend the Masters in Women's and Gender Studies Program at the University of South Florida. Sociology major **Mary Castro** (2014) was accepted into DePaul University's Masters in Public Service program.

Furthermore, our alumni have continued to excel in graduate school and beyond. Of particular note are **Peggy Valdes** (2012) who completed her second year as a PhD student in Higher Education and Student Affairs at the University of Iowa. Ms. Valdes was awarded a graduate assistantship appointment as manager of the University of Iowa's Latino/a and Native American Cultural Center. **Alexis Dennis** (2013) completed her second year in the University of Wisconsin, Madison's PhD Program in Sociology. **Dr. Georgiann Davis** (2004) completed her first year as a tenure track Assistant Professor position in the Department of Sociology at the University of Nevada-Las Vegas and published her first book.

## **I. Assessment**

The Sociology Department views assessment as an ongoing activity. We utilize a number of tools to assess our curriculum, advising, mentoring and teaching, including assessment of:

- Institutional Research data on the number of majors, minors, and graduates.
- Program data on alumni accomplishments in graduate school and employment.
- Sociology Internship Field Placements.
- Exit Surveys for our two capstone courses: Senior Seminar in Sociology (SOC 351) and Sociology Internship Seminar (SOC 342).
- An alumni survey to track academic and employment trajectories of our graduates.
- Direct, embedded assessment of program goals (see Assessment Report below).

Last year we revised our program goals and learning outcomes, and mapped each to the University's Baccalaureate goals. This year we completed the first year of our new five-year assessment cycle, in which we have employed embedded assessment tools for core classes (see Assessment Report below).

This past year, we completed our Academic Program Review Self Study and hosted a site visit by an external evaluator from the American Sociological Association, Dr. Tracy Ore. Our self-study and Dr. Ore's final report lay out key recommendations (summarized below) that will inform our future assessment activities and curriculum and program planning and implementation. Our annual assessment report also provides information on our progress.

## **II. Program Plan**

### **A. Long Term Goals**

The Sociology Department's plans are consistent with the Strategic Plan of the University and *The Illinois Commitment* of 1) recruiting and retaining a diverse student body, 2) fostering a learner centered community that supports successful outcomes, 3)

creating an environment that fosters excellence in teaching, learning and scholarship through the use of information technology and learning resources, 4) strengthening and expanding international educational opportunities to enhance understanding of social, cultural, economic, political and scientific aspects of a global society, 5) collaborating with external constituencies to provide instruction, research, and service programs building upon the programmatic strengths of the university's instructional, research, and service missions, and 6) securing the necessary resources to enhance the working conditions for faculty and staff.

**Recruiting and retaining a diverse student body:** We continue to recruit and retain a diverse student population. Our sociology major is one of the most racially and ethnically diverse on campus. We continue to nurture a diverse student population as we work to sustain the gender, racial/ethnic, and sexual diversity of our full time faculty and instructors, the focus on the intersections of race, class, gender and sexuality in our curriculum, and our responsiveness to non-traditional students by offering courses in the evening, on weekends, and at our satellite campuses to attract non-traditional and students of color to major in Sociology.

To improve recruitment, retention, and graduation rates, we have attempted to do more systematic recruitment of majors in General Education classes. We now widely distribute two publications from the American Sociological Association to our new majors: a brochure entitled, "Sociology: A 21<sup>st</sup> Century Major" and a booklet entitled, "21<sup>st</sup> Century Careers with an Undergraduate Degree in Sociology." We also explicitly discuss career possibilities in our courses as well as in advising sessions with majors and minors. We publicize students' work with the community through service learning and internships in our departmental newsletter (*Sociology Matters*), on the departmental bulletin boards, and on the bulletin boards in LWH 2094 (formerly the "Sociology Classroom"). We are more effectively building on the diversity of our own students through the programs we plan, often in collaboration with our Sociology Club and other programs/departments, particularly the interdisciplinary programs (AFAM, LLAS, WGS). Also, in spring 2015, we initiated fourteen new students into our NEIU chapter of Alpha Kappa Delta (AKD) International Honors Society. We also continue to recognize student academic and activist excellence with the annual Praxis Award and the Ella Baker Award.

**Student/Learner centered community:** The department consistently uses and infuses pedagogical strategies that foster positive inter-group relations by promoting mutual respect, understanding, cooperation, cultural awareness, and appreciation among students of different racial, ethnic, religious and other backgrounds. Central to our mission is a departmental emphasis on application and sociological practice, more recently termed, "public sociology." We encourage close collaboration among faculty and students at all levels of sociological practice: in the classroom, in the conduct of research, and in serving the needs of our various communities. We expect students to demonstrate an appreciation for social and intellectual diversity, an awareness of social inequality, civic engagement and responsibility, and a commitment to social justice. In this context, the Sociology Program has sought to provide a dynamic student-centered environment within which students are provided with course work and experiences that

empower them to create a more humane and just society.

In spring 2015, **Brett Stockdill** organized the third Sociology Teaching Support Group, attended by adjuncts, instructors, and tenure stream faculty members. This event provided a supportive space for faculty members to share their strategies for meeting the complex challenges of teaching about oppression and resistance with a diverse student body. We have continued to invest deeply in high impact pedagogical practices, including service learning, internships, structured small group activities, student educational presentations, and class discussion. During the 2014-15 year, eight of our classes featured the LTD method.

The tradition of civic engagement is one of the most distinct characteristics of the department. Sociology students continue to have several opportunities for civic engagement through coursework such as the Sociology 343: Sociological Practice and Social Action Seminar, which requires a 20 hour service learning commitment. Students in **Marcos Feldman's** SOC 109 FYE course conducted interviews with immigrants living in the North Park community and presented their findings at the NEIU Student Research and Creative Activities Symposium.

**Technology:** Our department continues to embrace technology-assisted instruction. All our courses utilize Desire To Learn (D2L). We expect our majors to be proficient in the use of SPSS for Windows by the time they graduate. SPSS is introduced in the Soc 211: Sociological Research Methods and more fully explored in the Soc 212: Introduction to Social Statistics course. We encourage faculty to utilize technologically-enhanced instruction and encourage our students to make technologically sophisticated classroom presentations and professional presentations at NEIU's Student Research Symposium, the Illinois Sociological Association and Midwest Sociological Society conferences.

**Brooke Johnson** taught an on-line course, SOC 212: Social Statistics, in summer 2015—the seventh time it has been taught on-line. Instructor **Aneta Galary** offered the third on-line section of our General Education course, SOC 105: Women, Men & Social Change in fall 2014.

**International Education:** Our department has made concerted efforts to strengthen and expand international educational knowledge and learning opportunities. We now offer several courses that incorporate a global focus, and will continue to globalize our curriculum. We greatly encourage our students, alumni and faculty to participate in study abroad opportunities which complement their sociological interests, and their experiences are then carefully detailed in our newsletters and website.

**Collaborating with external constituencies:** The Sociology internship program offers students a chance to apply the skills they learn in the classroom to the realities of work in organizations serving diverse communities, thereby helping them bridge the gap between theory and the practice of sociology. And as is reflected in our Mission Statement, our instructional mission “includes providing knowledge and skills, both sociological and general, for a broad spectrum of jobs in today's competitive labor market or to pursue graduate and professional degrees in Sociology and related



disciplines” (e.g. Urban Planning, Public Health, Human Resources). Sociology majors who select SOC 342: Internship Seminar as their capstone course are instructed to seek an internship in the field of work or activism that they wish to pursue after graduation. Our sociology majors seek placements in a wide range of career and activist categories. In spring 2015, there was a continued emphasis within the seminar on the importance of cultivating the role of “civic professional,” and also an added focus on augmenting participating majors’ understanding of the ways in which non-profit organizations both challenge and promote social inequalities.

The careers described in the American Sociological Association’s literature for undergraduate Sociology graduates to a large degree are mirrored in the types of internship placements selected by our students. Each semester, we expand the possible sites for our internships and invite selected alumni back to speak to our students about their post-graduation work experiences in the seminar. In conjunction with the Sociology Club, **Brett Stockdill** hosted the third annual Careers in Sociology Series in SOC 342, featuring Sociology alumni who describe what types of careers they have pursued with sociology degrees. This past spring, 2014, the 21 students in our capstone SOC 342: Internship Seminar, taught by **Brett Stockdill**, were successfully placed in a variety of organizations for their 144 internship hours (see below). It is noteworthy that supervisors regularly highly praise the work of our students and request more interns from our Sociology Department. **Edna Galvan’s** (2014) internship placement was as Assistant Coordinator of Success by 6 for the United Way of Lake County in spring 2014; she was hired last summer as the Program Coordinator for Success By 6 and Community Impact. **Rachel MacHosky’s** (2015) internship placement was as Grants Manager for the Association House of Chicago, and she was hired this summer to work in the Grants Administration office of the Henry Crown Company.

#### Internship Placements, Spring 2015

<b><i>Student Name</i></b>	<b><i>Internship Organization</i></b>	<b><i>Internship Title</i></b>
Adebayo Adekunle	Christian Fellowship for all Nations	Youth Counseling Intern
Zaineb Ahmad	Total Learning Community (TLC)	TLC Intern
Maryam Ali	Golfview Developmental Center	Activities Coordinator
Jameel Ayoub	Autism Speaks Chicago	Autism Speaks Intern
Brenda Bedolla	Corazon Community Services	LGBTQ Outreach Intern
David Fitz	City Of Chicago Department of Buildings	Public Service Intern
Sandra Garcia	Mujeres Latinas en Acción	Intake Case Manager
Armando Heath	Union League Boys and Girls Club	Lunch/After School Program Administrative Assistant
Ashley Kavanagh	Mexico Solidarity Network/Centro Autónomo	Community Health Organizer Intern
Brian MacFarlane	Northeastern Illinois University-Library/ University Diversity Council	Northeastern Illinois University-Library/ University Diversity Council Intern

Rachel Machosky	Association House of Chicago	Grants Manager
Lauren McMahon	Chicago City Council/Alderman Daniel Solis	Assistant to Legislative Aide
Hyung Park	Northeastern Illinois University Student Advocacy Program	Student Advocacy Intern
Anny Robles	Mexico Solidarity Network/Centro Autónomo	ESL Intern
Alicia Rosendo	Northeastern Illinois University Student Women's Resource Center	Women's Resource Center Intern
Ana Santoyo	A.N.S.W.E.R. Chicago (Act Now to Stop War and End Racism)	Volunteer Organizer
Yashika Harrell-Smith	Susan G. Komen-Chicago	Development Intern
Beatrice Taylor	Happy Holiday Nursery and Kindergarten	Classroom Intern
Sehrish Tejani	Learning Support Center at Northeastern Illinois University	Academic Coach
Carlos A. Watts	African, African American Resource Center	African, African American Resource Center Intern

We also have nurtured partnerships with several community-based organizations: the Logan Square Neighborhood Association (LSNA), the North River Commission, the Center for Neighborhood Technology, the Albany Park Neighborhood Council, and the Centro Autónomo (Autonomous Center) of Albany Park. We regularly place students for service learning and internships within these organizations, and our students have engaged in project support and research needed by these (and other) organizations.

As noted above and below, our faculty are engaged in working with community-based organizations, non-profit, and professional organizations. Indeed, our Department Application of Criteria includes service to the community as an important area of review.

**Securing the necessary resources to enhance the working conditions for faculty and staff:**

The department continues to work hard to create a positive working environment for faculty and staff. In addition to our monthly 2-4 hour faculty meetings, this past year we held three all-faculty meetings with the following themes: 1) Teaching Support Group; 2) Winter Open House; and 3) Spring Open House. In order to continue to foster this inclusive and collaborative work culture, all faculty will be encouraged to participate in faculty and brownbag seminars to share research and community activism, departmental curriculum and planning meetings, the departmental newsletter and our website to report on classroom activities, and university-sponsored panels and symposiums.

**Program Plan Requirements/Projected Needs**

### 1. Faculty

While traditionally (until December, 2005) we operated our department with a base of eight tenure-track faculty, since the spring, 2009, we have been operating our department with only six or seven tenure track faculty (including the departmental chair who can only teach one course per semester). With the resignation of **Christina Gómez** and **Marcos Feldman**, our five tenure stream faculty are stretched thinly, particularly with our deep participation in the interdisciplinary programs (AFAM, LLAS, WGS) as well as other programs (CAST, Honors, etc.). The university administration forced us to cut our course offerings this past year, despite the loss of tuition revenue and threat to retention of our majors. Despite high enrollments in our program and college—and high numbers of majors—we are also being forced to cut course offerings for the coming year. We are concerned that deep cuts to instruction will hurt both our General Education students and our majors (in addition to reducing tuition revenue).

### 2. Spatial Needs

- **Office Space** for part-time instructors. It would be optimal to have another office for our part-time instructors. While we have acquired office space for our two full-time Instructors Aneta Galary and Cristen Jenkins, our nine part-time Instructors and Adjuncts (plus two LLAS part time faculty) will be forced to share two offices.
- **Meeting Space:** It would be optimal to have meeting space for our faculty meetings in Lech Walesa Hall. Right now we must secure a meeting space in the College of Business and Management Building. It would also be optimal to have a designated space for our majors to study and to hold meetings.
- **Classroom Assignments:** It continues to be is troublesome that classroom assignments are often implemented in a way that is supportive of faculty. Class assignments often result in extremely difficult logistics for faculty. For example, our faculty frequently have back-to-back classes in Lech Walesa Hall and Bernard Brommel Hall, leaving them ten minutes to meet with students before/after class, go to the bathroom, set up/put away AV equipment, and walk across campus. Virtually all of our classes include small group discussion and class discussion, but many assigned classrooms are not equipped for this. In recent years, an increasing number of our classes have been located outside of Lech Walesa Hall, making it difficult for both students and faculty to make it to class on time as well as to attend office hours and visit the departmental office.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Books, National/International Exhibitions or Performances**

Andrew Garrod, Robert Kilkenny, and **Christina Gómez**, Editors, *Mixed: Multiracial College Students Tell Their Life Stories*. Cornell University Press, 2014.

**Johnson, Brooke.** *Culture and Structure at a Military Charter School: From School Ground to Battle Ground.* Palgrave Macmillan, 2014.

**Stewart, Amanda A.** and Virginia Rutter. 2015. *Instructor's Manual to Accompany - Families as They Really Are*, 2nd edition, edited by Virginia Rutter and Barbara Risman. New York: W.W. Norton and Company.

## **2. Book Chapters, Regional Exhibitions or Performances**

**Jenkins, Cristen.** (2015). Engaging youth in efforts for educational change. In M. Evans & D. Hiatt-Michael (Eds.), *Promising practices for community-based educational change.* Charlotte, NC: Information Age Publishing.

**Perlow, Olivia.** 2014. "Deconstructing Privilege: Teaching and Learning as Allies in the Classroom" Book Review in *Radical Pedagogy*: 11 (2).

**Perlow, Olivia.** "Shani Davis" (2015). Oxford University Press. *African American National Biography.*

**Perlow, Olivia.** "Recy Taylor" (2015). Oxford University Press. *African American National Biography.*

**Perlow, Olivia** and Laurie Fuller. (2015) "White Privilege". *Blackwell Encyclopedia of Race, Ethnicity and Nationalism.*

## **3. Articles and Abstracts, Local Exhibitions or Performances**

Bannister, Shelley, **Michael Armato**, Laurie Fuller, and Nancy Matthews. 2015. "Gendered Violence and Interruptions to Education." *International Journal of Education and Social Science*, 2 (2): 45-54.

Noel, Crista and **Olivia Perlow.** 2014. "American Police Crimes against African Women and Women of Color." Shadow Report presented for the Review of the United States' Adherence to the International Convention on the Elimination of All Forms of Racial Discrimination.

**Perlow, Olivia,** Sharon L. Bethea and Durene I. Wheeler. 2014. "Dismantling the Master's House: Black Women Faculty Challenging White Privilege/Supremacy in the College Classroom." *Understanding & Dismantling Privilege.* 4(2): 241-259.

## **4. Conference Presentations, Group Shows**

**Armato, Michael.** "Negotiating Hegemonic Masculinity in Academia." Multicultural Faculty Fellowship Scholars Panel. William Rainey Harper College. April 17, 2015.

**Armato, Michael.** "What is 'Urban' in Urban Ministry?" Revitalizing Urban Ministry in Theological Education, Consultation I. A Project of the Center for the Study and Practice of Urban Religion (C-SPUR) at New York Theological Seminary. Chicago Theological Seminary. October 29-30, 2014.

**Feldman, Marcos** and Andrea Nunez. "Driver Working and Organizing Conditions in the Rapidly Restructuring Miami-Dade County Taxi Industry." Paper presented at the annual meeting of the United Association for Labor Education, Orlando, Florida, March 25-28, 2015.

**Feldman, Marcos** and Andrea Nunez. 2014. "Survey of Miami-Dade Taxi Drivers working Conditions: Preliminary Results." Paper presented at Taxi Driver Forum, Gwen Margolis Center, North Miami, Florida, July 29, 2014.

**Gómez, Christina.** "Identity, Diversity, & Self: The Art of Research through Narratives," School of the Art Institute (SAIC), Chicago, IL, April 1, 2015.

**Gómez, Christina.** "Mi Voz, Mi Vida: Student Narratives as Testimonios." Proyecto Palante, Northeastern Illinois University, Chicago, IL, October 15, 2014.

**Gómez, Christina.** "Changing U.S. Demographics: Latinos Remaking America," Dartmouth Bound: Summer Program, Dartmouth College, Hanover, NH, July 28, 2014.

**Jenkins, Cristen.** "A place that's our own: Youth organizing for educational justice." Paper presented at the Annual Meeting of the American Educational Research Association. Chicago, IL. April 2015.

**Johnson, Brooke.** March 2015. Roundtable: "Culture, Representations, and New Media Technologies." Presider at the Annual Meeting of the Eastern Sociological Conference. New York, New York.

**Johnson, Brooke.** March 2015. "De/Constructing 'K-Town': The Convergence of Race and Place in Cyberspace." Presented at the Annual Meeting of the Eastern Sociological Conference. New York, New York.

**Perlow, Olivia .** "The Uses of Anger" in the Classroom. November, 2014. Paper presented at the National Women's Studies Association's Annual Meeting. San Juan, Puerto Rico.

**Stockdill, Brett.** "HIV Positive, Queer Migrants: Theorizing at the Intersections of Immigrant Status, Sexuality, Race, Class and HIV." Cutting Edge Research in Latino & Latin American Studies. October 9, 2014. Northeastern Illinois University.

**Stockdill, Brett.** "Sociological Insights on Counseling in LGBTQ Communities." The Center on Halsted (Chicago's Lesbian, Gay, Bisexual, Transgender and Queer Community Center). June 18, 2015.

## **5. Funded Grants**

**Feldman, Marcos.** *Phase II Participatory Action Research with the Miami Taxi Workers Alliance.* Ben & Jerry's Foundation. December 2013 – December 2014. \$20,000.

**Glick, Ron.** Substance Abuse Prevention Program State Capacity Building Grant from the Illinois Department of Human Services. Prepares K-12 teachers to integrate the study and prevention of pressing life issues including substance abuse, violence and bullying into classes across the curriculum. \$108,000.

**Stewart, Amanda.** Supplemental Research Fellowship: University of Illinois at Chicago (\$4,000) 2014-2015.

**Stewart, Amanda.** Provost's Award for Graduate Research: University of Illinois at Chicago (\$1,500) 2014- 2015.

## **6. Service**

### *Academic & Professional Service*

**Ahlm, Jody.** Appointed to the Student Editorial board for *Social Problems*.

**Feldman, Marcos.** Member, Logan Square Neighborhood Association.

**Gómez, Christina.**

- Reviewer, *Social Problems*, 2015
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, summer 2014.

**Jenkins, Cristen.**

- Faculty Mentor for Citlali Arroyo, McNair Scholars Program, NEIU
- Dissertation Committee Member, Jerome Ferrell, Chicago State University
- Dissertation Committee Member, Princy Abraham, Chicago State University
- Participatory action research project at Logan Square Neighborhood Association on improving early learning opportunities and outcomes in the community.

**Johnson, Brooke**

- Associate Editor, *Radical Pedagogy*
- Member, Illinois Safe Schools Alliance

**Hendricks, Jerome M.** Appointed to the Student Editorial board for *Social Problems*.

**Savas Kourvetaris, Andreas Y.**

- Program Coordinator, *Centers of Globalization*, Department of Sociology, Northeastern Illinois University
- Chapter Representative, Alpha Kappa Delta International Sociology Honor Society, Department of Sociology, Northeastern Illinois University

**Stockdill, Brett.**

- Advisory Board Member, Casas del Pueblo Community Land Trust, Centro Autónomo, Chicago, IL.

- Reviewer for Vanderbilt University Press
- Reviewer for *Journal of Critical Thought and Praxis*
- Reviewer for Emerald Group Publishing
- Reviewer for *Mobilization: International Journal of Social Movements*

## **B. Student Achievements**

1. Presentations, conference papers, symposium participation, publications.

**Adekunle Adebayo, Juan Gonzalez, Joanna Gromow, Samantha Hernandez, Aldo Silvestre.** “Quality of Work Life for Part Time Faculty: A Student Research Project.” Northeastern Illinois University 23rd Annual Student Research & Creative Activities Symposium on April 17, 2015.

**Hurley, Blanca.** “Reshaping Latinidad.” Northeastern Illinois University 23rd Annual Student Research & Creative Activities Symposium on April 17, 2015.

**McGee, Leneshia.** “Understanding Interracial Marriages: African American and Latin@ Perspectives.” Northeastern Illinois University 23rd Annual Student Research & Creative Activities Symposium on April 17, 2015.

**Rosendo, Alicia.** *The Feminist Post.* (Blog) NEIU Women’s Resource Center. <https://thefeministpostneiu.wordpress.com/>.

**Zuñiga, Guadalupe.** “Spanish and English Media Reporting on 2014 Wave of Undocumented Central American Children.” Northeastern Illinois University 23rd Annual Student Research & Creative Activities Symposium on April 17, 2015.

2. Acceptance to graduate or professional school; other honors/scholarships/awards.

**Bordenkircher, Brandon** (2014). Accepted into DePaul University's Masters in Public Service program.

**Castro, Mary** (2014). Accepted into DePaul University’s Masters in Public Service program.

**Hazboun, Mary** (2014). Accepted into DePaul University’s Masters in Women's and Gender Studies program.

**McClain-Jackson, Ebony** (2010). Complete first year of M.S. in Counseling program at National Louis University (with a clinical mental health concentration).

**Peer, Victoria.** (2015). Accepted into the Masters in Women’s and Gender Studies Program at the University of South Florida.

## **C. Alumni News**

**DeGenova, Eden** (2014). Completed first year of the Master of Arts in Counseling: Rehabilitation Counseling, Northeastern IL University.

**Herrera, José G. Soto** (2013). Completed first year of the University of Illinois-

Chicago's Doctoral Program in Sociology.

**Mack, Jacquelyn** (2013). Enrolled at Sam Houston State University as graduate student in Masters of Higher Education Administration.

**Pacini, Elliot** (2012). Received Masters of Arts in Sociology, DePaul University.

**Romero, David** (2014). Completed first year in the Masters of Social Work degree program, Jane Addams College of Social Work, University of Illinois at Chicago.

**Knepler-Foss, Shaina** (2014). Completed first year in the Masters of Social Work degree program, Loyola University.

**Poulos, Chris** (2009). Completed first year in the University of Illinois-Chicago's Doctoral Program in Sociology.

**Zatkoff, Evelyn** (2013). Completed first year the Master of Arts in Family Counseling degree program, Northeastern Illinois University.

**Ahlm, Jody** (2011) Student editorial board, *Social Problems*, University of Illinois, Chicago, May 2014.

**Aviles, Sebastino** (2011). Awarded Masters of Public Health and Masters of Social Work. University of Illinois, Chicago.

**Davis, Georgiann** (2004). 2015. *Contesting Intersex: A Dubious Diagnosis*. NYU Press.

**Davis, Georgiann** (2004). 2014. "Bringing Intersex Back? Intersexuals and Sexual Pleasure." Pp. 11-21 in *Sex Matters: The Sexualities and Society Reader*. 4<sup>th</sup> ed. W. W. Norton & Company.

**Davis, Georgiann** (2004). Completed first year in the Department of Sociology as Assistant Professor at the University of Las Vegas.

**Dennis, Alexis** (2013). Completed second year of PhD Program in Sociology at the University of Wisconsin, Madison.

**Gonzalez, Evelyn** (2010). Student Transition Coordinator, Projecto Pa'Lante at Northeastern Illinois University.

**Holzman, Jesse** (2011). Project Coordinator for "3/40 BLUEPRINT: Creating the Blueprint to Reduce LGBTQ Youth Homelessness".

**Mucci, Katelyn** (2012). Completed second year of Masters of Social Work program at Aurora University.

**Schneider, Jakob K.** (2013). Honors Program, accepted into Rutgers University's Masters in Urban Planning and Public Policy with a full fellowship.

**Poulos, Chris** (2009). "Financing Neoliberal Housing: How the Local State Is Used to Privatize Public Housing" Midwest Sociological Society Annual Meeting. Omaha, NE: April 3, 2014.

**Poulos, Chris** (2009). Received full fellowship to University of Illinois, Chicago's PhD Program in Sociology.



**Schneider, Jakob K.** (2013). Admitted into the Environmental Psychology PhD program at the City University of New York with a five-year fellowship.

**Valdes, Peggy** (2012). Completed second year as a PhD student in Higher Education and Student Affairs at the University of Iowa.

# SOCIOLOGY

## Assessment Report 2014-2015

Submitted by Brett Stockdill

### **I. Sociology Program Goals, Learning Outcomes and Assessments**

#### **Program Goal A: An understanding of key sociological ideas [Year 1]**

*Learning Outcomes and Assessments:*

1. Compare and contrast critical sociological theories. SOC 245, SOC 335, Capstone Course Exit Survey.
2. Critically analyze and apply key sociological concepts including social inequality, intersectionality, and social change. SOC 245, SOC 335, SOC 342 or SOC 351, Capstone Course Exit Survey.

#### **Program Goal B: Application of a sociological perspective [Year 2]**

*Learning Outcomes and Assessments:*

1. Apply the sociological imagination to contextualize and examine one's own life history and experiences. SOC 245, SOC 335, SOC 342 or SOC 351.
2. Given a vignette of a social situation, discuss how the elements of the social context may have influenced individual choices, attitudes, and behaviors. SOC 245, SOC 335, SOC 342 or SOC 351.
3. Identify how social institutions (e.g., education, economy, military, media) differentially impact different social groups. SOC 245, SOC 335, SOC 342 or SOC 351.

#### **Program Goal C: Sociological research skills [Year 3]**

*Learning Outcomes:*

1. Systematically gather information from pertinent sources (including online search engines) and evaluate them for reliability and relevance. SOC 211.
2. Translate quantitative and qualitative information from tables and graphs of sociological data into your own words. SOC 211, SOC 212, SOC 245.

3. Understand, interpret and critique sociological research studies. SOC 211, SOC 212.
4. Differentiate between different types of sociological research (e.g., surveys, interviews, participant observation, ethnography, content analysis). SOC 211.
5. Design and complete an original sociological research project at a level appropriate for an undergraduate student. SOC 211.
6. Compute various descriptive and inferential statistics. SOC 212.
7. Enter data, conduct statistical analysis, and analyze and present findings. SOC 211, SOC 212.
8. Identify the ethical implications of sociological research. SOC 211.

#### **Program Goal D: Effective communication and critical thinking [Year 4]**

##### *Learning Outcomes and Assessments:*

1. Present written arguments in an organized and systematic way that uses sociological concepts and language and is informed by evidence rather than the mere opinions of the writer. All core courses.
2. Composing formal class papers with correct citations, making full use of the software's formatting, spell-and grammar checking capabilities. All core courses.
3. Orally present and discuss controversial and complex issues in ways that are fair and respectful to other class members. All core courses.
4. Integrate sociological concepts and ideas into your presentations and discussion contributions in ways that show from which theoretical perspective you look at an issue so that others may argue with your perspective. All core courses.
5. Demonstrate systematic reasoning—rather than just spontaneous thinking—by identifying social influences, synthesizing and integrating information from diverse sources, evaluating pros and cons, and uncovering assumptions on which people's statements and claims are based. All core courses.

#### **Program Goal E: Activism and careers for social justice [Year 5]**

1. Develop an understanding of careers in the field of sociology. SOC 342 or SOC 351, Advising, Career and Graduate School Workshops, Volunteering.
2. Articulate how specific sociological knowledge and skills contribute to various sociological careers and activism. SOC 342 or SOC 351, Advising, Career and Graduate School Workshops, Volunteering.
3. Develop group skills and interpersonal interaction skills. All core courses.
4. Develop a *sociological understanding* of activist and career organizations. SOC 342 or SOC 351, Advising, Career and Graduate School Workshops, Volunteering.
5. Engage in interpersonal communication to problem solve collectively and effectively. All core courses.
6. Critically analyze social inequalities in workplace settings and other spheres of society. SOC 245, SOC 342 or SOC 351, Volunteering.

7. Apply sociological knowledge to develop strategies to challenge social inequalities and promote social justice in the workplace and broader society.  
All core courses, Advising, Career and Graduate School Workshops, Volunteering.

<p>Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.</p>
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### **Assessment of Program Goals and Learning Outcomes**

In 2014-15, the faculty of the Department of Sociology focused attention on two means of direct assessment of student learning in the department. In both cases, the materials evaluated were built into the respective course, that is, they were “embedded assessments,” and were completed as part of the course requirements. The first assessment focused on Learning Goal A.1, the students’ abilities to “compare and contrast critical sociological theories.” We used a second set of assessment measures to focus on Learning Goal A.2, the students’ abilities to “critically analyze and apply key sociological concepts.”

The embedded assessment measure dealing with Learning Goal A.1 came from student writing assignments in SOC 335: Sociological Theory. The prompt for the theory course required that students write an eight page essay as a final paper for the theory course in which they applied important sociological concepts to a contemporary topic in order to compare and contrast at least two critical sociological theories addressed in the course. Dr. Brooke Johnson assessed the assignments for the course, and the scores for the assignments were translated into a simplified evaluation score that indicated whether students met or did not meet the criterion of Goal A.1. In all, 83.3% of the students in the course met the minimum requirements for Learning Goal A.1 (See Table 3).

The second set of assessments measured Learning Goal A.2. The first aspect of this set of direct assessment measures evaluated student presentations that were part of the SOC 351: Senior Seminar in Sociology course. The specific assignment asked students to come up with topics or issues that were not covered as thoroughly as the students would have liked in their undergraduate training in sociology. Students then had to demonstrate, via reasoned, logical argument, the importance of the topic they chose and how it might be implemented within the Sociology Program. Some students argued for the development of specific courses where a topic could be addressed; others developed strategies for how to integrate the topic across the curriculum. The assignment was helpful for assessing students’ ability to “critically analyze and apply key sociological concepts” because the justification for the importance of the topics they selected required them to engage with and apply important sociological ideas, such as intersectionality. For any given student’s presentation, at least three tenure-stream faculty members evaluated whether or not the student met the goal criterion. The averages across all faculty were then used to determine a final score for the student for the assessment, and that final value is what was used in the calculations reported below.

The second embedded assessment measure dealing with Learning Goal A.2 came from student writing assignments in SOC 335 Sociological Theory. The prompt for the theory course, already described above, required that students write an eight page essay as a final paper for the theory course in which they applied important sociological concepts addressed in the course to a timely topic or issue. Dr. Brooke Johnson assessed the assignments for the course, and the scores for the assignments were translated into a simplified evaluation score that indicated whether students met or did not meet the criterion of Goal A.2. The results for both embedded assessments are presented in Table 3, below. For both courses, the vast majority of students (83.3% and 87.5%) satisfied the minimum requirements of Goal A.2. In future years, faculty in the department plan to evaluate the remaining program goals.

**Table 3.**  
**Direct Assessment Outcomes for Learning Goals A.1 & A.2, Fall 2014**

	<b>Learning Goal A.1</b>	<b>Learning Goal A.2</b>	
	<b>SOC 335</b>	<b>SOC 351</b>	<b>SOC 335</b>
% Meeting goal minimum	83.3%	83.3%	87.5%
# Students evaluated	18	18	16

***Executive Summary of Assessment Results***

The assessment data indicate that student learning is extremely strong vis a vis both Learning Goal A.1 (“Compare and contrast critical sociological theories.”) Learning Goal A.2 (“Critically analyze and apply key sociological concepts including social inequality, intersectionality, and social change.”) This reflects our continued efforts to provide students with solid theoretical and conceptual grounding in our course offerings. We plan to continue in this vein.

# STUDENT CENTER FOR SCIENCE ENGAGEMENT (SCSE)

## **Annual Report 2015-2016**

**Submitted by Sylvia Atsalis**

### **Executive Summary**

The mission of the Student Center for Science Engagement is to foster an environment that increases recruitment, engagement, advancement, and graduation of science students, with particular emphasis on those underrepresented in STEM disciplines. The Center collaborates with and supports seven science departments, Biology, Chemistry, Computer Science, Earth Science, Mathematics, Physics, and Psychology, and the Environmental Sciences program, and thus has the potential to reach 2000+ students. The Student Center for Science Engagement serves as a hub that fosters an important sense of community for students across science disciplines and it offers diverse experiences to support students with an interest in science-related careers. Individual advising, a summer professional training and research program, and daily upper level peer tutoring in Biology, Chemistry, Computer Science, Earth Science, Mathematics, and Physics are foundational activities. Additional programs include an annual summer research symposium, signature workshops on academic and professional development, annual tours to industry and universities, annual panel of professional experts, and support to attend regional and national conferences. Panels and tours are designed to expose students to new careers and/or academic programs and offer networking opportunities.

Staff members conducted 25 classroom visits in fall 2014 and 30 in spring 2015, encouraging students to engage with the Center's advisors and attend workshops and other activities. Individual holistic professional and academic advising focusing on proactive approaches to addressing varied issues that students face, is the cornerstone of the SCSE's success in retention efforts. Advisors assist students with exploring future professional options--review cover letters, resumes and personal statements-- and assist with gaining experience by identifying potential internship, networking, volunteer and job shadowing opportunities. In 2014-2015, the SCSE team met with 400+ students for individual advising, many multiple times. The Center averages 85 students weekly in its study space and tutors in Biology, Chemistry and Physics average 22 different students per semester, many multiple times.

In summer 2014, 49 students conducted research at NEIU (not including outside affiliations) through the SCSE's Undergraduate Summer Research and Professional Training Program. They participated in 20 projects working under 29 faculty researchers. In summer 2015, 36 students conducted research at NEIU doing 17 different projects under the supervision of 21 faculty members representing 5 disciplines. In summer 2015, all students attended one or both professional development training workshops offered: Essentials in Branding and Networking, and Individual Professional Development Plan. Each group that conducted research through the SCSE presents research findings at the Center's Annual Research Symposium. In fall 2014, over 130 students, faculty and external partners attended. In addition, 35 of the summer research students attended the national conference of SACNAS, Society for the Advancement of Chicanos and Native Americans in the Sciences, with 30 having received SACNAS Travel Scholarships. NEIU students received awards at the 2014 SACNAS conference; of the 100 awards given out at the conference four went to NEIU students for excellence in Earth Science, Biology, and Biochemistry. Seven students attended the LSAMP conference (February 2015), two of whom won awards.

In the 2014-2015 academic year, the SCSE conducted two tours (Wrigley/Mars, Inc. facility and Northwestern University) with the participation of 10 and 9 students respectively, and held two panel discussions with 6 experts and 37 students in attendance. Panel discussions brought in specialists from the fields of parasitology, toxicology, urban agriculture, and food science. In total, 108 students attended workshops and panel speaker engagements. Additionally, Center staff have generated 30+ handouts that cover a broad range of topics related to professional development, such as developing a resume, personal statement, or LinkedIn profile, and to information on specific graduate programs (e.g. medical), science careers (e.g. health fields, health allied fields, computer sciences, earth sciences). Annually, the SCSE offers a free GRE preparation course. In June 2015, the course was run in collaboration with McNair Scholars Program with 21 students attending and 18 provided with free GRE test vouchers. To highlight current SCSE events and promote new internships, scholarships and volunteer opportunities the Center generates weekly announcements addressed to a student mailing list of approximately 1000 students renewed annually through new class visits. The Center maintains active social media presence through a dedicated group page on LinkedIn with monthly articles focusing on specific themes and kept active by the entire SCSE team. The SCSE Facebook page is updated regularly showcasing student successes and opportunities. The Web page is becoming an improved venue through which to brand and promote SCSE events.

For recruitment the Center develops and maintains partnerships with local high schools and has a regular presence in community colleges throughout the Chicago area. In 2014-2015 we had contact with 27 high schools and 12 community colleges, reaching approximately 1050 students. Representatives from Evanston Township High School visited the SCSE to discuss potential collaborations. The SCSE is also a point of contact for many campus offices and programs for recruiting prospective students, including Admissions, the Transfer Office and the Center for College Access and Success.

Prospective students are contacted on a weekly basis reaching approximately 250 students each semester.

In addition to supporting science departments the Center collaborates with many campus offices. In the past year alone, we initiated or continued collaborations with the Academic Advising Center, Enrollment Services, Women's Resource Center, LGBTQ Center, The Latino Resource Center, The Honor's Society, McNair Scholars Program, Trio, Proyecto Palante, The African and African American Resource Center, Career Services, International Programs, Science Library, El Centro, Student Leadership Development, African American Recruitment Office, Alumni Office, the Center for College Access and Success, and the President's office.

The Center also maintained representation in the Earth Science Club, Green Conservation Group and Green Fee, Computer Science Society, NEIU Actuarial Science Group, and the SACNAS chapter. With Career Services the collaboration was especially fruitful. Recognizing the need to assist students with addressing career and educational goals and teaching them a framework within which to reflect upon their interests, we became part of the Toronto based *CareerCycles* program which promotes career self-efficacy in students through a narrative tool; 30 students signed up for the program.

The Center continues its outreach efforts. In 2014-2015, we continued a collaboration with the Botany department at the Field Museum, with one dedicated internship student selected through a competitive application process, a partnership that will continue into 2016 with renewed grant funding. We continued our partnership with Rush University Medical Center, inviting them to be workshop leaders at the HACU summit conference. We conducted a tour to Northwestern Feinberg School of Medicine and to Wrigley/Mars Incorporated. We invited a toxicologist from Kraft Foods Group to be part of our environmental health career panel, and a representatives from Windy City Harvest, a nutritionist from Kraft, UrbanPonics LLC and Fisher Nuts to be part of our Reimagining Food; The Science of City Farms and Food event . We also sent ten students for spring immersion at the USDA NCAUR national agriculture and food research facilities in Illinois and Indiana.

## **I. Assessment**

The SCSE tracks its impact by collecting data on attendance and demographics at each programmatic event, and assesses impact by administering surveys. All outreach, to prospective students, newly transferred students, high schools and community colleges is recorded. For the latter, we are tracking not only the number of outreach events but also number of students contacted. For an understanding of the potential impact of SCSE services on students, note that between 2012 and summer 2014 close to 600 students visited or participated in activities sponsored by the Student Center for Science Engagement. In spring 2015 alone our five peer tutors registered over 135 visits from 60+ students. Approximately 74% of students seen by our advisors could be considered at-risk, 63% Pell grant eligible and 31% were underrepresented groups. These at risk students received learning support and science enrichment opportunities at the SCSE including but not limited to one-on-one advising, tutoring, summer research experience.

As of fall 2014, 28% had graduated and of those remaining 77% had been retained.

A database is maintained to track accomplishments (internships, graduate school, papers published etc.) of students with whom we have engaged. Continuing the trend of success from previous years, in fall 2015 students who have made use of the Center's resources gained entry into graduate programs at Roosevelt University, the University of Michigan (Bioinformatics), Old Dominion, Michigan State University (Geocognition), and Northwestern University (Interdisciplinary Biological Sciences).

## **II. Program Plan**

### **A. Long term goals**

*Signature Workshops, Student Ambassador Program, Citizen Science Initiative, Student Databases*

The SCSE seeks to intensify engagement of students in science related disciplines and to increase comprehension of the importance of scientific literacy and analytical thinking skills.

Towards achieving these goals, the SCSE will continue to recruit students to the Center by conducting classroom visits at the beginning of each semester, promoting workshops and activities, strengthening connections with community colleges and nearby high schools, and maintaining a consistent social media presence through Facebook and LinkedIn. The Center will also continue to encourage students to engage in the sciences through volunteering, internships, undergraduate research, and scientific conference participation. Armed with high quality resources and the experience from engagement with the SCSE through various activities, NEIU students will place as competitive equals with other college students in Chicago and nationwide.

To encourage students to visit the Center in order to advance their professional development and to engage in aforementioned activities, the SCSE is developing an Ambassadorship program. Ambassadors will be selected through a competitive application process from students with a close connection to the Center. Ambassadors will represent the SCSE in various capacities and will act as an advisory committee. With the help of ambassadors and other partnerships, the Center, will continue to identify and create high standard resources for NEIU students, such as workshops, handouts and collaborations within and outside of the NEIU community.

Through advising alone, the Center may see approximately 400 science students annually, there are many more who do not avail of advising support services and who do not attend complementary workshops. As a way to address larger number of students, the SCSE created and is offering for in-class presentation five signature workshops that address student academic and professional development needs. The workshops are Study Skills and Time Management, Essentials in Branding and Networking, Individual Professional Development Plan, Internship and Graduate School, Career Planning Toolkit Essentials. As of fall 2015 faculty can incorporate an 1.5 hour workshop into their syllabi with SCSE staff as presenters. In fall 2015, through the signature workshops alone, the Center visited five classrooms and held an additional four other workshops for the general student public, having an impact on approximately 200



students. By offering standardized and curated workshops, the goal is to target a larger swath of the approximately 2000 students majoring in the sciences.

In the upcoming year, the Center will place an emphasis on identifying fast moving, trending areas of science, such as nanotechnology, and providing students with information about these areas. Additionally, to stimulate the engagement of all students in broad scientific enquiry, the Center will pilot coordinating student participation in two Citizen Science projects: Project Squirrel, Project Bud Burst. The goal is to coordinate fun group activities for data collection starting this spring. Potentially entire classrooms, science and non, can contribute to data collection fostering collective engagement.

The Center aspires to create a strong foundation for STEM students by establishing connections to graduate schools, health professions, and industry. We have created binders of resources that show students trending careers in various fields to trigger interest in areas about which they may not have known and which include job descriptions to assist when evaluating career options. The Center will continue to collaborate with McNair and the Honors Program to assist in recruiting students for each program as a way to promote NEIU's mission of excellence. The SCSE will continue with outreach to new and established partner community colleges and plan outreach efforts to select feeder high schools. Through our Student Academic Services Specialist, we are actively involved in providing outreach to these institutions, advising prospective students through individual appointments, and establishing STEM-specific articulation agreements. We will continue to co-host, with the Transfer Center, an annual event targeting prospective and admitted transfer students. The SCSE will work with the SCSE's Executive Board and STEM discipline faculty to obtain new sources of funding for summer research programs. Finally, the SCSE will strengthen current databases for a) keeping track of student successes and b) for demonstrating the impact of the Center. Information will be used for recruitment efforts and to strengthen grant proposals that support the SCSE's summer research and training program.

### **III. Accomplishments**

#### **A. Staff and Faculty Research/Creative Activities**

##### **1. Conference Presentations**

West L (2015, February). *STEM Transfer Students: Influence of Involvement on Outcomes*. Poster presented at the annual meeting of the National Institute for the Study of Transfer Students, Atlanta, GA.

Vargas P, West L, Saavedra Leyva M, Atsalis S, (2015, May). *Innovation in Advising: Individual Development Plan*. Concurrent session presented at the annual meeting of the Illinois Academic Advising Association (ILACADA), Champaign, IL.

##### **2. Service**

Atsalis Sylvia

- Conservation Committee, American Society of Primatology.

- Educational Outreach-Capacity building in countries with endangered primate species.

## **B. Student Achievements**

### **1. MAJOR CONFERENCES ATTENDED AND AWARDS RECEIVED (2014-2015)**

Supported through the SCSE, NEIU students attended the following conferences:

- 6<sup>TH</sup> Annual SCSE Summer Research Symposium, NEIU, Chicago
- Annual SACNAS conference, LA, CA
- Annual Spring Symposium and Student Research Conference, LSAMP, Tinley Park, IL

Below are research projects presented at the SCSE Summer Research Symposium.

Those marked by + were also presented at SACNAS, and those marked by ++ were also presented at LSAMP. *Presenting students are underlined.*

UNDERREPRESENTED SCIENCE AND MATHEMATICS MAJORS' PERSPECTIVES OF EXPERIENCES SUPPORTING THEIR MATHEMATICAL SUCCESS. Erik Muntz, Alejandro Sanchez, Jr., Peter Stilling, Ruben Echevarria, Sarah Cordell, Joseph Hibdon, Katherine Bird. Department of Mathematics, Northeastern Illinois University, Chicago, IL.

+ZEBRAFISH BEHAVIORAL RESPONSES TO ENVIRONMENTAL AND PHARMACEUTICAL STRESSORS. Kate Hilliard<sup>1</sup>, Belkis Gavaria<sup>1</sup>, Conor Smith<sup>2</sup>, Shannon Saszik<sup>2</sup>. Department of Biology<sup>1</sup>, Department of Psychology<sup>2</sup> Northeastern Illinois University, Chicago, IL.

+USE OF MICROSATELLITE MARKERS TO ESTIMATE HYBRIDIZATION BETWEEN *TYPHA LATIFOLIA* AND *TYPHA ANGUSTIFOLIA* IN THE MIDWEST. Sarah Whidden, Joseph Marsili, Joel Olfelt, and Pamela Geddes. Department of Biology, Northeastern Illinois University, Chicago, IL.

+GEOMETRY OPTIMIZATION OF LENNARD-JONES CLUSTERS USING DRAG-ASSISTED SIMULATED ANNEALING. Bilguun Woods, David Capota, Paulo Acioli Department of Physics and Astronomy, Northeastern Illinois University, Chicago, IL.

TRANSMISSION OF STRIGIDEAE (PLATYHELMINTHES: TREMATODA) IN NORTHEASTERN ILLINOIS FRESHWATER PONDS. Jennifer Kawaguchi<sup>1</sup>, KimbaLee Anderson<sup>2</sup>, Romina Maldonado<sup>1</sup>, Robert C. Jadin<sup>1</sup>, Sarah A. Orlofske<sup>1</sup>. <sup>1</sup>Department of Biology, <sup>2</sup>Department of Chemistry, Northeastern Illinois University, Chicago, IL.

+SCANNING PROBE MICROSCOPY ANALYSIS OF BACTERIOPHYTOCHROMES. Zain Malik<sup>1</sup>, Rima Rebiai<sup>1</sup>, Irvin Garcia<sup>1</sup>, Marie Kroeger<sup>1</sup>, Emina A. Stojković<sup>2</sup>, Stefan Tsonchev<sup>1</sup>, Kenneth T. Nicholson<sup>1</sup>. Department of Chemistry<sup>1</sup>, Department of Biology<sup>2</sup>, Northeastern Illinois University, Chicago, IL.

+H5N1 AVIAN INFLUENZA ENTRY: SIALIC ACID'S POTENTIAL SIDEKICK. Rifka Joly<sup>1</sup>, Kay McCorker<sup>2</sup>, Emily Rumschlag-Booms<sup>3</sup>. Department of Chemistry<sup>1</sup>, Department of Biology<sup>3</sup>. Northeastern Illinois University, Chicago, IL<sup>1,3</sup>, Illinois State University, Normal, IL<sup>2</sup>.

IDENTIFICATION OF THE PERIOD GENE IN THE PRAYING MANTIS HIERODULA PATELLIFERA. Emily Fioramonti, Greg Prete, Christina Carrion, Salim Patel, Frederick Prete, and Aaron Schirmer. Department of Biology, Northeastern Illinois University, Chicago, IL.

THE EFFECTS OF OBJECTIVE AND SUBJECTIVE TASK DIFFICULTY ON MULTITASKING PERFORMANCE. Abdul Rahman Mohammad, Timothy Nguyen, Haridu Senadeera, Amna Irfan, Deena Rubin, Rachel F. Adler. Computer Science Department Northeastern Illinois University, Chicago, IL.

MICRO CLIMATES WITH MACRO IMPLICATIONS, HOW BRYOPHYTES MAY HELP DEFINE THE WORLD AROUND US. Brendon Reidy<sup>1</sup>, Stephanie Maxwell<sup>1</sup>, Charles DeLavoie<sup>1, 2</sup>, Juan Larraín<sup>2</sup>, Laura R. E. Briscoe<sup>2</sup>, Matt Von Konrat<sup>2</sup>, and Thomas Campbell<sup>1, 2</sup>. <sup>1</sup>Department of Biology, Northeastern Illinois University, Chicago, IL. <sup>2</sup>Field Museum, Chicago, IL.

+, ++EVALUATION OF SOIL ERODIBILITY BY WIND EROSION USING SAND BLASTING. Mariah Green<sup>1</sup>, Chi-Hua Huang<sup>2</sup>, Javier M Gonzalez<sup>2</sup>, Jean Hemzacek<sup>1</sup>, and Laura Sanders<sup>1</sup>. <sup>1</sup>Department of Earth Science, Northeastern Illinois University, Chicago, IL. <sup>2</sup>National Soil Erosion Research Laboratory, USDA-ARS, West Lafayette, IN.

STRUCTURE AND FUNCTION OF BACTERIOPHYTOCHROMES IN MYXOBACTERIA. Chris Tong, Ayesha Mapara, Kevin D. Gallagher, Phu Duong, Angela Nugent, James Hopkins, Patricia Waltz, Joseph Varela, and Emina A. Stojković. Department of Biology, Northeastern Illinois University, Chicago, IL.

+*CAENORHABDITIS ELEGANS* MODEL OF AMYOTROPHIC LATERAL SCLEROSIS: UNDERSTANDING THE ROLE OF TDP-43 EXPRESSION ON HSN MOTOR NEURON FUNCTION. Zelene Figueroa and Cindy Voisine. Department of Biology, Northeastern Illinois University, Chicago, IL.

+PRELIMINARY RESULTS TOWARDS A PHYLOGEOGRAPHIC SURVEY OF THE *RACOMITRIUM LANUGINOSUM* SPECIES COMPLEX Asadullah Ahmadi<sup>1</sup>, Juan Larrain<sup>2</sup>, Lynika Strozier<sup>2, 3</sup>, Matt von Konrat<sup>2</sup>, and Thomas Campbell<sup>1, 2</sup>. <sup>1</sup>Northeastern Illinois University, Department of Biology, Chicago, IL 60626 <sup>2</sup>The Field Museum of Natural History, Chicago, IL 60605 <sup>3</sup>Loyola University Chicago, Department of Biology, Chicago, IL.

NUTRIENT CONCENTRATION AND INTENSITY OF LAVAL FLATWORM (TREMATODA) INFECTION IN FIELD COLLECTED SNAILS. KimbaLee Anderson<sup>1</sup>, Romina Maldonado<sup>2</sup>, Jennifer Kawaguchi<sup>2</sup>, Robert C. Jadin<sup>2</sup>, and Sarah A. Orlofske<sup>2</sup>

Department of Chemistry<sup>1</sup>, Department of Biology<sup>2</sup> Northeastern Illinois University, Chicago, IL.

+CAN PLANT JUICE BE USED TO MINIMIZE WIND EROSION OR DUST EMISSION? Bella Arroyo<sup>1</sup>, Chi-hua Huang<sup>1</sup>, Jean Hemzacek<sup>1</sup>, and Laura Sanders<sup>1</sup>  
<sup>1</sup>Department of Earth Science, Northeastern Illinois University, Chicago, IL. <sup>2</sup>National Soil Erosion Research Laboratory, USDA-ARS, West Lafayette, IN.

+THE ROLE OF LANGUAGE IN STORYTELLING: COMPARING ENGLISH AND SPANISH SPEAKERS. Kenny Aspurez, Fernando Limón, Ruth Breckinridge Church  
Department of Psychology Northeastern Illinois University, Chicago, IL.

SORPTION OF CYANOTOXINS BY NATURAL AND MODIFIED CLAY MINERALS  
James Beer<sup>2</sup>, Javier Gonzalez<sup>1</sup>, Janae Bos<sup>1</sup>, Jean Hemzacek<sup>2</sup>, and Laura Sanders<sup>2</sup>  
<sup>1</sup>National Soil Erosion Research Laboratory, USDA-ARS, West Lafayette, IN  
<sup>2</sup>Department of Earth Science, Northeastern Illinois University, Chicago, IL

+,++MOLECULAR DYNAMICS SIMULATION OF THE REACTION OF CARBON MONOXIDE AND SILVER Cesar Bustos, David Capota, John Gonzales, and Paulo Acioli. Department of Physics and Astronomy, Northeastern Illinois University, Chicago, IL

EARLY LAND PLANTS TODAY: TREE OF LIFE EXTENDS ITS BRANCHES TO EDUCATION AND CITIZEN SCIENCE Anthony Carmona<sup>2</sup>, Justyna Drag<sup>2</sup>, Lauren Hasan<sup>1</sup>, Charlie DeLavoie<sup>1</sup>, Brendon Reidy<sup>2</sup>, Jonathan Scheffel<sup>1</sup>, Juan Larraín<sup>1</sup>, Matt Grief<sup>1</sup>, Thomas Campbell<sup>2</sup>, and Matt Von Konrat<sup>1</sup>  
<sup>1</sup>The Field Museum, Chicago, IL, <sup>2</sup>Department of Biology, Northeastern Illinois University, Chicago, IL

+COMPUTATIONAL AND PROBABILISTIC PREDICTION OF ENHANCER-GENE INTERACTIONS Christopher Castro<sup>1</sup>, Joseph Azofeifa<sup>2</sup>, Robin Dowell<sup>2</sup>  
<sup>1</sup>Department of Mathematics, Northeastern Illinois University, Chicago, IL 60625 <sup>2</sup>BioFrontiers Institute, University of Colorado, Boulder, CO.

EVALUATING WHETHER THE INTERNET TOPOLOGY IS FLATTENING  
Charla Earls, Michael Abreu, Bonnie Tong, Karl Amjad-Ali, Graciela Perera  
Computer Science Department Northeastern Illinois University, Chicago, IL.

ENCAPSULATION OF A MODEL COMPOUND DELAYS ITS RELEASE FROM A BIOBASED POLYMERIC MATERIAL Jennifer Eler<sup>1</sup> and Victoria L. Finkenstadt<sup>2</sup>  
<sup>1</sup>Chemistry Department, Northeastern Illinois University, Chicago, IL.  
<sup>2</sup>National Center for Agricultural Utilization Research, Agriculture Research Service United States Department of Agriculture, Peoria, IL.

+BACTERIOPHYTOCHROMES IN MYXOBACTERIA: IMPLICATIONS FOR LIGHT-CONTROLLED MORPHOGENESIS Kevin D. Gallagher, Phu Duong, Angela Nugent,

Dorina Bizhga, Hardik Patel, Nicole C. Woitowich, and Emina A. Stojković Department of Biology Northeastern Illinois University, Chicago, IL.

+CONSTRUCTION OF A MICROSATELLITE ENRICHED GENOMIC LIBRARY FOR *RHODIOLA INTEGRIFOLIA* Jose L. Hermosillo, Gwendolyn A. Murphy, Marisela Rodriguez, Mary Kimble, and Joel Olfelt Northeastern Illinois University, Department of Biology, Chicago, IL.

+BEHAVIORAL TESTS TO ASSESS AFFECTIVE DISORDERS IN NEONATAL PIGLETS Angelina Jaimes<sup>1</sup>, Adrienne Antonson<sup>2</sup>, and Rodney Johnson<sup>2</sup>  
<sup>1</sup>Department of Psychology, Northeastern Illinois University, Chicago, IL.  
<sup>2</sup>Department of Animal Sciences, University of Illinois Urbana- Champaign, Urbana, IL.

+CHOOSING TOPIC MODELS: AN AUTOMATIC GUIDE Danilo Jara, Sadiya Sultana, Jeremy Grajales, Rachel Trana, Francisco Iacobelli, Department of Computer Science Northeastern Illinois University 5500 N St. Louis Ave, Chicago, IL.

+,++BILINGUALISM ENGLISH-SPANISH AND CODE SWITCHING: RELATIONSHIP OF COGNITIVE PROCESING AND AUTOMATIC LANGUAGE ACTIVATION Fernando Limon, Kenny Aspurez, R. Breckinridge Church, Psychology Department Northeastern Illinois University, Chicago, IL

UNDERSTANDING THE INVOLVEMENT OF TPR-1 IN PROTEIN MAINTENANCE AND CELLULAR PROTECTION IN *C. elegans* Edith Morales and Cindy Voisine Department of Biology Northeastern Illinois University, Chicago, IL

THE MECHANISMS INFLUENCING SPREAD OF ADDICTIVE BEHAVIOR THROUGH TWITTER SOCIAL NETWORKS: A DATA-DRIVEN MODELING BASED APPROACH Carl Joseph Nadela, Dr. Lydia Filus<sup>1</sup>, Dr. Anuj Mubayi<sup>2</sup> Department of Mathematics<sup>1</sup> Northeastern Illinois University, Chicago, IL, Department of Mathematics<sup>2</sup> Arizona State University, Tempe, AZ.

+FIRST DESCRIPTION OF DISCONTINUOUS RESPIRATION IN THE PRAYING MANTIS HIERODULA PATELLIFERA Salim Patel<sup>1</sup>, Christina Carrion<sup>1</sup>, Emily Fioramonti<sup>1</sup>, Greg Prete<sup>1</sup>, Bart van Alphen<sup>2</sup>, Frederick Prete<sup>1</sup>, Aaron Schirmer<sup>1</sup> Department of Biology<sup>1</sup>, Northeastern Illinois University, Chicago IL. Department of Neurobiology and Physiology<sup>2</sup>, Northwestern University, Evanston, IL.

DOMAIN STURCTURE OF BACTERIAL RED LIGHT PHOTORECEPTORS AS REVEALED BY ATOMIC FORCE MICROSCOPY Rima Rebiai, <sup>1</sup> Zain Malik, <sup>1</sup> Marie E. Kroeger, <sup>2</sup> Emina A. Stojković, <sup>2</sup> Stefan Tsonchev, <sup>1</sup> Kenneth T. Nicholson <sup>1</sup> Department of Chemistry, <sup>2</sup> Department of Biology Northeastern Illinois University, Chicago, IL.

+AMYOTROPHIC LATERAL SCLEROSIS IN *C. elegans*: THE EFFECTS OF TDP-43 EXPRESSION ON NEURONAL HEALTH Emily Rendleman and Cindy Voisine Department of Biology Northeastern Illinois University, Chicago, IL.

+,++THE INFLUENCE OF FLORAL-VISITOR ANATOMY ON POLLEN REMOVAL FROM THE COMMON MILKWEED (*ASCLEPIAS SYRIACA*) Adriana Roman, Aaron Howard Department of Biology Northeastern Illinois University, Chicago, IL.

AMYOTROPHIC LATERAL SCLEROSIS IN *C.elegans*: UNDERSTANDING HOW TDP-43 EXPRESSION AFFECTS LONGEVITY Anthony Salamanca<sup>1</sup>, Cindy Voisine<sup>2</sup>  
<sup>1</sup>Department of Chemistry <sup>2</sup>Department of Biology Northeastern Illinois University, Chicago, IL.

MATHEMATICALLY MODELING THE INNER MEMBRANE OF A MITOCHONDRIA Alejandro Sanchez, Jr.<sup>1</sup>, Dr. Michael J. Miksis<sup>2</sup>, Dr. Joshua B. Bostwick<sup>2</sup> <sup>1</sup>Department of Mathematics, Northeastern Illinois University, Chicago. <sup>2</sup>Department of Engineering Sciences and Applied Mathematics Northwestern University, Evanston, IL.

IS THERE EVIDENCE OF EUTROPHICATION IN VOLO BOG NATURE PRESERVE? A PALEOLIMNOLOGICAL STUDY WITH DIATOMS Charles C. Sandusky, Jennifer E. Slate Department of Biology Northeastern Illinois University, Chicago, IL.

IMPLEMENTING SILT SOCKS IN TILE RISERS TO REDUCE SEDIMENT AND NUTRIENT TRANSPORT Jazmin Villegas<sup>1</sup>, Thalika Saintil<sup>2</sup>, Wendy Francesconi<sup>2</sup>, Laura Sanders<sup>1</sup>, Jean Hemzacek<sup>1</sup> <sup>1</sup>Department of Earth Science, Northeastern Illinois University, Chicago, IL. <sup>2</sup>USDA-ARS National Soil Erosion Research Laboratory, West Lafayette, IN.

++INHIBITION EFFECTS OF *P. AERUGINOSA* ON *A. FUMIGATUS* THROUGH SECONDARY METABOLITES PRODUCTION Oscar Herrera, Ethan Zheng, Yun Wang Department of Chemistry, Northeastern Illinois University, Chicago, IL; Department of Civil and Environmental Engineering, Northwestern University, Evanston, IL.

++EXAMINATION OF DEVELOPMENTAL BEHAVIORAL DEFICIENCIES THROUGH FOLIC ACID. Robert Fidis, Renee A. Chellson, Russ Moskall, Mathew Castrow, Terrance Puryear, Department of Biology, Northeastern Illinois University, Chicago, IL

### **Papers:**

Kroeger, M.E., Sorenson, B.A., Thomas, J.S., Stojković, E.A., Tsonchev, S., Nicholson, K.T. Atomic Force Microscopy of Red-Light Photoreceptors Using PeakForce Quantitative Nanomechanical Property Mapping. *J. Vis. Exp.* (92), e52164, doi:10.3791/52164 (2014).

Rachel F. Adler, Deena Rubin, Abdul Rahman Mohammad, Amna Irfan, Haridu Senadeera, Timothy Nguyen, "That's Easy! The Effects of Objective and Subjective Task Difficulty when Multitasking," In *Proceedings of the 6th International Conference on Applied Human Factors and Ergonomics*, 2015, Las Vegas, NV, Forthcoming.

# TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

## **Annual Report 2014-2015**

**Submitted by Jeanine Ntahirageza**

### **Executive Summary**

Due to the high demand for ESL teachers in US K-12 schools as well as among adults locally, nationally and internationally, the TESOL (formerly TESL/TEFL) program continued to grow during the academic year 2014-2015. The program productivity keeps increasing at both the undergraduate (minor and endorsement courses) and graduate (endorsement courses and MA) levels though the program continues to suffer from low number of tenure track faculty.

### **Strategic Goal One**

*Student Success:* Ensure student success from recruitment through graduation by creating a culture in which all members of the University community are engaged in attracting, educating, and graduating students who achieve the objectives for baccalaureate and graduate degrees.

In this year of assessment, we decided to assess our students' achievements in the culture domain, (Goal 2; outcomes 2.a and 2.b of our program). This was done by assessing their success in the course that meets the culture domain ISBE requirement: TESL 330. The outcomes were assessed by way of a final exam, four individual assignments and one group assignment. The assignments were largely applications of the theoretical material assessed by the exams. The students scored much higher in this domain than in the more technically linguistic domain that was the focus of assessment in academic year 2013-14. The 30.5% that exceeded expectations in the language contrasts with the 92.3% that did so in the language domain.

The approval of the new TESOL Graduate Certificate Program opened recruitment opportunities in areas we normally wouldn't have thought about: minority groups, particularly recent immigrants who would like to go back to their professional life. Many of those who are interested in the Certificate program seem to also be interested in the MA TESOL program.

TESOL has been actively invested in the creation of advertising materials by improving the content of our website, producing a video, screen graphics and YouTube channels, Facebook presence, and student club (Language and Culture interconnections). We are most proud of the program video because it involves some of our current students, alumni, faculty and an ESL class from one of our partner community centers.

The program continues to expand articulation agreements and foster strong relationships with K-12 schools, community colleges and other organizations to ensure smooth placement for observation, clinicals and practicum. In addition, through partnerships with CPS and the Bilingual and Bicultural department, TESOL offered endorsement courses to six CPS cohorts of teachers during 2014-2015 academic year. TESOL also stood out this year at one school: Lake Forest Academy's Summer Language Institute has hired, within the last two years, four of our students. Three of them were hired right after doing their clinical hours there.

Across the university, TESOL has continued its strong connection with the African Summer Institute (AFSI) and the Bilingual Bicultural program (BLBC). We provided both faculty and graduate students to AFSI and as mentioned above, collaborated with BLBC in offering ESL and Bilingual endorsement courses to 5 cohorts of CPS teachers.

Another significant achievement of the program is the development and approval of the TESOL Graduate Certificate Program. This Certificate Program will provide practical skills and knowledge to individuals who wish to teach adult English language learners. It is designed for individuals who want to work at community colleges, community-based organizations, or language schools in the U.S. or abroad. The Certificate Program consists of six courses (18 credits), including a 60-hour practicum. It prepares individuals to create lessons, develop materials, and assess English language learners and is designed to be completed in two semesters or one year, depending on which of three scheduling options is chosen. The following is a list of the program courses.

TESL 402: Principles of Linguistics for Teachers

TESL 406: Adult Needs, Course Design and Assessment

TESL 410: Techniques of Teaching English as a Second Language

TESL 414: Theories of Teaching English as a Second Language

TESL 420: Structure of Modern English

TESL 465: Experiential Preparation for Teaching English as a Second Language (Practicum)

The first two classes will be offered in Fall 2015. While a great many of our students, especially the undergraduates, are primarily interested in teaching K -12 students, a considerable number of our graduate students are interested in teaching adults but are not interested in taking on a full thirty-six credit hour MA program. The initial external scanning conducted by Drs. Ntahirageza, Stone and Trademan showed a high need of such a program in the Midwest.



## **Strategic Goal Two**

*Academic Excellence and Innovation:* Develop an environment that supports curricular and pedagogical innovation aligned with the mission of the institution, the standards of the disciplines, student needs, and career and civic opportunities in a global society.

### Action Steps

2.1: Implement the new MA graduation requirements.

2.2: Align the TESOL Graduate Certificate courses to those of the endorsement and MA TESOL program.

2.3: Support professional development opportunities for students through clinicals and practicum.

2.4: Schedule course offerings at El Centro for the new TESOL Graduate Certificate Program.

Our undergraduate minor was, once again, a very popular option among students in the College of Education who wish to obtain an ESL endorsement. We have developed a strong relationship with the college in general. The TESOL MA program was still ranked among the largest graduate programs on campus and among the largest TESOL programs in the nation. This year, it had the highest number of graduating students in the College of Arts and Sciences. We were extremely pleased with both the quality and quantity of our graduating students. We are also happy to note that our graduates are quite successful in finding employment in the field once they leave Northeastern. This year, as in past years, the annual convention of Illinois TESOL/BE was an opportunity to connect our current students with many of our alumni who are actively involved in the organization, in general and in the convention, in particular. The established networks insure growth, marketability and job placement.

## **Strategic Goal Three**

*Urban Leadership:* Work collaboratively with educational, social service, governmental, and business institutions in Chicago and the region to build upon NEIU's tradition of community involvement.

### Action Steps

3.1: Strengthen our community partnerships for smooth placement of the Adult TESOL certificate graduate students.

3.2: Encourage and support research projects that focus on such contemporary urban issues as education reform, immigration, economic development, and the environment for a better understanding of English language learners.

This year, TESOL, for the fourth time, received a grant from CPS to organize and run the Culture Connections Institute for teachers whose purpose is cultural awareness. Once again the feedback we received was highly positive, so much so that many participants recommended that school principals and other members of the staff should attend the institute. In addition, NEIU's TESOL, represented by Jeanine Ntahirageza, was selected as one of the three universities in Illinois selected to participate on ISBE's ESL Committee. This committee is charged to develop guidelines for the teaching of ESL in the state of Illinois.

## **Strategic Goal Four**

*Exemplary Faculty and Staff:* Invest in faculty and staff to make NEIU a world-class metropolitan university and an employer of choice.

### Action Steps

4.1: Create a climate in which support for scholarship, professional development, and training is provided to faculty and staff based on best practices.

With the hiring of Dr. Jimin Kahng in Fall 2014, the number of tenure track faculty teaching a full load increased to three. Unfortunately, at the end of this academic year 2014-2015, we're losing Dr. Teddy Bofman. Once again, the program is reduced to two tenure-track faculty who can teach a full load. Dr. Bofman leaves an almost unfillable gap in the program, particularly in the areas of advising and teaching, in both of which she has won numerous awards, not least of which were her Audrey Reynolds award for teaching excellence and the Elliott Judd Outstanding Teacher Award (this academic year). While TESOL is excited to get a new hire in fall 2016, the person's assignment is only a third in TESOL. The rest will be in ELP. Our need for tenure track faculty is still high if we are to keep growing the program and keep its high quality.

## **Strategic Goal Six**

*Fiscal Strength:* Enhance the University's financial position by reducing reliance on state general funds and student tuition, diversifying revenue sources, and strengthening institutional relationships with federal, state, and local governments, and private sponsors.

### Action Steps

6.1: Support faculty and staff efforts to secure external funding that strengthens curricular, co-curricular and community development.

Dr. Bofman, retiring at the end of August 2015, requested that, in lieu of a retiring party, funds be raised for ASPIRE, which provides scholarship to undocumented students.

## CONCLUSION

Given the developments outlined above and the continued increase in the immigrant population of Chicago, there seems to be no reason why the TESOL program should not maintain its current healthy position. N.E.I.U. remains the primary TESOL preparatory institution in Illinois. That is unlikely to change. While grateful for the new hire in TESOL, we are also aware that this person will serve TESOL only 1/3 of his/her teaching load, the rest being in ELP. The need for an additional tenure track position in TESOL is still high.

**Other key highlights of the year:**

1. In Fall 2014, TESOL welcomed Dr. Jimin Khang as Assistant Professor. She has been a great addition to our program. She brought knowledge of both Teaching skills and language structures, which is a rare combination. She has already published a number of articles and won the summer research award.
2. Teddy Bofman, already the 2013 recipient of the Audrey Reynolds Teaching Excellence Award was given, in spring 2015, the Elliott Judd Outstanding Teacher Award. In addition, Retiring at the end of August 2015, she requested fundraising (in lieu of a retiring party) for ASPIRE which provides scholarship to undocumented students.
3. The TESOL graduate Certificate Program has been approved and starts in Fall 2015. It is one of the first two transcriptable Certificate programs at NEIU.
4. NEIU's TESOL, represented by Jeanine Nthirageza, was selected as one of the three universities in Illinois selected to participate on ISBE's ESL Committee. This committee is charged to develop guidelines for the teaching of ESL in the state of Illinois.

**I. Assessment**

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

**Cycle Plan**

- Year 1: Goal 1: Language
- Year 2: Goal 2: Culture
- Year 3: Goal 3: Planning, Implementing and Managing Instruction
- Year 4: Goal 4: Assessment
- Year 5: Goal 5: Professionalism

**Assessing program goals and learning outcomes**

**A. Direct Evidence:**

**Goal 2a.** Students know, understand and use the major concepts, principles, theories and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

b. Cultural Groups and Identity

**Goal 2b.** Students know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Assessment is based on final exam and five assignments from the TESL 330 class: Language, Society and Education.

Based on a sample of 26 students taking TESL 330

- a. failed to meet expectations (**scored below 75%): 0%**
- b. met expectations (**scored between 75% and 89%): 7.7%**
- c. exceeded expectations (**scored 90% to 100%): 92.3%**

### **B. Feedback loop:**

The content of our minor program is strictly governed by ISBE, and we adhere closely to the requirements of the TESOL professional organization. There are no changes recommended by either body at present.

### **C. Executive summary of assessment results**

In this year of assessment, we have decided to assess our students' achievements in the culture domain, (Goal 2; outcomes 2.a and 2.b of our program). This was done by assessing their success in the course that meets the culture domain ISBE requirement: TESL 330. These outcomes were assessed by way of a final exam four individual assignments and one group assignment. The assignments were largely applications of the theoretical material assessed by the exams. The students scored much higher in this domain than in the more technically linguistic domain that was the focus of assessment in academic year 2013-14. The 30.5% that exceeded expectations in the language contrasts with the 92.3% that did so in the language domain.

What is clear but not surprising is that the socio-cultural side of the discipline is a strength for our students. The vast majority of our students come to us with a background in education, and the material covered in this domain is strongly scaffolded by material they have covered in courses in the College of Education. This contrasts with the courses in the language domain which require the students to look at language in a way that their education to this point has never required of them.

## **II. Program Plan**

The dictates of ISBE and the TESOL professional organization leave little room for flexibility or change in the basic structure of our programs. Students, both graduate and undergraduate, take six courses in five domains to be certified as teachers of English as a second language. (See cycle plan above.) Changes made in our programs are informed by the guidelines laid out by the state board of education and the national organization. In this respect, The TESL/TEFL has been now changed to TESOL (Teaching English to Speakers of Other Languages) program. This renaming provides the program a more all-inclusive name and keeps us in line with national trends in the discipline, including the name of our national and state professional organizations.

Within the guidelines laid down by the above-mentioned organizations, our goal is to constantly evaluate and refine the courses taught to meet the needs of our student body. Many of our undergraduate and graduate certification students are not planning to be specialist ESL teachers, but will be teaching in K-12 classrooms where a sizable percentage of the children will not be native speakers of English. Consequently, one of

the refinements we are making is increasing the focus on differentiated instruction to prepare our graduates for linguistically multi-level classes.

Our thirty-six credit hour MA program allows for more flexibility and innovation than is possible in the eighteen credit hour certification program or ESL endorsement courses. We will continue to adapt our classes to reflect changes, not only in the needs of our students, but also to reflect changes in scholarship as we continually strive to provide our students with the best preparation for their professional life. It is our goal, not just to teach best practices in education, but also to model them in our own classrooms.

### **III. Accomplishments**

#### **A. Faculty Research/Creative Activities**

##### **1. Book Draft**

**Ntihirageza, Jeanine.** *Globalization and Access to English in Polyglot Contexts: Case of East Africa*, proposal accepted by Edwin Mellen Press.

##### **2. Book Chapters**

**Ntihirageza, Jeanine.** (2014). "Changing Roles of English in Africa: Case of Burundi" in *Changing Roles of English in Africa* edited by Martha Michieka and Yousif Elhindi. Common Grounds Publishing LLC .

##### **3. Articles and Abstracts, Local Exhibitions and Performances**

**Francis, Courtney.** (2014). "Language Learning with Technology: Ideas for Integrating Technology in the Classroom." Review of *Language Learning with Technology: Ideas for Integrating Technology in the Classroom* by Graham Stanley, *ITBE Link Newsletter*, Vol. 42: 2. 2014.

**Kahng, J.** (2014). Exploring utterance and cognitive fluency of L1 and L2 English speakers: Temporal measures and stimulated recall. *Language Learning*, 64, 809-854.

Lavolette, B., Polio, C., & **Kahng, J.** (2015). The accuracy of computer-assisted feedback and students' responses to it. *Language Learning & Technology*, 19, 50-68.

**Stone, William.** (2014). "The Cobuild Learner's Illustrated Dictionary of American English." Review of *The Cobuild Learner's Illustrated Dictionary of American English*, *ITBE Link Newsletter*, Vol. 42: 1. 2014.

##### **4. Conference Presentations**

**Bofman, Theodora.** (June, 2015). "Creating Culturally Sensitive Learning Environments." Literacy Works. Indo-American Center. Chicago, Illinois.

**Bofman, Theodora.** (May, 2015). "Thai Culture and Education." Culture Connections. Northeastern Illinois University. Chicago, Illinois.

**Bofman, Theodora.** (May, 2015). "Generation 1.5 at NEIU." NGEMS Retreat. Northeastern Illinois University, Chicago, Illinois.

**Bofman, Theodora.** (May, 2015). "Vocabulary Instruction and First Year Experience." First Year Experience Annual Workshop. Northeastern Illinois University, Chicago, Illinois.

**Bofman, Theodora.** (April, 2015). "Building Vocabulary with ESL Learners." 24<sup>th</sup> Annual Tutor and Adult Learner Conference. University of Illinois at Chicago. Chicago, Illinois.

**Kahng, J.** (November, 2014). Utterance fluency and cognitive fluency of English language learners. Paper presented at the Northeastern Illinois University 5<sup>th</sup> Annual Faculty Research & Creative Activities Symposium. Chicago, IL, USA.

**Ntihirageza, Jeanine.** (October, 2013). "Speechless and Silenced: A Personal Account of a Survivor of the 1972 Burundi Genocide" at the 2013 symposium on "Silencing Genocide in Africa and the African Diaspora". Chicago, IL

**Ntihirageza, Jeanine.** (November, 2013) "Hate Language in the 1972 Burundi Genocide: Dehumanization and Blame Discourse" at the Fourth Annual Northeastern Illinois University Faculty Research and Creative Activities Symposium. Chicago, IL.

**Ntihirageza, Jeanine.** "The Changing Role of English in Africa: Fast Track Shift from a Foreign Language to a Second Language Status" at the 45<sup>th</sup> Annual Conference on African Linguistics. Lawrence, Kansas. April 17-19 2014.

#### **4. Invited Talk**

Lavolette, E., **Kahng, J.**, & Choi, I. (November, 2014). Mixed media, instructor avatar, and student comfort. Conversations on Online Pedagogy and Best Practices. Michigan State University

#### **5. Service**

**Bofman, Theodora.** Illinois TESOL/BE (Book Review Editor).

**Ntihirageza, Jeanine.** Pan-African Organization (refugee resettlement consultant).

**Ntihirageza, Jeanine. (July, 2014).** "Africanisms in African American Culture: Focus on Language." and "Africa: Multiplicity of Countries, Multiplicity of Languages, Multiplicity of Ethnic Groups, and Multiplicity of Cultures." Presentations given at the African Summer Institute, NEIU. Chicago, IL.

**Ntihirageza, Jeanine, and Chi Eze.** (November, 2015) Organized a symposium on "Silencing Genocide in Africa and the African Diaspora". Chicago, IL.

**Stone, William.** (July, 2014) “Tunisian History through its Architecture.” Presentation given at the African Summer Institute, NEIU. Chicago, IL.

**Stone, William.** “Engaged Learning in FYE classes.” Presentation given at FYE Workshop, NEIU. May 2015.

## **B. Alumni News**

1. TESOL Reunion: about 30 students attended the TESOL reunion on a very short notice (in lieu of Teddy Bofman’s retirement party)
2. Ibrahim PhD in Educational Linguistics at the University of New Mexico

# WOMEN'S & GENDER STUDIES

## **Annual Report 2014-2015**

**Submitted by Nancy A. Matthews**

### **Executive Summary**

The Women's and Gender Studies Program represents an interdisciplinary approach to feminist and LGBTQ scholarship, the purpose of which is to re-examine from feminist perspectives traditional bodies of knowledge taught in the university and distributed through society at large. In Women's and Gender Studies we are concerned with the political and historical nature of the production of knowledge. The curriculum emphasizes rigorous critical thinking, imagination, and creativity, and assists both students and faculty to develop knowledge from feminist, LGBTQ, anti-racist, multicultural, and global perspectives.

Women's and Gender Studies had a busy year with many faculty members participating fully in the life of the campus, advocating for the NEIU mission that we passionately support. It was a challenging year, with threats from the changing political-economic context of higher education shaping debates internally at our university. As an academic field whose roots are in activism, and whose domains of study involve power and inequalities, WGS faculty have been deeply involved in these debates. We take seriously our mission to "develop and implement meaningful social change with the university and beyond." Our activities contributed to Strategic Goal 2 Academic Excellence and Innovation and particularly to Goal 2.3 *Support, create, and sustain interdisciplinary courses and programs that lead to higher levels of critical, analytical, and integrated learning*. A core commitment of our field is to examine and challenge issues of power, oppression and privilege. Thus our participation in the debates of the NEIU community is a reflection of our core mission and values.

### **Student Honors:**

We honored several students with awards for their achievements and contributions in Women's and Gender Studies. The Barbara Scott Women's and Gender Studies Distinguished Student Award was given to Arthur Chaney, Stephanie Herrera, Liliana Macias, and Stephanie Voelker for outstanding scholarship in Women's and Gender Studies. The Renny Golden Student Activism Award was given to Brenda Bedolla, Jamie Billings, and Victoria Peer for their activist work on campus and in the wider community.

WGS faculty were also recognized for their outstanding professional work:



## Faculty Honors/Awards:

Martha Thompson Outstanding Women's & Gender Studies Faculty Award:

- Brooke Johnson

Fulbright Scholars Award

- Brandon Bisbey - Fulbright-García Robles U.S. Scholar Grant, U.S. Dept. of State/Comexus, \$31,800.
- Kristen Over - 10-month teaching and research grant at the University of Bergen in Norway)

We continued to market our program to existing and incoming students. Coordinator Nancy Matthews tabled in Village Square, attended the NEIU Open Houses, and gave multiple talks to incoming students at Orientation sessions. We began work on a promotional video for the program to be added to our website.

As in past years, Women's and Gender Studies was very involved in the life of the university beyond our courses. We work extensively with other offices on campus collaborating on co-curricular programming on issues that are central to our field (violence against women, women's history, equal pay, leadership, education, intersections of inequality). The Pedroso Center for Diversity and Intercultural Affairs continued to be a rich partner in collaborations, along with Student Life and other academic departments. This year, WGS contributed to the planning and implementation of the Economic Inequalities Initiative, a joint project of the College of Arts and Sciences and Student Life. These cross-campus collaborations provide vibrant co-curricular programming for our students, and many WGS faculty support the programs by bringing or sending students to attend these events.

Among our significant collaborations in 2014-15 were:

- Organized the New Faculty Reception with co-sponsorship from AFAM and LLAS
- Co-sponsored with other departments the *Hijabi Monologues* presentation and panel discussion organized by the Asian and Global Resource Center
- Promoted and participated in the Feminist Collective's "Take Back the Night" event.
- Organized 10<sup>th</sup> Annual WGS Student Symposium "Where Do We Go From Here?"
- Organized 8<sup>th</sup> Activist Graduation with co-sponsorship from Women's Resource Center, LGBTQA Resource Center, Asian and Global Resource Center, Justice Studies and Latino and Latin American Studies.
- Organized with co-sponsorship from African, African American Resource Center and Women's Resource Center the 3<sup>rd</sup> Annual Black Women's Leadership Conference *Speak Truth to Power* which included a screening of the documentary "Anita" followed by a panel discussion.

- For International Women’s Day, organized and hosted guest speakers on “Gender, Violence and Accountability: Palestinian and Israeli Feminists Speak Up,” with co-sponsorship from Asian and Global Resource Center, History, Justice Studies, Phi Alpha Theta, Sociology and Women’s Resource Center.

The Women’s and Gender Studies Program reaches more students than those who major or minor with us. Our University Core Curriculum course, WGS 101 Women’s Perspectives and Values, reaches approximately 120 students annually, exposing them to ideas that support Strategic Goal 2.7 “Integrate culturally relevant pedagogy and content throughout the curriculum.”

The content of our courses, with our emphasis on examining the experiences and perspectives of marginalized people, also supports Strategic Goal 3 Urban Leadership, in particular Goal 3.4 “Encourage and support programs that expand understandings of our urban metropolis, with emphasis on our community partners.” Our faculty frequently bring community speakers to campus to expose students to the multiple ways that people become agents of their own lives. Our curricular and co-curricular work also serves Goal 3.5 “Encourage and support programs and research that focus on contemporary urban issues, such as education reform, immigration, economic development, and the environment.” Many instances of this can be seen below in the faculty accomplishments section in terms of the issues that faculty are researching and teaching about.

We participate fully in El Centro, offering our UCC course there twice a year, and co-sponsoring programs.

Our numbers of majors and minors held steady at 14 majors and 16 WGS minors and 6 LGBTQ minors. One major and seven minors (combined) graduated. Three of our minors graduated *cum laude* and two more graduated *summa cum laude*.

All of the faculty in WGS (with the exception of Dr. Laurie Fuller) are members of the program in addition to their home departments. This year we welcomed eight new faculty members. As Core faculty (with higher expectations for teaching and other participation) we welcomed Alison Dover (EICS), Adam Messinger, (Justice Studies), Milka Ramirez (Social Work). As Affiliate faculty, we welcomed Robin Heggum, (HPERA), Kristin Hunt (CMT), Kate Kane (CMT), Ellen Larrimore (Library), and Angela Sweigart-Gallagher (CMT). Kristen Over (English) also moved from Affiliate to Core faculty.

## **I. Assessment**

To assess our program, we use a portfolio system that is created and managed through our senior seminar course, WGS 350, combined with assessment of presentations that students give at our WGS Annual Symposium. Our small number of students make assessment simpler to do than many larger programs. On the other hand, because we are an interdisciplinary program, with many of the courses our students take being offered by our colleagues in other departments, our students come to the senior seminar

with a rather broad range of background in WGS. In addition, many of the students we are assessing are minors, not majors, so they only take two core WGS courses.

The majority of our students in 2014-15 met our expectations (six out of the seven students participating), and one exceeded expectations. We have been assessing our program since 2006 using the portfolio system. We have tweaked both the system and our approaches based on our feedback loop over the years. In 2014-15, we had a very small number of students in our pool of students, and none of them were majors. Nevertheless, the results are similar to preceding years.

Overall, we feel that our students are completing our program with the majority meeting our expectations. We continue to work on pedagogical approaches to improve their grasp of WGS-related knowledge. But a larger part of our mission is to improve our students' development of baccalaureate skills that cross all disciplines. Our program serves the baccalaureate goals well, because of our focus on knowledge and skills for living in a diverse culture and becoming engaged citizens who understand the need for improving society, whether around gender inequality, eliminating racism, challenging homophobia, or promoting human rights for all.

## **II. Program Plan**

### **A. Long term goals**

Our main long term goal is to increase the number of majors in WGS. Because our program is not a traditional field, students often discover it later in their careers, after they have already settled on other majors. We have begun to take steps to increase our outreach to students earlier and in innovative ways to try to build our numbers.

### **B. Projected needs**

#### 1. Faculty

As an interdisciplinary program, we rely on faculty from other departments and programs to connect with WGS. This has not been a problem.

#### 2. Equipment

Our major equipment need is up-to-date computer technology for our busy office staff. In addition, we have traditionally used equipment monies to purchase films for instructional use. As more of our instruction moves online (either online, hybrid, or “flipped” classrooms), we need to invest in streaming rights for our instructional resources. This has proven to be more expensive than just purchasing DVDs, as we have done in the past. The best documentary distributors for our field have figured out business models that work well for them, but are very expensive for us. Streaming rights either have a prohibitive upfront cost or have to be renewed regularly, meaning spending money repeatedly for the same source.

## **III. Accomplishments**

### **A. Faculty Research/Creative Activities**

#### **1. Book Chapters, Regional Exhibitions or Performances**

**Dover, A.G.** (2014). Grassroots methods: Designing justice centered curriculum in a standards based world. In Chicago Grassroots Curriculum Taskforce, *Grassroots curriculum toolkit 4.0: A critical urban praxis collection* (pp. 128-131). Chicago, IL: Author.

## **2. Articles and Abstracts, Local Exhibitions or Performances:**

**Armato, Michael, Shelley Bannister, Laurie Fuller, and Nancy Matthews** (2015). "Gendered Violence and Interruptions to Education." *International Journal of Education and Social Science*, 2 (2): 45-54.

**Dover, A. G.**, Schultz, B. D., Smith, K., & Duggan, T. J. (March 30, 2015,). "Who's preparing our candidates edTPA, localized knowledge, and the outsourcing of teacher evaluation." *Teachers College Record*.

**Joan Marie Johnson** (February. 2015). Review of *Shrill Hurrahs: Women, Gender, and Racial Violence in South Carolina, 1865-1900* by Kate Gillin, for *American Historical Review*

**Messinger, A.M.** (February 2015). Teaching Interactionist Gender Theory through Speed Dating. *Teaching Sociology*, 43(2), 154-162.

**Messinger, A.M.**, Fry, D.A., Rickert, V., Catalozzi, M., & L.L. Davidson. (August 2014). Extending Johnson's Intimate Partner Violence Typology: Lessons from an Adolescent Sample. *Violence Against Women*, 20(8), 948-971.

**Perlow, O. and Laurie Fuller** (2014). "White Privilege" to The Blackwell Encyclopedia of Race, Ethnicity and Nationalism. Edited by J. Stone, R. Dennis, & P. Rizova. Hoboken, NJ: John Wiley & Sons.

## **3. Conference Presentations, Group Shows**

**Adams, Tony.** Featured speaker at the first LGBT interdisciplinary research conference to bring the work of academics and advocates together. Sponsored Equality Research Center at Eastern Michigan University. May 1 – 2, 2015.

**Armato, Michael.** "Negotiating Hegemonic Masculinity in Academia." Multicultural Faculty Fellowship Scholars Panel. William Rainey Harper College. April 17, 2015.

**Armato, Michael.** "What is 'Urban' in Urban Ministry?" Revitalizing Urban Ministry in Theological Education, Consultation I. A Project of the Center for the Study and Practice of Urban Religion (C-SPUR) at New York Theological Seminary. Chicago Theological Seminary. October 29-30, 2014.

**Dover, A. G.** "Multiple Paths Towards Justice: Variance in Teaching for Social Justice Vision and Praxis." American Educational Research Association Annual Meeting. Chicago, IL. April 16-20, 2015.

**Dover, A. G.** “Enacting Justice in the Age of the Common Core: Approaches to Praxis in Secondary ELA.” American Educational Research Association Annual Meeting. Chicago, IL. April 16-20, 2015.

**Dover, A. G.** “Preparing to Teach for Social Justice in Chicago Schools.” With A. Aviles de Bradley, **E. Meiners** & I. Pulido. Teachers for Social Justice 13<sup>th</sup> Curriculum Fair. Chicago, IL. November 22, 2014.

**Dover, A. G.** “Dismantling Fronteras in Teacher Education: Critical Conversations about Teaching for Social Justice.” With N. Henning. National Association for Multicultural Education (NAME), Annual Conference. Tuscon, AZ. November 5-9, 2014.

**Dover, A. G.** “Embodying Fronteras: Performance-based Pedagogies for Border-Crossing in the Classroom.” With K. Hunt & M. McAvoy. National Association for Multicultural Education (NAME), Annual Conference. Tuscon, AZ. November 5-9, 2014.

**Fuller, L.** “Feeling Feminist Pedagogy: The Power of Feminist Love.” National Women’s Studies Association Annual Conference. San Juan, Puerto Rico. November 13-16, 2014.

**Fuller, L.** “Creating Collective Social Justice Movements.” Panel Participant. National Women’s Studies Association Annual Conference. San Juan, Puerto Rico. November 13-16, 2014.

**Fuller, L.** “Critical Whiteness.” Part of the “THE HOUSE SEEMS ALL UPSET” Series: Exploring Critical Whiteness at the Jane Addams Hull-House Museum. Chicago, IL. March 7, 2014.

**Garcia, Emily.** “Manuel Torres and Spanish-American Independence in Philadelphia” at the Imagining Latina/o Studies: Past, Present and Future.” International Latina/o Studies Conference. Chicago, IL. July 18, 2014.

**Gómez, Christina.** “Identity, Diversity, & Self: The Art of Research through Narratives.” School of the Art Institute (SAIC). Chicago, IL. April 1, 2015.

**Gómez, Christina.** “Mi Voz, Mi Vida: Student Narratives as Testimonios.” Proyecto Palante, Northeastern Illinois University. October 15, 2014.

**Gómez, Christina.** “Changing U.S. Demographics: Latinos Remaking America.” Dartmouth Bound: Summer Program, Dartmouth College. Hanover, NH. July 28, 2014.

**Johnson, Joan Marie.** “Funding the Birth Control Movement: Margaret Sanger’s New York Network of Wealthy Feminists.” American Historical Association/SHGAPE Session. New York. January 2015.

**Messinger, A.M., Ramirez, M., Bielitzki, M., & Warne, C.** “LGBTQ Intimate Partner Violence: Improving Victim Services.” *NEIU Community of Scholars and Activist Series*, invited presentation. Northeastern Illinois University. January 2015.

**Messinger, A.M.** “Expanding the Spectrum of LGBTQ IPV Methodologies: Findings from a Comprehensive Review of the Literature.” American Society of Criminology Annual Conference regular session paper. San Francisco, CA. November 2014.

**Stockdill, Brett.** “HIV Positive, Queer Migrants: Theorizing at the Intersections of Immigrant Status, Sexuality, Race, Class and HIV.” *Cutting Edge Research in Latino & Latin American Studies*, Northeastern Illinois University. October 9, 2014.

#### **4. Funded grants**

**Dover, A.G.** Illinois State Board of Education, Race to the Top III Federal Teacher Preparation Program Redesign Grant, 2013-15. Awarded to support professional development and programmatic redesign related to the Common Core State Standards in English Language Arts and Mathematics. \$58,277.

**Johnson, Joan Marie.** Wallis Anenberg Research Grant, University of Southern California, 2014-2015, \$750.

#### **5. Service**

##### **Dover, Alison.**

- Member, American Educational Research Association’s Critical Educators for Social Justice (CESJ) Community Advocacy Awards Committee, 2013-15
- Editorial Board Member & Reviewer, *Transforming Education* (Journal), 2014-Present
- Peer Review Activities:
- Journals: *Journal of Teacher Education*, *Multicultural Education*, *Multicultural Perspectives*,
- Conferences: National Association of Multicultural Education, American Educational Research Association (Division K, Critical Educators for Social Justice SIG)

##### **Garcia, Emily.**

- Conference Planning Committee, International Conference, Latina/o Studies Conference. Chicago, IL. July 18, 2014; I served on the committee from Spring 2013 through Summer 2014, including hosting a planning meeting at NEIU.
- Conference Program Committee, National Conference, Society of Early Americanists/Omohundro Institute of Early American History and Culture Conference, Chicago, IL, June 16-19. (Served beginning Fall 2014-Spring 2015).

**Gomez, Christina.**

- Faculty Advisor for students presenting at Northeastern Illinois University 23rd Annual Research & Creative Activities Symposium on April 17, 2015. Blanca Hurley, Guadalupe Zuniga, Leneshia McGee.
- Reviewer, *Social Problems*, 2015.
- Faculty Advisor, Summer Enrichment at Dartmouth Program, a program that expands the educational opportunities for promising high school students from selected under-resourced urban and rural schools, Hanover, New Hampshire, summer 2014.

**Johnson, Joan Marie.**

- Co-director, Newberry Library Seminar on Women and Gender, Chicago, IL.
- Chicago Area Women's History Council, "Documenting Women's Activism and Leadership in the Chicago Area, 1945 – 2000," Academic Advisory Committee.
- Reviewer of manuscripts for University of Illinois Press.

**Matthews, Nancy A.**

- Board Member, Chicago Abortion Fund, a local nonprofit that fits with the WGS mission.
- Board Member, Take Back the Night Foundation, a national nonprofit that fits with the WGS mission.
- Book manuscript review of Michael Messner, Max A. Greenberg and Tal Peretz (2015) *Some Men: Feminist Allies and the Movement to End Violence Against Women* for Oxford University Press.

**B. Student Achievements**

**1. Presentations, conference papers, symposium participation, publications. Complete citation.**

**Billings, Jamie.** "Taking Back the B in LGBTQA." 10th Annual Women's and Gender Studies Student Symposium, NEIU, April 3, 2015.

**Gomez, Maria.** "Modern Day Slavery: Sex Trafficking." 10th Annual Women's and Gender Studies Student Symposium, NEIU, April 3, 2015.

**Macias, Liliana.** "Reclaiming Women's Literary Tradition." 10th Annual Women's and Gender Studies Student Symposium, NEIU, April 3, 2015.

**Morales, Patricia.** "Mujerista Theology." 10th Annual Women's and Gender Studies Student Symposium, NEIU, April 3, 2015.

**Petroski, Alison.** "Art as Critique and Healing." 10th Annual Women's and Gender Studies Student Symposium, NEIU, April 3, 2015.

**Voelker, Stephanie.** “Women, Girls and Physical Activity.” 10th Annual Women’s and Gender Studies Student Symposium, NEIU, April 3, 2015.

**2. Acceptance to graduate or professional school; other honors/scholarships/awards, but only if from organizations other than NEIU.**

**Johnson, Joan Marie.** Recommended Marc Arenberg for doctoral programs. He was accepted at SUNY Binghamton and Ohio State and will attend the latter.

### **C. Alumni News**

Lakeesha Harris (WGS, 2011) works as a health care advocate at the Chicago Women’s Health Center. She also blogs and vlogs with the Black Witch Chronicles™, and is the founder of an alternative health practice, Sojourner’s Healing Room <http://sojournersroom.com/>.

Julia Gutierrez (WGS, 2011) became a Graduate Teaching Associate in Arizona State University’s School of Social Transformation.

Maria Chaves (WGS, 2009) continues her graduate studies at the State University of New York Binghamton, and worked as a Graduate Assistant in the Latin American and Caribbean Studies Program.

## WOMEN’S AND GENDER STUDIES

### Assessment report 2014-2015

Submitted by Nancy Matthews

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals – see separate volume for complete report.
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**A. Understand implications and applications of feminist theories.**

- 1) Read and understand feminist theory
- 2) Compare different theories
- 3) Create own feminist perspective

Where in the documentation is this present:

**B. Recognize intersections of inequality, power and oppression and apply them to own and others' lives.**

- 1) Understand how feminist theory about inequality, power and oppression is related to personal experiences
- 2) Understand how inequality, power and oppression affect women's lives
- 3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.

Where in the documentation is this present:

**C. Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.**

- 1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system
  - 2) Analyze the relationship between past feminist struggles and social change
- Where in the documentation is this present:

**D. Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.**

- 1) Demonstrate familiarity with substantive information about women's diverse experiences
- 2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.

Where in the documentation is this present:

**E. Development of thinking and writing skills**

- 1) Compare and contrast concepts and ideas
- 2) Conceptualize different understandings of feminisms
- 3) Craft a theoretical perspective

Where in the documentation is this present:

**G. Development of clear and effective writing in the discipline**

- 1) Understand audiences & 2) Makes clear argument
- 3) Develops conclusions and implications
- 4) Mechanics & 5) Appropriate academic style (APA, Chicago, etc.)

Where in the documentation is this present:

**Assessment of Program Goals and Learning Outcomes**

We use a portfolio system, combined with assessment of presentations that students give at our WGS Annual Symposium. The portfolios include several papers from past classes, new reflection papers on each of those documents, and a paper examining their learning in the program. Majors and minors construct their portfolios during our

required capstone WGS 350 Seminar in Women’s Studies, which is offered each spring. Each portfolio is evaluated by at least two faculty members in addition to the person teaching the seminar, using our assessment rubric. Faculty members also fill out assessment rubrics at our Annual Symposium. For each presentation there may be a half dozen assessments by faculty who are present. Each summer, volunteer members of the Assessment Committee meet and review the numbers and discuss implications for our major and minor. We decide on strategies to improve our students’ learning in the areas that need improvement and we disseminate this information to our core and affiliate faculty members.

Below, we report a summary descriptive statistic based on our assessment rubric. The first part of the table is the results for the presentations, while the second part is for the portfolios. For each goal, the faculty assess the level of student accomplishment using the following scale.

5	Outstanding	Outstandingly addresses goal/objective
4	Strong	Effectively addresses goal/objective
3	Adequate	Meets goal/objective
2	Limited	Inadequately addresses goal/objective
1	Unsatisfactory	Does not address goal/objective
0	Not applicable	

In the Spring 2015 semester, we had a smaller than usual number of students participating in the Seminar – only seven.

**WGS Assessment Results – Presentations & Portfolios  
Mean Ratings of Students’ Meeting Program Goals**

<b><u>WGS Goals and Objectives -</u></b>	<b><u>2015 Avg</u></b>	<b><u>2014 Avg</u></b>	<b><u>2013 Avg</u></b>	<b><u>2012 Avg</u></b>
Development of presentation skills	4.1	4.5	4.4	4.1
Development of discussion skills	4.6	4.6	4.7	4.3
Understanding feminist theories	3.8	4.3	4.2	4.1
Recognize intersectionality and apply	4.2	4.4	4.3	4.5
Analyze relationships between social institutions	4.4	4.2	4.5	4.5
Evaluate women’s changing status using intersectionality	4.1	4.1	4.0	N/A
<b><u>WGS Goals and Objectives - Portfolio</u></b>				
Understanding feminist theories	3.6	3.7	3.8	
Recognize intersectionality and apply	4.4	4.1	4.1	
Analyze relationships between social institutions	3.9	3.7	3.9	
Evaluate women's changing status using intersectionality	3.9	3.6	3.9	
Development of thinking and writing skills	4.2	3.8	3.8	
Development of research skills	4.0	3.3	3.7	
Development of clear and effective writing in the discipline	4.1	4.0	4.0	

**WGS Assessment Results  
Numbers of Students Meeting Expectations**

<b>Number of students who:</b>	<b>Exceeded expectations (Score = 4.5 – 5)</b>	<b>Met Expectations (Score = 3.0 – 4.4)</b>	<b>Failed to meet expectations (Score = 0 – 2.9)</b>
Portfolio N = 7	1	6	
Presentation N = 6	2	4	

As a result of our ongoing assessment process and tweaking our pedagogical approaches, we are happy with the results of our assessment at this stage. In 2014-15, we had a very small number of students in our pool of students, and none of them were majors. Nevertheless, the results are similar to preceding years.

### **Indirect Evidence**

We did not collate indirect evidence this year for the purposes of assessment.

### **Feedback Loop**

As described above, WGS uses an annual assessment meeting as our main feedback loop. From the discussions at that meeting, we decide on any actions that are needed to try to improve instruction in order to improve student learning.

In the past two years, we have focused on improving students' oral communication and presentation skills. In 2014-15 we decided to focus on students' ability to reflect. This is a very foundational intellectual skill that we require students to practice, but we realized through our discussions that we had not been doing very much to teach students HOW to do that. The people who teach WGS 101 and other core courses developed some common assignments to help students develop those skills.

### **Executive Summary**

Our small number of students make assessment simpler to do than many larger programs. On the other hand, because we are an interdisciplinary program, with many of the courses our students take being offered by our colleagues in other departments, our students come to the senior seminar with a rather broad range of background in WGS. In addition, many of the students we are assessing are minors, not majors, so they only take two core WGS courses.

Despite these unique challenges, we feel that our students are completing our program with the majority meeting our expectations. We continue to work on pedagogical approaches to improve their grasp of WGS-related knowledge. But a larger part of our mission is to improve our students' development of baccalaureate skills that cross all disciplines. Our program serves the baccalaureate goals well, because of our focus on knowledge and skills for living in a diverse culture and becoming engaged citizens who understand the need for improving society, whether around gender inequality, eliminating racism, challenging homophobia, or promoting human rights for all.

# WORLD LANGUAGES AND CULTURES

## **Annual Report 2014-2015**

**Submitted by Paul A. Schroeder Rodríguez**

### **Executive Summary**

- Program modifications for the Major in Spanish went into effect in Fall 2014. New requirements include two additional Advanced-level literature courses, and passing the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) with a score of Advanced-Low or above. The OPI and WPT are administered by the American Council on the Teaching of Foreign Languages (ACTFL).
- Program modifications for the M.A. in Latin American Literatures and Cultures passed faculty governance and will go into effect in Fall 2015. Modifications include a change to the required introductory course for the program, and changes to the thesis requirements.
- Dr. Mary Ellen McGoey, Associate Professor of French, retired in Summer 2014, after twenty-seven years of teaching at NEIU. We celebrated her many contributions to our department and the French program during the induction ceremony for NEIU's chapter of Pi Delta Phi, the French National Honor Society.
- Dr. Brandon Bisbey, Assistant Professor of Spanish, received a Fulbright-García Robles U.S. Scholar Grant from the U.S. Department of State/ Comexus, to teach and conduct research at the University of Guanajuato during AY 2015-2016.
- Emily Masó, Instructor of Spanish, led the department's first service learning study tour abroad, to Costa Rica, in July 2015. Students stayed with host families and worked with a youth organization to learn English and Spanish from one another. NEIU students also had the opportunity to go on excursions to world-renowned natural parks and preserves and learn about sustainable ecotourism.
- The Department hosted the 2nd Consenso Literary Contest in Spanish-language poetry and short stories for writers from Chicagoland. Three winners for each genre were announced at a ceremony in October 2014, and their entries were published in our graduate-student online journal, *Revista Consenso*.

- The Department partnered with Pragda, a not-for-profit organization, to present a film festival of Latin American and Spanish films at the new El Centro campus in February and March 2015.
- On April 9, 2014, the Department celebrated the induction of four new members into the Northeastern Illinois University chapter of Pi Delta Phi, the French National Honor Society, and sixteen new members into the Northeastern chapter of Sigma Delta Pi, the Spanish National Honor Society.
- The Department added Aramaic to our language offerings.

## I. Assessment

A description of how we assess our BA program in Spanish (including newly articulated program outcomes) is posted at <<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/world-languages-and-cultures/assessment>>.

The results of this year's assessment are summarized and discussed in the second half of this report.

## II. Program Plan

### A. Long term goals

- Welcome the outside reviewer who may visit in AY 2015-2016 to evaluate our B.A. in Spanish program.
- Continue to improve the quality and consistency of assessment across faculty.
- Oversee the successful implementation of the software Tk-20 as our platform for student portfolios.
- Continue to improve the quality of our programs through opportunities for professional development, accessible study abroad opportunities, new service learning opportunities, and increased student engagement via department-sponsored student clubs.

### B. Projected needs

- *Faculty:* Professor Lucrecia Artalejo will be retiring in December 2015, so we may need to hire a replacement in order to continue to adequately support our B.A. in Spanish and our M.A. in Latin American Literatures and Cultures.
- *Equipment:* Using the language course fee, we are able to purchase up-to-date language teaching and learning software for the Language Learning Lab. We will request equipment funds from the College of Arts and Sciences to replace our often-broken, ten-year-old shared printer.

## III. Accomplishments

### A. Faculty Research/Creative Activities

#### 1. Articles and Abstracts, Local Exhibitions or Performances:

### **Schroeder Rodríguez, Paul A.**

- “Little Red Riding Hood Meets Freud in Lucrecia Martel's Salta Trilogy.” *Camera Obscura: Feminism, Culture, and Media Studies*. 87 (2014): 93-115.
- Review of Beatriz Urraca and Gary M. Kramer, eds. *Directory of World Cinema: Argentina. Imagofagia* 10 (2014).  
<http://www.asaeca.org/imagofagia/>
- Translation of poems from English into Spanish in Rivera, Salima. *It's Not about Dreams*. Chicago: Erato Press, 2014.

## **2. Conference Presentations, Group Shows**

### **Schroeder Rodríguez, Paul A.**

- “La narrativa freudiana de la feminidad y el corporativismo en el cine clásico latinoamericano.” Latin American Studies Association, San Juan, Puerto Rico, May 29, 2015.

## **3. Service**

### **Cloonan Cortez de Andersen, Denise**

- Editorial Review Board Member: *The Linguistics Journal*.

### **Schroeder Rodríguez, Paul A.**

- Editorial Review Board Member: *Chasqui: Revista de Literatura Latinoamericana*
- Invited reader for: *Vivomatografías: Revista de estudios sobre precine y cine silente en Latinoamérica* (Buenos Aires, Argentina) and *Revista Historia y Sociedad* (Medellín, Colombia)

## **B. Student Achievements**

- M.A. student Daniel Sánchez Bataller was awarded a full scholarship in the prestigious Ph.D. in Art History program at UIC, to study the theorization of Latin American art in the twentieth century.
- The following students were accepted to Sigma Delta Pi, the National Honor Society in Spanish: Brígida Arreola, Noemí Caravez, Carina Cepeda, Patricia Chávez, Mily Duran-Palacios, María Fulgencio, Daniela Navarro, Víctor Negrete, and Meztli Santamaría.
- Spanish Major Víctor Negrete received the Calixto Masó Endowed Scholarship, worth \$1000, and the Arturo Nájera Endowed Scholarship, worth \$450.
- Spanish Major Meztli Santamaría received the Jewell Berlinger Endowed Scholarship, worth \$1000.

# WORLD LANGUAGES AND CULTURES

## Assessment Report 2014-2015

Submitted by Paul A. Schroeder Rodríguez, Chair

Program Goals and Learning Outcomes Mapped to University  
Baccalaureate Goals – see separate volume for complete report.

### I. B.A. in Spanish and Spanish K-12:

During AY 2014-2015 we aligned the goals of our Spanish Majors with NEIU's Baccalaureate Goals. We also developed more specific learning outcomes for each goal. The Majors in Spanish and Spanish K-12 share goals 1, 2, and 3, while the Major in Spanish K-12 program has an additional goal for pedagogical applications.

**Goal 1: Immersion in the discipline.** Majors contextualize, analyze, and evaluate literary and cultural texts of increasing complexity.

Intermediate-Mid courses:

- **Outcome 1.1.** Summarize a short expository text, and identify its main points, and give supporting evidence.
- **Outcome 1.2** Write a 4-page expository essay at the intermediate-mid level.

Intermediate-High courses:

- **Outcome 1.3** Interpret a literary text using the tools of literary analysis.
- **Outcome 1.4** Write a 5-7 page analytical essay that incorporates the use of primary and secondary sources and follows MLA guidelines.

Advanced-Low courses:

- **Outcome 1.5** Present a 5-7 minute oral report on a defining cultural text or practice.
- **Outcome 1.6** Synthesize information from a variety of defining literary texts.

**Goal 2: Integration of knowledge.** Majors integrate the research, analytical, and critical thinking skills they have developed throughout the program in a capstone seminar, where they write a 10-page research paper that develops a clear thesis about a defining literary, linguistic, or cultural text or practice.

- **Outcome 2.1** Content: Essay develops a clear thesis about a defining literary, linguistic, or cultural text or practice.
- **Outcome 2.2** Form: Essay includes an effective title, introduction, review of sources, critical analysis and conclusion.
- **Outcome 2.3** Writing mechanics: Essay uses normative Spanish throughout and follows MLA format guidelines.



**Goal 3: Language Proficiency.** Majors demonstrate advanced-level oral and written proficiency in Spanish.

- **Outcome 3.1** Oral proficiency in Spanish. Majors pass ACTFL's Oral Proficiency Interview with a score of Advanced-Low or above.
- **Outcome 3.2** Writing proficiency in Spanish. Majors pass ACTFL's Writing Proficiency Test with a score of Advanced-Low or above.

**Goal 4: Pedagogical applications.** Spanish K-12 Majors demonstrate the ability to plan, instruct, assess and reflect upon the content material.

- **Outcome 4.1** Teacher candidates effectively plan lessons and units.
- **Outcome 4.2** Teacher candidates effectively teach the content knowledge to all learning styles and show evidence of differentiated instruction.
- **Outcome 4.3** Teacher candidates successfully assess the effectiveness of their teaching.
- **Outcome 4.4** Teacher candidates critically reflect upon their teaching performance and adjust their lesson plans and teaching accordingly.

**Undergraduate Program Assessment.** Majors in Spanish and Spanish K-12 are meeting learning outcomes, as described below:

**Goal 1. Immersion in the discipline.** Data from our Intermediate-Mid, Intermediate-High, and Advanced-Low courses show that Spanish Majors are contextualizing, analyzing, and evaluating literary and cultural texts of increasing complexity as they progress through the program. Raw data is available upon request. A significant number of students in courses at the Advanced-Low level still need work with writing mechanics. We advised those students to take the elective course SPAN 301 (Advanced Spanish Grammar).

**Goal 2. Integration of knowledge.** We updated Rubric 8c (reproduced below), which we use to assess the final paper in the capstone seminars. Data from the two capstone seminars taught in AY 2014-2015 (statistics are included at the end of this report) shows that 85% of our Majors met or exceeded standards for their final research paper, while the other 15% approached those standards. The vast majority of our Majors are therefore completing their studies with the ability to integrate the research and critical thinking skills they have developed throughout the program.

**Goal 3. Language Proficiency.** Graduating Spanish Majors (both regular and K-12) are now required to pass both the OPI and the WPT if their Catalog year is Fall 2014 or after. During AY 2014-2015, there were no graduating Spanish Majors who fell under this new requirement, meaning only Spanish K-12 Majors had to pass the OPI with a score of Advanced-Low or above as part of their teacher licensing requirement. All of our Spanish K-12 Majors met this requirement. Only one non-teacher candidate failed to meet this standard, and I met with him to discuss ways of improving this score if he decides to re-take it. Individual results are included at the end of this report.

**Goal 4. Pedagogical applications.** I am working with the College of Education to develop new learning outcomes and assessment tools that reflect the new edTPA licensing requirements.

**Graduate Program Assessment.** We assess our MA in Latin American Literatures and Cultures program using a standard rubric for all the final essays students write in their seminars, and through a comprehensive exam. During AY 2014-2015, four students took and passed their comprehensive exams.

MA students also create an electronic portfolio that includes (1) the final papers they submit in each of their seminars, (2) their comprehensive exam, and (3) their thesis (which is optional).

Our plan was to implement the electronic portfolio during AY 2014-2015, but our focus went to the development of electronic portfolios at the undergraduate level, which was still posing problems for students due to technical problems with the portfolio function within D2L. The implementation of the electronic portfolio requirement for the M.A. program will take place during AY 2014-2015, using the new software Tk-20.

Rubric 8c - Research Paper: Advanced Mid (Capstone Seminar)

**TASK:** Write a 10-page research paper that develops a clear thesis about a defining literary, linguistic, or cultural text or practice. Your paper must include an introduction, a review of secondary sources, a contextualization of the text (i.e., the text's historical context and the relationship between the text and the perspectives of the culture), critical analysis, and a conclusion. The review of secondary sources, the contextualization, and the interpretation and analysis may be presented discretely or interwoven, but the introduction and conclusion must be clearly identifiable. Example of a thesis: *Women on the Verge of a Nervous Breakdown* deploys *boleros* and the conventions of melodrama to subvert traditional Spanish social relations during the post-Franco *destape*.

Parts of this rubric also measure NCATE Standard #2 (Cultures, Literatures, Cross-Disciplinary Concepts) for teacher candidates

Standard 2.a. Demonstrating Cultural Understandings.

Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions.

Category	Exceeds standards	Meets standards	Approaches standards	Does not approach standards
<b>Introduction</b> <b>15%</b>	15 points <ul style="list-style-type: none"> <li>Title is appropriate and highly effective in capturing the paper's thesis.</li> <li>Main thesis is clearly stated.</li> <li>Introduction synthesizes ideas and critical issues associated with the text.</li> </ul>	13 points <ul style="list-style-type: none"> <li>Title is appropriate given the thesis.</li> <li>Main thesis is clearly stated.</li> <li>Introduction presents the main ideas and critical issues associated with the text.</li> </ul>	11 points <ul style="list-style-type: none"> <li>Title is somewhat appropriate but can be improved.</li> <li>Main thesis is suggested but not clearly stated.</li> <li>Introduction begins to present the main ideas and critical issues associated with the text.</li> </ul>	0 points to 9 points <ul style="list-style-type: none"> <li>Title is not related to the topic of the paper, or else is missing.</li> <li>Main thesis is not stated.</li> <li>Introduction does not present the main ideas and critical issues associated with the text.</li> </ul>

<b>Review of Primary and Secondary Sources</b> <b>10%</b>	10 points <ul style="list-style-type: none"> <li>Incorporates and critically evaluates competing perspectives from at least two relevant peer-reviewed scholarly essays.</li> </ul>	8 points <ul style="list-style-type: none"> <li>Incorporates perspectives from at least two relevant peer-reviewed scholarly essays.</li> </ul>	7 points <ul style="list-style-type: none"> <li>Begins to describe perspectives from one or two relevant peer-reviewed scholarly essays.</li> </ul>	0 points to 6 points <ul style="list-style-type: none"> <li>Does not incorporate relevant peer-reviewed scholarship.</li> </ul>
<b>Contextualization 2.a.</b> <b>10%</b>	10 points <ul style="list-style-type: none"> <li>Describes and critically evaluates the connection between the text and the target culture's practices and perspectives.</li> </ul>	8 points <ul style="list-style-type: none"> <li>Demonstrates the connection between the text and the target culture's practices and perspectives.</li> </ul>	7 points <ul style="list-style-type: none"> <li>Begins to connect the text to the target culture's practices and perspectives.</li> </ul>	0 points to 6 points <ul style="list-style-type: none"> <li>Does not connect the text to the target culture's practices and perspectives.</li> </ul>
<b>Evidence 2.a.</b> <b>10%</b>	10 points <ul style="list-style-type: none"> <li>Cites as evidence for the thesis examples that reflect an understanding of the target culture as a system in which cultural perspectives are reflected through texts.</li> </ul>	8 points <ul style="list-style-type: none"> <li>Cites as evidence for the thesis examples that reflect a solid cultural knowledge base.</li> </ul>	7 points <ul style="list-style-type: none"> <li>Cites as evidence for the thesis examples that reflect a cultural knowledge base that is still developing.</li> </ul>	0 points to 6 points <ul style="list-style-type: none"> <li>Does not provide as evidence examples of cultural practices, products, and perspectives from the target culture.</li> </ul>

<p><b>Interpretation 2.b.</b> <b>15%</b></p>	<p>15 points</p> <ul style="list-style-type: none"> <li>• Interprets a defining literary or cultural work or works in the target culture from multiple viewpoints of the target culture.</li> <li>• Critically evaluates why the selected literary or cultural texts is valuable to interpret and reflect upon the perspectives of the target cultures over time.</li> <li>• Uses a cultural, linguistic, or literary model to frame and investigate an original hypothesis about a text that poses significant cultural questions or that illustrates cultural changes and variations.</li> </ul>	<p>13 points</p> <ul style="list-style-type: none"> <li>• Interprets a defining literary or cultural text of the target culture, and identifies elements in the text that the target culture deems important in understanding its cultural traditions.</li> <li>• Recognizes the value and role of the selected literary or cultural texts to interpret and reflect upon the perspectives of the target cultures over time.</li> <li>• Uses a cultural, linguistic, or literary model to frame and investigate an original hypothesis about a text.</li> </ul>	<p>11 points</p> <ul style="list-style-type: none"> <li>• Is aware of major literary texts in the target culture, but the interpretation reveals a limited knowledge of these texts.</li> <li>• Attempts to recognize the value and role of the selected text to interpret and reflect upon the perspectives of the target cultures over time.</li> <li>• Relies on cultural analyses from secondary sources or that were learned in the classroom.</li> </ul>	<p>0 points to 13 points</p> <ul style="list-style-type: none"> <li>• Does not analyze examples.</li> </ul>
<p><b>Conclusion</b> <b>10%</b></p>	<p>10 points</p> <ul style="list-style-type: none"> <li>• Synthesizes the findings of the research.</li> <li>• Provides a personal assessment of the text.</li> <li>• Demonstrates how the findings provide an original contribution to our understanding of the topic</li> </ul>	<p>8 points</p> <ul style="list-style-type: none"> <li>• Synthesizes the findings of the research.</li> <li>• Provides a personal assessment of the text.</li> </ul>	<p>7 points</p> <ul style="list-style-type: none"> <li>• Attempts to synthesize the findings of the research.</li> <li>• Provides a personal assessment of the text.</li> </ul>	<p>0 points</p> <ul style="list-style-type: none"> <li>• Does not synthesize the findings of the research.</li> <li>• Attempts to provide or else does not provide a personal assessment of the text.</li> </ul>

<b>Organization and Style</b> 10%	10 points <ul style="list-style-type: none"> <li>• Essay is very organized with well-constructed paragraphs.</li> <li>• Very smooth transitions between and within introduction, main body and conclusion.</li> <li>• Shows own voice as a writer.</li> </ul>	8 points <ul style="list-style-type: none"> <li>• Essay is organized with well-constructed paragraphs.</li> <li>• Good transitions between and within introduction, main body and conclusion.</li> <li>• Begins to develop own voice as a writer.</li> </ul>	7 points <ul style="list-style-type: none"> <li>• Information is organized, but paragraphs are not well-constructed. Poor transitions.</li> </ul>	0 points to 6 points <ul style="list-style-type: none"> <li>• The information appears to be disorganized.</li> <li>• Little or no transitions used.</li> </ul>
<b>Writing Mechanics</b> 10%	10 points <ul style="list-style-type: none"> <li>• Almost no (or none) grammatical, spelling or punctuation errors.</li> </ul>	8 points <ul style="list-style-type: none"> <li>• Very few grammatical, spelling or punctuation errors, but does not interfere with reading.</li> </ul>	7 points <ul style="list-style-type: none"> <li>• Some grammatical, spelling or punctuation errors; interferes somewhat with reading.</li> </ul>	0 points to 6 points <ul style="list-style-type: none"> <li>• Many grammatical, spelling, or punctuation errors; interferes with reading.</li> </ul>
<b>Format and Length</b> 10%	10 points <ul style="list-style-type: none"> <li>• Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography).</li> <li>• &gt; 2500 - 3000 words (10 - 11 pages).</li> </ul>	8 points <ul style="list-style-type: none"> <li>• Almost always follows MLA format.</li> <li>• &gt; 2500 - 3000 words (10 - 11 pages).</li> </ul>	7 points <ul style="list-style-type: none"> <li>• Often follows MLA format.</li> <li>• 2000 - 2500 words (7-9 pages).</li> </ul>	0 points to 6 points <ul style="list-style-type: none"> <li>• Only sometimes follows MLA format.</li> <li>• &lt; 1700 words (1 - 5 pages).</li> </ul>
<b>Overall Score</b>	<b>Exceeds standards</b> <b>90 or more</b>	<b>Meets standards</b> <b>80 or more</b>	<b>Approaches standards</b> <b>70 or more</b>	<b>Does not approach standards</b> <b>0 or more</b>

# OPI results for AY 2013-2014, Teacher Candidates in Spanish

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## Test Ratings

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Test Type:

\* Indicates required fields

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Choose the record(s) you wish to print, by clicking on the box in the left hand column next to that record(s). If you wish to print all records, click on the box in the left hand column of the header and it will highlight all the records.

<input type="checkbox"/>	Candidate Info	Company	Language	Product	Test Date	Custom Fields	Rating	Certificate
<input type="checkbox"/>	Teresa Goll 000256273	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL-A	12/10/2014	Student ID:	A	<a href="#">Certificate</a>
<input type="checkbox"/>	David Smith Vargas	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL-A	02/03/2015	Student ID: 00063247	IM	<a href="#">Certificate</a>
<input type="checkbox"/>	Silviya Petkova 000527161	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL-A	05/15/2015	Student ID: 527161	A	<a href="#">Certificate</a>
<input type="checkbox"/>	Tommy Henley	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL	02/13/2015	Student ID: 549413	AL	<a href="#">Certificate</a>
<input type="checkbox"/>	Daniel Knudsen	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL	04/03/2015	Student ID: 560072	AM	<a href="#">Certificate</a>
<input type="checkbox"/>	Nohemi Rivera	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL	03/25/2015	Student ID: 549092	AL	<a href="#">Certificate</a>
<input type="checkbox"/>	Noemi Caravez	Northeastern Illinois University	Spanish	WPT-ACTFL- OFFCL	04/28/2015	Student ID: 587071	AM	<a href="#">Certificate</a>
<input type="checkbox"/>	Noemi Caravez	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL-A	04/28/2015	Student ID: 587071	A	<a href="#">Certificate</a>
<input type="checkbox"/>	Carina Cepeda	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL	05/18/2015	Student ID: 293832	AM	<a href="#">Certificate</a>
<input type="checkbox"/>	Frances Arroyo 000514597	Northeastern Illinois University	Spanish	OPIc-ACTFL- OFFCL-A	07/21/2015	Student ID: 514597	A	<a href="#">Certificate</a>

Print Preview

To view the complete rating descriptors please click on the below link:  
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S = Superior	IM = Intermediate Mid
AH = Advanced High	IL = Intermediate Low
AM = Advanced Mid	NH = Novice High
AL = Advanced Low	NM = Novice Mid
IH = Intermediate High	NL = Novice Low
A = At Least Advanced Low Proficiency	BR = Below Range
Q = Qualified	UR = Un-Ratable (Contact LTI)
NQ = Not Qualified	XXX = No Show



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## Rubric Statistics - 8c - Research Paper: Advanced Mid (Capstone Seminar)

Overall Criteria Statistics Individual Statistics

### Criteria Score Frequency for 'Dropbox Ensayo Final'

Expand All Collapse All

Criteria	Frequency
<input type="checkbox"/> Introduction 15%	
Exceeds standards	11 %
Meets standards	11 %
Approaches standards	78 %
Does not approach standards	0 %
<input type="checkbox"/> Review of Primary and Secondary Sources 10%	
Exceeds standards	11 %
Meets standards	44 %
Approaches standards	44 %
Does not approach standards	0 %
<input type="checkbox"/> Contextualization 2.a. 15%	
Exceeds standards	22 %
Meets standards	67 %
Approaches standards	11 %
Does not approach standards	0 %
<input type="checkbox"/> Evidence 2.a. 10%	
Exceeds standards	44 %
Meets standards	44 %
Approaches standards	11 %
Does not approach standards	0 %
<input type="checkbox"/> Interpretation 2.b. 20%	
Exceeds standards	0 %
Meets standards	78 %
Approaches standards	22 %
Does not approach standards	0 %
<input type="checkbox"/> Conclusion 10%	
Exceeds standards	11 %
Meets standards	67 %
Approaches standards	22 %
Does not approach standards	0 %
<input type="checkbox"/> Organization and Style 10%	

## Rubric Statistics - 8c - Research Paper: Advanced Mid (Capstone Seminar)

Overall Criteria Statistics Individual Statistics

### Criteria Score Frequency for 'S9. Buzón de Entrega para la versión final del Trabajo de Investigación de 12 páginas'

Expand All Collapse All

Criteria	Frequency
<input checked="" type="checkbox"/> Introduction 15%	
Exceeds standards	70 %
Meets standards	20 %
Approaches standards	10 %
Does not approach standards	0 %
<input checked="" type="checkbox"/> Review of Primary and Secondary Sources 10%	
Exceeds standards	50 %
Meets standards	30 %
Approaches standards	10 %
Does not approach standards	10 %
<input checked="" type="checkbox"/> Contextualization 2.a. 15%	
Exceeds standards	40 %
Meets standards	60 %
Approaches standards	0 %
Does not approach standards	0 %
<input checked="" type="checkbox"/> Evidence 2.a. 10%	
Exceeds standards	70 %
Meets standards	30 %
Approaches standards	0 %
Does not approach standards	0 %
<input checked="" type="checkbox"/> Interpretation 2.b. 20%	
Exceeds standards	60 %
Meets standards	30 %
Approaches standards	10 %
Does not approach standards	0 %
<input checked="" type="checkbox"/> Conclusion 10%	
Exceeds standards	50 %
Meets standards	20 %
Approaches standards	30 %
Does not approach standards	0 %