

COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT

2013-2014

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COLLEGE OF ARTS AND SCIENCES

ANNUAL REPORT

Executive Summary

The College of Arts and Sciences was active in the 2013-2014 academic year, working to meet the needs of our students and maintaining a strong focus on student retention, success, and graduation. New programs were developed, such as the EMERGE summer program, which prepares new students in the areas of Math and English Language, as well as the MARC (Minority Access to Research Careers) Program, which is designed to prepare underrepresented minority students for careers in science. Progress was also made in developing NEIU's General Education Program into a University Core Curriculum, which includes more opportunities for engaged learning experiences.

As you will find in this year's report, CAS programs have hosted career fairs, alumni events, student awards ceremonies, café societies, brown bag seminars and speaker series; and they have established scholarships for students. CAS students have conducted community-based research and service-learning projects in area neighborhoods; they have participated in internships at Chicago-area museums, government agencies and non-profit organizations; and they have attended professional meetings. Many of our students presented their research and creative projects at local, regional, national and international conferences, including NEIU's Annual Student Research and Creative Activities Symposium and SACNAS (Society for the Advancement of Chicano and Native American Students in the Sciences). These and other applied learning activities provide important opportunities for professional development, and they prepare our students for careers and graduate school.

For the last two years, the College of Arts and Sciences has pursued its Re-imagining Food Initiative, a joint effort between the CAS and NEIU's Division of Student Affairs. The initiative has brought together members of the NEIU and surrounding community to promote high-impact pedagogical practices and University-community engagement, in an effort to enhance the learning environment and to encourage student engagement around issues of social justice, food security, and sustainability. The CAS also celebrated the presentation of the Sarah Hoagland and Lawrence Frank Lectures, as well as the Art in Response to Violence Conference and Genocide Conference.

The College of Arts and Sciences was pleased to welcome six tenure-track faculty members to campus: Elyse Bolterstein in Biology, Andrew Brake in Social Work, Nadja Insel in Earth Science, Jimin Kahng in Teaching English as a Second Language/Foreign Language, Ting Liu in Geography and Environmental Studies, and Marcos Feldman in Sociology. Our faculty also continued to excel in various areas of teaching, research and service. In the past year, six faculty members were awarded tenure, six were promoted to the rank of associate professor, and four were promoted to full professor.

CAS faculty were also recognized for their exceptional teaching and research. The Audrey Reynolds Distinguished Teaching Award had two finalists, both from the CAS: Ana Fraiman of Chemistry and Cynthia Moran of Communication, Media and Theatre – who was named the recipient of the award. Likewise, the Bernard J. Brommel Distinguished Research Professor Award resulted in Christopher L. Schroeder of English being named a finalist. The award winner was Erica R. Meiners of the College of Education, who also teaches in the Women and Gender Studies program.

Each year as a College, we continue to serve the academic and professional needs of our students; we celebrate the wonderful diversity of our programs and community; and we strive to uphold NEIU's values of integrity, excellence, access to opportunity, and empowerment through learning.

Wamucii Njogu
Dean

AFRICAN AND AFRICAN AMERICAN STUDIES

Annual Report 2013-2014

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.

During academic year 2013-2014, AFAM continued to make major programmatic developments and organizational strides. Some achievements include: 1) the planning, development, and successful implementation of the African Summer Institute for Teachers at NEIU, 2) planning and implementing the Third Annual African and African American Symposium: Silencing Genocide in Africa and the African Diaspora, 3) sponsoring, co-sponsoring, or participating in numerous programs, events, and projects, 4) strengthening our collaboration with the Program of African Studies at Northwestern University, and 5) the revision of the AFAM Program Goals and Outcomes.

From July 8 through July 26, 2013, AFAM implemented its tenth 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), Marshall Thompson (Political Science), and Gilo Kwesi Logan (Justice Studies). 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 October 23, 2013, AFAM implemented the Third NEIU African and African American Symposium titled: "Silencing Genocide in Africa and the African Diaspora." Our guest and keynote speaker was the renowned René Lemarchand, Professor Emeritus of the University of Florida. Other presenters included: Chielozona Eze (English), Alfred Frankowski (Philosophy), Timothy Libretti (English), Jeanine Ntahirageza (TESOL), T.Y. Okosun (Justice Studies), Olivia Perlow (Sociology) and Sharon Bethea (Counselor Education), and Ryan Poll (English). 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 2013-14 academic year, AFAM sponsored, co-sponsored, or otherwise participated in numerous programs, events, or projects including:

1. Participated in the NEIU Alumni Reunion, "Power Talks," Julie Iromuanya, Oct. 19, 2013.
2. Helped to plan and implement various events surrounding the visit by author Rebecca Skloot and the subject of Henrietta Lacks, October 2013.
3. Implemented a task force on African American students, liaising throughout the year with the Provost, FCAA, the Pedroso Center, and Project Success.
4. Liaised with the Black Heritage Committee to plan and implement the Black Heritage Awards in 2014.
5. Participated in a social-mixer and fellowship dinner at CCICS, Nov. 15, 2013.
6. Co-sponsored NEIU's Tribute to the Legacy of Rev. Dr. Martin Luther King, Jr. "Making the Dream a Reality," Jan. 16-23, 2014.
7. Planned and implemented the first annual Dr. Lawrence Frank Lecture, Feb. 20, 2014.
8. Participated in the third annual "Black Women's Leadership Summit: My Sister's Keeper," February 27-28, 2014.
9. Participated in the Student Research and Creative Activities Symposium, April 2014, as discussant (Julie Iromuanya), advisor (Jeanine Ntahirageza), and co-author (A. David Farmer).

With the support of Lawrence Frank and the NEIU Foundation, the Dr. Lawrence Frank Lectureship has been created as an annual lectureship (no. 6 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 will typically invite the scholar nominated by Northwestern University. The first such lecture was held Feb. 20, 2014 in the Recital Hall. Northwestern's Dr. Will Reno presented his talk "The Changing Character of Conflicts in Africa." The event was highly successful, being attended by students and faculty from across the disciplines. AFAM acknowledges important assistance from Dean Wamucii Njogu and former Associate Dean David Leaman in organizing this event.

NU-NEIU collaboration has also been strengthened by NU including support for our summer institute in a recent Department of Education Title VI proposal. The proposal requests \$1500 per year in funding for the Africa Summer Institute for the summers of 2015 through 2018.

Our organizational strides continue, utilizing 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. We have begun planning an AFAM program retreat for August 2014.

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 2013-2014, 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 2013-2014 evaluations appears in Appendix A. Other assessment methods used for the AFAM program include an overview of the number of course offerings of cross-listed courses for this evaluation period (Appendix B), enrollment data for the AFAM minor from 2005 to 2013 (Appendix C), and an overview of activities of the core faculty (See Accomplishments below, section III), and the assessment of the African Summer Institute by participants.

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. Noteworthy in Appendix C is that our number of minors is unchanged, with 10 as of the fall of 2013. The AFAM Program continues to reach the bulk of its students via cross-listed courses. During 2013-2014, AFAM offered 29 cross-listed sections with a total of 401 students; and AFAM conducted 4 core courses, including the Africa Summer Institute, with approximately 77 total students.

II. Program Plan

A. Long term goals

The AFAM Program had previously adopted eleven program goals. During the spring of 2014 those goals were reformulated into three program goals and nine learning outcomes. This was done 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 tentative revised goals and outcomes were presented to AFAM faculty at our May 7, 2014 meeting and finalized on July 6, 2014.

For reference, the *previous* goals of the African and African American Studies Program were:

1. To introduce students to the language, concepts and theoretical paradigms of African and African American Studies
2. To facilitate student's knowledge and understanding of the process of knowledge production as a social construction
3. To provide students with 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
4. 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 in contrast to a European-Centered system of thought and practice
5. To help students recognize and be able to debunk prevailing myths and stereotypes about Africa and its peoples throughout the world
6. To provide instruction that will enable students to develop the skills to critically analyze and evaluate textual as well as non-textual information/data about Africans and African people in the Diaspora
7. To provide students with opportunities to explore the continuities and discontinuities among peoples of Africa and the African Diaspora
8. To prepare students for graduate study in African Studies, African American Studies, Africana Studies, Social Sciences, and the Humanities
9. To provide a knowledge base that K-12 teachers can utilize to develop lesson plans and classroom curricula about Africa and its peoples throughout the world
10. To provide students with relevant and intellectually stimulating opportunities for learning about Africans and Africans in the Diaspora through service learning and internships
11. To provide students with international educational opportunities through the encouragement of participation in the University's and other international study abroad programs

The reformulated and *newly adopted* 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:

Ngwe, Job. 2013. *The Social Work Research Methods: An Invitation*. Boston, MA: Pearson Learning Solutions.

2. Book Chapters, Regional Exhibitions or Performances

Iromuanya, Julie. 2013. "The Middleman Speaks: Race, Citizenship, and Labor in the Beautiful Things That Heaven Bears" in *Converging Identities: Blackness in the Modern African Diaspora*. Eds. Julius O. Adekunle and Hettie V. Williams. Durham, NC: Carolina Academic Press.

3. Articles and Abstracts, Local Exhibitions or Performances:

Ngwe, Job, and Oko Elechi. 2013. "Human Trafficking: The modern day slavery of the 21st century." *African Journal of Criminology and Justice Studies* (6).

Iromuanya, Julie. LitJam at the Archives. Chicago Reading Africa. Chicago, IL, August 25, 2013.

Iromuanya, Julie. Guest Speaker, Seeds Literary Journal Launch Party, February 2014.

Sened, Itai, **Marshall Thompson**, and Robert Walker. 2014. "The State, Property Rights, and the Middle Class: Empirical Support for an Aristotelian Observation." *The Indiana Journal of Political Science* (14): 62-86.

4. Conference Presentations, Group Shows

Farmer Jr., A. David, Jaleel Abdul-Adil; Alejandro Monroy; Ricardo Rivera; Lynda Gibson. Outcome of a family therapy intervention on childhood conduct disorder and depression symptoms in a community mental health center. Poster presented at the Association for Psychological Science International Conference, San Francisco, CA.

L. Gibson, Jaleel Abdul-Adil, Ariel Horvitz, Conor MacGregor. **A. David Farmer Jr.**, Barriers to Treatment for Urban Youth with Disruptive Behavior Disorders. Poster presented at the Association for Psychological Science International Conference, San Francisco, CA.

Ntihirageza, Jeanine. "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". October 23 2013

Ntihirageza, Jeanine. "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, November 15 2013.

Ntihirageza, Jeanine. "The Changing Role of English in Africa: Fast Track Shift from a Foreign Language to a Second Language Status" at the 45th Annual Conference on African Linguistics. Lawrence, Kansas. April 17-19 2014.

Perlow, Olivia and Loretta Capehart. "Resisting the Educational Industrial Complex at Public Universities." Panelist at the annual meeting for the Critical Ethnic Studies Association, Chicago, Illinois, September 19-21, 2013.

Perlow, Olivia. "Negotiating Motherhood Across Various Spaces of Engagement" Invited panelist at the annual meeting for the National Women's Studies Association, Cincinnati, Ohio, November 7-10, 2013.

5. 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.

Ntihirageza, Jeanine. Pan-African Organization: refugee resettlement consultant.

Thompson, Marshall. SAGE Open: editorial board member.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Chacon, Danilo and A. David Farmer Jr. Effect of Parenting on Conduct Disorder. Poster presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Hunt, Jason and A. David Farmer, Jr. Gender Differences Among Children Diagnosed With Conduct Disorder. Poster presented at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Munroy, Alejandro and A. David Farmer, Jr. Influence of Family Therapy on Parental Characteristics in ODD Children. Podium Presentation at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Welty, Christina. “Multilinguals, Monolinguals, & Morphemes in English Language Acquisition”. Presented at the 22nd Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL. April 11 2014.

2. Acceptance to graduate and professional school

Sean Dotson admitted to University of Chicago.

Dane Campbell admitted to Columbia College’s MFA in creative writing with a Graduate Merit Award.

APPENDIX A: AFRICAN AND AFRICAN AMERICAN STUDIES PROGRAM COURSE EVALUATION FORM (weighted mean of course means, 2013-14)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Average Score in 2013-14
1. This course contributed to my own self-awareness	A₁	B₂	C₃	D₄	1.21
2. This course broadened my perspectives on diversity	A₁	B₂	C₃	D₄	1.15
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	A₁	B₂	C₃	D₄	1.15
4. The instructor was knowledgeable of the subject matter	A₁	B₂	C₃	D₄	1.10

5. The instructor was well prepared and organized for class	A ₁	B ₂	C ₃	D ₄	1.10
6. The instructor showed enthusiasm in teaching the subject matter	A ₁	B ₂	C ₃	D ₄	1.13
7. Course material was presented clearly	A ₁	B ₂	C ₃	D ₄	1.05
8. In general, class time was used effectively	A ₁	B ₂	C ₃	D ₄	1.08
9. The instructor encouraged students to think independently	A ₁	B ₂	C ₃	D ₄	1.31
10. I felt free to express my opinions and to participate in class	A ₁	B ₂	C ₃	D ₄	1.13
11. The instructor conveyed a genuine concern/respect for students	A ₁	B ₂	C ₃	D ₄	1.23
12. The instructor was willing to provide personal help to students	A ₁	B ₂	C ₃	D ₄	1.38
13. This course moved at an appropriate pace	A ₁	B ₂	C ₃	D ₄	1.33
14. Assignments and readings were pertinent to the topics	A ₁	B ₂	C ₃	D ₄	1.18
15. Evaluations & assignments reflected the course objectives.	A ₁	B ₂	C ₃	D ₄	1.13
16. I received adequate and useful feedback on assignments/exams	A ₁	B ₂	C ₃	D ₄	1.23
17. The grading policy was clear in this course	A ₁	B ₂	C ₃	D ₄	1.08
18. I feel my work was evaluated fairly	A ₁	B ₂	C ₃	D ₄	1.16
19. I would take another course with this instructor	A ₁	B ₂	C ₃	D ₄	1.41
20. I would recommend this course & instructor to other students	A ₁	B ₂	C ₃	D ₄	1.31

Appendix B: AFAM Cross-listed course offerings (2011-12 through 2013-14)

	2011-12			2012-13			2013-14		
	FA	SP	S	FA	SP	S	FA	SP	S
ANTH 319: Prehistory of Africa									
ANTH 365: Anthropology of Islam			1						
ART 308: African and Oceanic Art									
ELAD-ICSE 329P: History of Africa									
ENGL 365: West Indian Literature					1				
ENGL 381: African American Literature							1		
GES 302C: Regional Geography – Africa									
HIST 111E: World History: Africa	2				1	1		1	
HIST 329A: African American History to 1865	1								

HIST 329B: African American History from 1865				1				1	
HIST 370: Pre-colonial Sub-Saharan Africa	1								
HIST 371: 19 th and 20 th Century Africa									
HIST 372: History of Southern Africa				1					
HIST 373: Women and Gender in African History									
HIST 392: Problems in History						1			1
ICSE 301: Racism in Theory and Fact	1	1		1	1		1		
ICSE 304: Communication in the Inner City	1	1			1			1	
ICSE 326: Language and Behavior in Inner-City Communities									
ICSE 329L: African Communications									
ICSE 329O: West African Life, History and Culture									
JUST 202: Justice and Inequality	5	1	1	5	3	2	4	4	1
JUST 315O: Pro-seminar in Criminal Justice									
JUST 331: Law and Racism in America			1		1		1	1	
MUS 342: Ethnic Music of Third World Cultures		1			1			1	
PHIL 364: Critical Race Theory					1				
PHIL 370: Rethinking Race, Rethinking Gender						1			1
PSCI 330: African American Politics and Social Change	1				1				
PSCI 360: Politics of Sub-Saharan Africa				1					
PSCI 397: African Political Thought									
PSYC 314 (300R): Psychology of African American Families					1				
SOC 309: Sociology of Racism	1			1					
SOC 316: Race and Ethnic Relations	2	2	1	2	2	1	1	1	
SOC 319: Topics in Race and Ethnicity	1								
SOC 320: Topics in Sex/Gender									
SOC 344: African American Women: Feminism, Race, and Resistance				1			1		
SWAH 101: Swahili I									
SWK 202: Community Analysis						1			1
SWK 203: Cross Cultural Analysis	1	1		1	1		1	1	
SWK 250: Issues in Social Service Delivery	1	2		1			1	1	
SWK 314: Social Work Advocacy		1	1		1	1		1	1
Total Course Sections:	18	10	4	16	16	8	11	13	5

Appendix C: AFAM Minors Enrollment in Fall Terms (2005-2013)*

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
# of AFAM Minors	6	4	4	4	4	11	10	10	10

*Source: NEIU Office of Institutional Studies and Planning

ANTHROPOLOGY

Annual Report 2013-2014

Submitted by Jon B. Hageman

Executive Summary

Anthropology continues to maintain a vigorous program emphasizing student success and hands-on research opportunities. These opportunities are found across the three primary subdisciplines of anthropology: archaeology, biological anthropology, and cultural anthropology. As the study of what it means to be human, anthropology combines the use of humanistic and interpretive approaches with the methods and theories of the natural sciences. All anthropology faculty are active researchers in their subdisciplines, and bring their research expertise to the classroom.

Anthropology faculty include five tenured/tenure track members, one full-time instructor, two part-time instructors, and one adjunct instructor. These faculty teach not only in anthropology, but in 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. In keeping with last year's record number of graduates, we graduated about 20 majors in 2013-14. We feted our graduates with our annual celebration in the spring, including gifts from the NEIU Alumni Association. Our current major count stands at 52, reflecting the increasing number of graduates in the past few years, and we have about 30 minors.

Our faculty continue to remain active and have received recognition for their achievements, many of which have come in pairs this year. Anthropology faculty received not one, but TWO excellence awards (Davis, Luedke) for 2013-14. In addition, anthropology faculty received not one, but TWO summer research project stipends (Cooke, Hageman) for summer, 2014. We also have TWO faculty who are Research Associates at the Field Museum. Jon Hageman was appointed as a Research Associate for Botany, in the division of Science and Education, joining Lesa Davis who has her appointment in Zoology. We have TWO faculty who were awarded research grants (Hageman, Zanca). Russell Zanca was awarded a year-long sabbatical for 2014-15, and was appointed associate faculty at the Center for Eurasian Studies at the University of Chicago.

In service, we have TWO faculty who serve on the editorial boards of prestigious journals (Luedke, Zanca). Lesa Davis was elected Treasurer of the Illinois Academy of Science. In Spring 2014, Jon Hageman also served as Acting Chair for Anthropology, ELP, Philosophy, and TESL while chair Jeanine Nthirageza was on educational leave. We also saw some badly-needed upgrades to our dedicated BBH-156 classroom and to our teaching and research collections and equipment. The Provost's office replaced the

uncomfortable, often broken chairs in the classroom with more comfortable, sturdy models in the spring. Also, funds were made available to procure TWO complete human skeletons for use in teaching our ANTH 302 Human Osteology and ANTH 371 Forensic Anthropology courses. In addition, sufficient funding was available to purchase a Trimble Juno 5D survey-grade GPS for use in teaching and research in the field.

Anthropology also collaborated with other units of the University in supporting larger events. In conjunction with the NEIU Reunion 2013, Anthropology held a mini-reunion for anthropology alumni and emeritus faculty on Friday, October 18. Current faculty joined Jim McDonald, faculty emeritus, and a few students and alums attended. As momentum builds for this event both within the department and across the university, we hope to have a better turnout in support of the NEIU 2014 reunion. In an event co-sponsored by ANTH, Khristaan Vilella (Santa Fe University of Art and Design) gave a lecture entitled, "Beyond Stephens and Catherwood: Ancient Mesoamerica as Public Entertainment in the Early Nineteenth Century," in which he questioned the dry political interpretations of ancient Maya art and considered alternative perspectives.

Our students were also active this year, particularly Antonio Villaseñor. Not only was he co-author on a paper at a top-level conference (Annual Meeting of the American Association of Physical Anthropology), but the abstract was accepted for publication.

I. Assessment

This year's assessment report examines student learning at the beginning and end of our program, with the pre/posttest administered to about 325 students in GenEd classes and the exit surveys from nine graduating seniors. The pre/posttests are 10-question multiple choice instruments that focus on the core principles, ideas, and terms in cultural and biological anthropology. Our results indicate that, at the beginning of the semester, students do not know much about anthropology. For the ANTH 212 Introduction to Cultural Anthropology class, mean pretest scores range from 5.63-6.14. Posttests for these same courses indicate an increase in mean score, ranging from 7.5-8.0.

For the ANTH 215 Human Origins: Introduction to Biological Anthropology, mean pretest scores ranged from 5.0-5.45. Mean posttest scores increased to 5.5-5.8. While this is an improvement, we are examining the areas where students are being tripped up to help improve student learning.

The exit surveys we administer to graduating seniors are done so anonymously and ask students five questions: why they majored in anthropology, what skills they gained as a result, what topics (if any) they will pursue in their remaining time in the program, how the student will pursue these, and what the student hopes to achieve with their degree. Students are also asked about the quality of teaching, quality of research and internship possibilities, overall rating of the program, and the degree to which anthropology faculty care about their students.

Overall, students were very positive about the anthropology program. Students have made connections between biology and culture, and consider others in a more respectful manner. Most believe their writing has improved and are comfortable in their ability to

critically analyze scholarly writing. Students also indicated an enhanced understanding and appreciation for integrity and honesty in their work.

All nine respondents evaluated teaching as good (3) to excellent (6). Four indicated we provide excellent research and internship opportunities. Seven rated the overall program as good (3) to excellent (4). Finally, nine students agreed (4) or strongly agreed (5) that anthropology faculty care about their students.

II. Program Plan

A. Long term goals

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

B. Projected Needs

1. 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.

2. 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:

- Remove the heavy and inefficient shelving and counter areas and replace with more suitable and efficient materials and configuration
- Add a fume hood (a portable fume hood would work if this was more cost-effective)
- Reconfigure and move the sink and counter area with a double-basin sink equipped with a plaster/sediment trap
- Mitigate the floor

- Separate the “clean” area (containing sensitive equipment) from the “dirty” area (where soil and chemicals are handled).
- Remove and replace the existing conference table and lab chairs
- Repair HVAC system

3. Financial support for a lecture series that would attract the community as well as NEIU students and faculty

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters

Luedke, Tracy. “Health, Illness, and Healing in African Society.” In *Africa*, 4th Edition, edited by Patrick O’Meara, John Hanson, and Maria Grosz-Ngate. Bloomington: Indiana University Press, 2014.

Zanca, Russell. “Central Asian Cotton in Global Perspective: Uzbekistan’s Monoculture and Its Impact on Rural Society.” In *The Middle East in the World*, edited by Lucia Volk, 243-261. Armonk, NY:M.E. Sharpe. 2014.

2. Articles and Abstracts

Cooke, Siobhán B., Antonio Villaseñor, Kevin Boyd, Claudia Astorino, Sarah E. Freidline, Jean-Jacques Hublin, “Palate shape and diet in Homo sapiens,” *American Journal of Physical Anthropology* 153(S58) (2014): 96-97.

Halenar, Luaren B., **Siobhán B. Cooke,** Alfred L. Rosenberger, Renato Rímoli, “New cranium of the endemic Caribbean platyrrhine, *Antillothrix bernensis*, from La Altagracia Province, Dominican Republic,” *American Journal of Physical Anthropology* 153(S58) (2014): 133-134.

Shearer, Brian M., Melissa Tallman, **Siobhán B. Cooke,** Lauren L. Halenar, Samantha L. Reber, J.P. Sires, and Eric Delson, “Evaluating causes of error in landmark-based data collection using scanners,” *American Journal of Physical Anthropology* 153(S58) (2014): 237-238.

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.

Winchester, Julia M., Doug M. Boyer, Elizabeth M. St. Clair, Ashley Gosselin-Ildari, **Siobhán B. Cooke,** and Justin Ledogar, “Dental topography of platyrrhines and prosimians: convergences and contrasts,” *American Journal of Physical Anthropology* 153 (2014): 29-44.

Zanca, Russell. Edition Introduction and Asianizing Russia after the Friendship Among Peoples. *Zeitschrift fur Ethnologie* (138) (2014):1-10 and 11-19.

3. Conference Presentations

Cooke, Siobhán B., Antonio Villaseñor, Kevin Boyd, Claudia Astorino, Sarah E. Freidline, Jean-Jacques Hublin, “Palate shape and diet in Homo sapiens” (paper presented at the annual meeting of the American Association of Physical Anthropologists, Calgary, Canada, April 8-12, 2014).

Halenar, Lauren B., **Siobhán B. Cooke,** Alfred L. Rosenberger, Renato Rímoli, “New cranium of the endemic Caribbean platyrrhine, *Antillothrix bernensis*, from La Altagracia Province, Dominican Republic” (poster presented at the annual meeting of the American Association of Physical Anthropologists, Calgary, Canada, April 8-12, 2014).

Shearer, Brian M., Melissa Tallman, **Siobhán B. Cooke,** Lauren L. Halenar, Samantha L. Reber, J.P. Sires, and Eric Delson, “Evaluating causes of error in landmark-based data collection using scanners” (poster presented at the annual meeting of the American Association of Physical Anthropologists, Calgary, Canada, April 8-12, 2014).

Zanca, Russell. “Sacrificing Unity for Nationalism in Central Asia” (Keynote Presentation for the Centre for the Anthropology of Central Asia (CASCA) Workshop (Anthropology Department), University of Zurich, Zurich, Switzerland, December, 2013).

Zanca, Russell. “The Myth of Turkic Muslim Unity in the Era of Post-Soviet Independence” (Invited presentation at The College of William and Mary, Williamsburg, Virginia, March 2014).

4. Funded grants

Hageman, Jon B. *Completing the Mesoamerican Online Ethnobotanical Database (MOED)*, National Science Foundation Archaeology-Senior Research Grant, \$50,638. Award Number BCS-1321469.

Zanca, Russell. International Relations and Exchanges Board (IREX), Embassy Policy Specialist, Turkmenistan Project: Shrine Worship and Religiosity as a Reflection of Popular Activism

5. Service to Academic Organizations

Cooke, Siobhán B. Founding board 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. Division Chair for Anthropology and Archaeology, Illinois State Academy of Sciences.

Davis, Lesa C. Research Associate, Zoology, The Field Museum

Hageman, Jon B. Grant Reviewer, Social-Behavioral Sciences-Archaeology, National Science Foundation.

Hageman, Jon B. Research Associate, 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, Editorial Board of *Journal of Eurasian Studies*

Zanca, Russell. Conference Abstracts and Panel Organizer, Central Eurasian Studies Society

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

Zanca, Russell. Associate Faculty, University of Chicago, Central Eurasian Studies Center

Zanca, Russell. Advising Service to Nazarbayev University, Astana Kazakhstan—Curricular Development in the Social Sciences and Faculty Appointments.

Zanca, Russell. Advising Service to Dissertators at al-Farabi National University of Kazakhstan and the Uzbekistan Academy of Sciences History and Ethnography Institute

Zanca, Russell. Facilitated Visit of Fulbright Scholar, Dr. Valeriy Khan (U. Kansas, Visiting Scholar) to NEIU for Asian-American Heritage Week

Zanca, Russell. NEIU Muslim Bookshelf Journeys, Presentation on Ornament of the World.

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Antonio Villaseñor presented a co-authored paper entitled, “Palate shape and diet in Homo sapiens) that included preliminary results of his thesis research, at the Annual Meeting of the American Association of Physical Anthropology. He graduated in May, 2014, and was a McNair Scholar working with Siobhán B. Cooke.

2. Acceptance to graduate and professional school

James Farnum (BA 2014) was accepted into the Art Institute of Chicago's MA in Historic Preservation

C. Alumni News

Steve Winters (BA 2013) is a Digital Project Manager at Metal Toad Media in Portland, Oregon.

Rachel Martiniak (BA 2012) is an MA student in Anthropology at Northern Illinois University, studying primate anatomy and evolution.

Kelsey Nordine (BA 2012) received her MA in Anthropology at Washington University of St. Louis. She is continuing in the Anthropology program there, exploring the intersection of medical anthropology, ethnobotany, and archaeology to in paleoethnobotany of prehistoric peoples of eastern North America.

Sylvia Orellana (BA 2012) successfully defended her thesis in the spring and was awarded an M.A. in Anthropology from Northern Illinois University. Her research, based on her fieldwork in Bolivia, explored temporal variation in the foraging patterns of a small tamrin monkey from Bolivia.

Amanda Respass (BA 2012) is pursuing a joint PhD in Anthropology and History at the University of Michigan. Her research uses archaeological and archival sources to address developments in medical science that took place along the Maritime Silk Road trade routes. She is especially interested in the cultural developments these materials reveal as a window onto the identities and identity politics, past and present, that emerged from these cultural exchanges.

Gloria Yamauchi (BA 2012) is pursuing a Master's Degree in Instructional Design and Technology at Western Illinois University. She plans to use educational computer technologies to assist NGOs in Guatemala.

Erick Venegas (BA 2011) is an Operations Supervisor at Travelliance in Chicago.

Walter A. Clifford IV (BA 2010) is pursuing a Ph.D. in Anthropology at the University of South Carolina, where he is studying interactions among and between contact-era Yamasee Indians and European colonists in the southeastern US.

Nicole DeFrancisco (BA 2009) is ABD in Anthropology at the University of California at Riverside, and her dissertation investigates ways in which local-level plant and water management relates to issues of inter-household power negotiations in rural hinterlands among the ancient Maya.

Juan Miranda (BA 2009) was accepted to North Park University's MA program in Higher Education Administration.

Sylvia Deskaj (BA 2008) is a Ph.D. candidate in Anthropology at Michigan State University, where she is conducting her dissertation research on human mobility and social aspects of death and tumulus burial in Bronze Age northern Albania.

Kyle Stich (BA 2008) is completing the MA program in Anthropology at Louisiana State University. His thesis examines the relationships between agricultural origins and ceremonial early states on the central Peruvian coast.

Bethany Arthion (BA 2007) is an ethnographer and user experience specialist at GfK in Chicago.

Ayla Amadio (BA 2006) is ABD in the Anthropology department at Southern Illinois University – Carbondale. Her dissertation focuses on patterned and pervasive ritual symbolism through the use of animals and animal imagery in domestic and ceremonial contexts of Formative Oaxaca, Mexico.

Monika Borkowska (BA 2006) is pursuing an MA in Psychology at the Chicago School of Professional Psychology.

Joshua Halpern-Givens (BA 2006) is an Information Technology Engineer at TBC Net, Inc., in DeKalb, Illinois.

Abigail Middleton (BA 2005) is a Ph.D. candidate in Anthropology at the University of Missouri, where she is completing her dissertation on the in the development of agricultural communities in and adaptations to the high-risk littoral regions in Late Formative southwestern coastal Ecuador.

Julie Dieter (BA 2004) is pursuing a MA in Animal Behavior at Miami University, Ohio, while working in administration at the Phoenix Zoo.

ANTHROPOLOGY

Assessment Report 2013-2014

Submitted by Russell Zanca and Jon B. Hageman

I. Describe Program Goals and Outcomes

Student Learning Outcomes for Accomplishment of Goals

Learning throughout the Anthropology major has been assessed using a variety of tools.

- A. *Pretest/posttests* administered in ANTH 212 Intro to Cultural Anthropology and ANTH 215 Human Origins: Introduction to Biological Anthropology (our GenEd courses), allows us to evaluate the degree to which students learn the “basics” of cultural and biological anthropology, respectively. These include:

- a. ANTH 212: Concepts and methods of cultural anthropology, including culture, cross-cultural comparison, holism, ethnocentrism/cultural relativism, status, participant observation, kinship, acculturation and reciprocity.
 - b. ANTH 215: Evolution in general, human evolution, human variation, non-human primate species, and library skills.
- B. A *Mid-Term Essay* is given to students taking our WIP course (ANTH 355 History of Anthropology), usually at the mid-point of their progression through the major. Students are asked:
- a. How did you decide to major in Anthropology?
 - b. What are that most important ideas, skills, and perspectives you have learned in the Anthropology program?
 - c. Are there specific issues/topics you plan to pursue furthers during the remainder of your time in the program? If so, what are they and how do you plan to pursue them?
 - d. What are the main goals you hope to achieve through your Anthropology degree?
- C. *Exit surveys* are given to graduating seniors when they fill out their course record forms in preparation to apply for graduation. The exit surveys ask students to:
- a. address their own academic progress,
 - b. their relationship to the curricula,
 - c. Relationships to faculty

These are viewed as overall measures of our department's strengths and weaknesses in producing well-prepped and well-qualified anthropology majors.

Program Goals and Learning Outcomes Mapped to University
Baccalaureate Goals—see separate volume.

Establish a 4-5 year cycle for covering all program goals

We made changes to our major for 2013 which include the addition of two required 1 cr. courses (ANTH 200 Writing in Anthropology and ANTH 290 Graduating Anthropology) to the major, and the dropping of the Senior Seminar requirement. We will be revising our assessment plan and schedule in 2014-15.

II. Assessing Program Goals and Learning Outcomes

A. Direct Evidence

For this year's report we ran the pretest/posttest (addressing Goals 1, 2, 6, and 7) and the mid-term essays (addressing Goals 3, 4, 5, and 7). Additionally, the pre/post tests can give us a sense of how much students learn in the Intro courses.

1. To foster access to a challenging and well-rounded anthropological curriculum relevant to many majors/minors, as well as all students' future academic, professional and personal endeavors. (Pretest/posttest)
2. To provide a knowledge base integrating data, theories, methods, technology, hands-on activities, and history of anthropology in each of its three major sub-disciplines: a. Archaeology; b. Biological Anthropology; c. Cultural Anthropology (Pre-test/posttest)
3. To facilitate an understanding of the connection of anthropology to other disciplines and the relevance of anthropology to world events and issues (Mid-term essay, exit survey)
4. To enable and encourage use of the vast resources available in the Chicago area to enhance the academic, research, and field experiences of anthropology students. (mid-term essay, exit survey)
5. To foster the development of writing and critical thinking skills that will enable students to evaluate and communicate ideas and information intelligently in their future academic, professional, and personal lives. (Mid-term essay)
6. To instruct students in the protocol of conducting original field-, lab-, or library-based anthropological research (Pre/Post tests, grades in UD electives)
7. To infuse students with a sense of and respect for integrity, ethics, and honesty in academics and research. (Pre/posttests, Exit surveys)

B. Indirect Evidence

The mid-term essays are designed to collect qualitative information regarding our program goals. The pre/posttests collect quantitative data on student learning outcomes. We administered the pre/post tests to 7 sections of ANTH 212 and 2 sections of ANTH 215, totaling about 325 students. Also, we administered the Exit Surveys to 11 students and received 9 surveys back. The results are below:

The pre/posttest is an assessment tool that we generally use once every three years. The two different tests reflect core principles, ideas, and terms in the respective branches of anthropology. Students answer ten multiple-choice questions reflecting the basics of the subfields mentioned above.

All of our students do poorly on the pre-tests, averaging in the low to mid-fiftieth percentile. Of course, we think this stands to reason as students usually enter these classes with very little anthropological experience or knowledge in either the cultural or biological areas. Scores for the ANTH 215 students average even lower at the pre-test level than for our ANTH 212 students. The reason for this most likely has to do with the generally poor biological and evolutionary knowledge that our students have entering the class, and the fact that concepts, ideas, and terms seen as foundational at the ANTH 212 level may be slightly better known at the primary and secondary school levels.

What we find at the pre-test level for 212 classes is that median and mean scores fluctuate from 5.63 to 6.14. Comparatively, for our two 215 courses at the pre-test level student medians and means fluctuated between 5.0 and 5.45.

For the post-tests, we see a significant difference in scores among the 212 and 215 courses. Thus our median and mean scores in the cultural classes (212) fluctuated between 7.5 and 8.0. On the other hand, post-test scores for students enrolled in the biological classes (215) increased to median and mean scores of 5.5 to 5.8.

The post-tests in the cultural courses generally reflect how our introductory students, most of whom are freshmen, do in the final analysis. Our students typically average from C to C-plus in the 212 classes. In the 215 classes the discrepancy is greater: although students mostly did not achieve passing post-test grades their overall averages in the two classes used for this report were low Cs.

In the final analysis, by looking at the particular questions of the tests and seeing the individual question results per student, we are able to determine which questions present the greatest challenges. While we have identified 5-6 questions for each of the two tests reflecting these unique anthropological subfields, our collegial consultations tell us that we may not be covering the materials in ways precisely reflecting the questions we have asked on the test itself.

While the anthropology department faculty supports the pre- and post-test assessment tool, along with the very content of these questions, we will more than likely use the academic year 2014-2015 to reassess these very questions for our introductory assessment tool. It is entirely possible that some questions may be re-worked and some questions may be revised.

Exit surveys were also conducted. Students are asked to reflect on their experiences in the program and write a two-page essay that addresses five questions:

1. Why major in anthropology?
2. What do students consider to be the most important skills, ideas and perspectives gained from their decision to major in anthropology?
3. Will they pursue specific topics further in their remaining time in the program?

4. If so, how will the student pursue said topics?
5. What does the student hope to achieve with the anthropology degree?

While we highlight positive responses to each of these essays and note that they bespeak a high opinion of the program on the whole, we note that it is difficult to quantify the results. Still, in the remaining part of this section it is worth outlining and noting several concrete results of these eight essays.

Four of our students from 355 mentioned that they were transfer students to NEIU. Three wrote that they intend to pursue anthropological studies at the graduate level, with two of those expressing more or less concrete study plans. One student is already a doctor in another field, but spoke at length about how he intends to use anthropological knowledge to enhance his own work and broaden some theoretical ideas he has that integrate human evolution and contemporary conditions. While only one student confessed to a sort of continuing pursuit of self-discovery, one declared an intention to pursue medicine, one a career in community development, and one forensics work with the police department.

For the second question, we look to see if students' answers mesh with our department's goals for student achievement. Here we think student responses testify to a strong degree of triangular compatibility. Overall, we gleaned four valuable themes from the essays that the students wrote in conjunction with our second question for structuring this essay. According to the students, anthropology classes and readings have helped them to understand the connections between humanity's biological and cultural natures and attributes. Our student respondents think that they consider people in ways that are personally more enriching and respectful than how they considered them before studying with us. Furthermore, the students feel much better versed in the professional pursuits and language of anthropology, believe their writing has improved, and consider that they are able to understand and evaluate scholarly writings in anthropology with a deeper and critically aware understanding than would have been possible without the major. Students expressed an enhanced understanding of scholarly integrity and honesty when it comes to conducting research and publishing research results. Lastly, most of the students (in six of the essays) pointed out that they benefitted from working with fossil casts, having the opportunity to complete internships in the area, and appreciating what the hands-on aspects of research in the three fields that embody NEIU anthropology—archeological, biological, and cultural. To be sure, for nearly a decade our program has emphasized the importance of getting our students into the field—meaning everything from museum and zoo internships to archeology field schools in Belize, and cultural immersion tours to Ghana.

The responses to the first and second essay questions bespeak anthropology's program goals as well as the NEIU Baccalaureate goals. To this end, we would highlight the following degree of triangulation among students, department, and university: critical and creative thinking, written and oral proficiency (e.g., student presentations), teamwork, knowledge of world cultures and humanity's place in the natural world, application of classroom knowledge to real-world events, integration of disciplinary

knowledge via internships, fieldwork experiences and local resources throughout Chicagoland, the U.S., and abroad, and intercultural knowledge.

We highlight the major quantitative evaluations below:

- A. Six evaluated teaching as excellent, three as good.
- B. Four considered that we provided excellent research and internship possibilities; other opinions were mixed, so we will seek to improve these opportunities.
- C. Seven students rated the overall program as excellent and good—4:3. In this instance we are always working to improve the quality of our students' educational experience.
- D. Five students expressed “strong agreement” that anthropology faculty care about their students, while four expressed “agreement” with the same assertion. This pleases us, but we hope to achieve even stronger results in the future.

ART

Annual Report 2013-2014

Submitted by **Mark P. McKernin**

Executive Summary

The students and faculty of the Art Department are continuing to address the challenges of enrollment, recruitment and a shrinking budget. Over the course of the year we finalized our new major in Graphic Design and submitted additional curricular proposals that included course modifications and renumbering of courses. The new course modifications should assist students in time to graduation and make the program easier for new students to understand. The department also purchased a second 3-D printer and began discussions on how we might introduce technology into all of our studio courses. We are also looking at the purchase of a laser cutter that would be used by studio areas such as ceramics, graphic design, sculpture, and metals.

Students and faculty continued to be active in a variety of community events during the 2013-2014 academic year. Our students and faculty produced independent exhibitions highlighting student and alumni work. These were in addition to the 30 plus 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 curated the exhibition “**The Wall Speaks Project**” as part of the annual Art In Response to Violence Exhibit. The project was the work of **Wojtek Sawa**, a filmmaker and visual artist. The exhibition was sponsored in part by the **NEIU Art Department, Art in Response to Violence Conference, the American Institute of Polish Culture, the Consulate General of the Republic of Poland in Chicago**. The **Department of Music** also supported the event with a performance by **Rose Sperazza** and the **Chicago Clarinet Ensemble**.

The department was again represented at the **2013 Chicago Sculpture Exhibition**. Alumnae **Jennifer Dickson, Wilfredo Velez Jr., Christopher Till**, and Professor **Shencheng Xu** were selected to display their work across Chicago neighborhoods. This is a competitive juried exhibition in its thirteenth year. Our department alumnae, students, and faculty have participated in this event **eleven** of the last **thirteen** years.

The international component to our program continues to be important and integral to our curriculum. William Sieger took a group of students to Italy as part of his

Renaissance course. Students visited Venice, Rome, the Vatican, and Florence on a twelve-day excursion. **Ana Nieves** is scheduled to take a group of students to Peru as part of our Andean Art and Architecture course. Scheduled to take place during the spring recess. Another trip to China is planned for the summer semester.

Our collaborative activities also include our continued participation with neighborhood organizations. Our office administrator, **Peter Goldman**, arranged for us to participate in Peterson Elementary Schools **Unity Through the Arts Night**.

The upcoming year will be very challenging for several reasons. The department will be conducting a **self-study** for our upcoming **NASAD Accreditation** visit in 2015. Our new **BFA in Graphic Design** will be presented to the Board of Trustees for approval. Future plans include expanding our recruitment initiative with a more aggressive outreach to high school 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 first Illinois High School Art Exhibition. The department was one of many state universities and private schools sponsoring the event and we offered two scholarships as part of our participation.

2013-2014 Academic Gallery Season Summary

During 2013-2014, the Fine Arts Center Gallery had six exhibitions and a sale of student work (August 2013-April 2014). This summary focuses 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 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. This year we had 10,356 visitors, which is a **44.7% increase** from the 2012-2013 season.

The growing 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 exhibition publications, an updated website in conjunction with other social media, continued public lectures and workshops, and yearly visiting artists on campus.

The fall semester began with an internationally traveling group show entitled ***Synthetic Ritual*** which originated at the Pitzer Art Galleries at Pitzer college, Claremont, CA. The exhibition consisted of international artists who explore the role of ritual in our daily lives. Artists included Lawrence Lemaoana, Yoshus Okon, Marcos Rios, and Kara Tanaka. The noted curator, Ciara Ennis, flew to Chicago to give a gallery talk. Also, an extensive catalog with essays from prominent critics was provided free to the gallery and without cost to visitors. During the month of October Chicago hosts "Artist's Month" which features a variety of exhibitions and activities. The NEIU gallery was included in the citywide event and showed the work of **Sun Choi** in an exhibition entitled ***Journey of Life***. Choi's Korean heritage, including being a political prisoner in South Korea, informs much of her work. Choi's gallery talk was well attended and

was filmed by the local television station KBC TV/Channel 14. The last exhibition of fall 2013 ***Trace and Gestures*** was a collection of work by printmakers from the U.S. and abroad who explore how what imprints (traces) us as individuals can affect real changes in culture, politics, and our personal lives. Participating artist **Nichole Maury** gave a gallery talk during the reception of the exhibition. This informal approach allowed for a heightened dialogue between visitors and artist.

At the end of the fall semester, the gallery hosted its annual ***Student Art Sale***. While profits and student participation have not yet risen to expectations, the students who did participate submitted quality work. Those students who chose to be a part of the sale received substantial profits from their endeavor. The exhibition committee will continue to seek out new ways in which to increase this student participation.

The spring calendar of exhibitions opened with the Nikki Renee Anderson's exhibition ***Drip, Drop, Dribble***. Anderson's exhibition was one of the most highly visited of the academic year. Her work consisted of ceramic sculptures which represent processes of the body. One of the highlights of the season was an exhibition of work by Amos Kennedy entitled ***Puttin' Ink on Paper***. Kennedy is a well-known and respected printmaker throughout the country. Kennedy's enthusiastic personality and experience led to a day-long printmaking workshop where the attending students collaborated to create over 50 letterpress prints. In addition, the gallery sold over 40 of Kennedy's prints the night of the highly attended reception. The Annual Juried Student Art Exhibition closed the spring semester. Previous exhibiting artist, Nikki Renee Anderson, was the juror for the exhibition. The work was exceptional and the show received much praise.

Beyond successful exhibitions, the gallery is committed to continual growth and engaging educational activities. **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. As the portion of the population who get their information from the intranet continues to grow, the gallery is excited about the new university website and to keeping up with trends in social media. Lastly and most importantly, the gallery continues to contribute to the university's educational curriculum and to provide opportunities for cultural enrichment.

I. Assessment

A. Describe program goals and outcomes

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.
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Cycle Plan:

- The department is in the process of rewriting it's mission and will be reviewing department goals and outcome in the next year. Once completed we will set up a cycle to review the goals defined for the department, studio major, art history major, and K-12 major.
- 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 a website

B. Assessing program goals and learning outcomes

1. Direct Evidence:

For goal(s) being addressed: *Describe the tool you used to determine attainment of your goal(s) and the criteria for classifying students into a., b., and c.*

- We currently use several tools in evaluating goals that include successful completion of courses, exit surveys and most importantly, senior exhibitions and their portfolios submitted at the completion of our WIP course.
- The tool used to evaluate senior exhibitions looks at:
 - How well student organized the subject matter through the elements according to the principles of design
 - How well student demonstrated an acquisition of technical skills and knowledge
 - Exhibition installation
 - Exhibition publicity
 - Artist's statement
 - Is work academically competitive
 - Professionalism displayed

What proportion of your students (or sample of students) failed, met or exceeded your expectations:

- Using data collected from the review of senior exhibitions by faculty:
 - 29% exceeded expectations
 - 61% met expectations
 - 10% below expectations
- Using the same data to see if the work was academically competitive we found that:
 - 53% exceeded expectations
 - 39% met expectations
 - 8% below expectations

2. Feedback loop: *please provide a brief narrative to answer the following questions.*

- *Has your program changed its curriculum in the past year? (Answer:No.).*

- *Targeted plan to address weaknesses that you found in attainment of goals?*
(Currently there are none).

3. Executive summary of assessment results

Provide a brief narrative summarizing your assessment results.

In the upcoming year we need to review the areas evaluated in the senior exhibitions and attempt to identify how we might be able to enhance overall performance of all students.

Over the last year the department has discussed the implementation of a web based portfolio to review student performance while they move through the program. 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. 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 use the opportunity to examine the content and purpose of the course which were modified in some cases. This reorganization was the result of our exit surveys.

II. Program Plan

The following long and short-term goals are a continuation of projects started last year.

A. Long term goals

Our long-term plans for the department include:

- Recruitment
- Program Development
- Incorporating technology into all studio courses.

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

Over the course of the 2014-2015 academic year, the department will focus on:

- Continue to prepare for our next accreditation visit in 2015
- 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 jobmarket.*
- Develop a 3-D printing studio
- Develop an online portfolio for students
 - *The development of on-line portfolios would aid in assessment.*
- 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 / Solo Exhibitions or Performances

Kommanivanh, Chantala

"Forget Nothing", Nych Gallery Chicago, IL., 2013

Nieves, Ana

Collaborated on a Spanish translation of version 2.0 of the Reflectance Transformation Imaging Capture Guide for Cultural Heritage Imaging.

Director of rock art research project: *Early Horizon and Early Intermediate Period Rock Art of the Nasca Valley (Department of Ica, Peru)*. July. The project

was authorized by the Dirección Nacional de Cultura de Ica on July 9, 2013 and was funded by a Dumbarton Oaks Project Grant and an NEIU Summer Stipend.

Wortendyke, Krysta

The Ex-Photo Show, 56 Avenue C, New York, NY., 2013

Xu, Shencheng

“Lasting Balance – Responsible Drinking Art Exhibition”, International Travel Exhibition, Sanlitun Exhibit Hall, Beijing; Shanghai Meilongzhen plaza, Shanghai, China, July - November 2013

2. Book Chapters, Regional Exhibitions or Performances

Porterfield, Mary

“As They Like It”, Travelling Exhibition to Bowling Green State University, Bowling Green, Ohio and the Beverly Arts Center, Chicago, IL. 2013/14

3. Articles and Abstracts, Publications, Local Exhibitions or Performances and awards:

Criner, David

11th Annual Live and Silent Auction, Ukrainian Institute of Modern Art, Chicago, Illinois, 2014

One Inspired Evening, live benefit auction, Stephen M. Bailey Auditorium, Chicago, Illinois, 2014

Please Help Us, Help You, Help Us, Firecat Projects, Chicago, Illinois, 2013

One Inspired Evening, live benefit auction, Stephen M. Bailey Auditorium, Chicago, Illinois, 2013

Krantz, Jeffrey

"Bloodletting", Robert F. De Caprio Gallery at Moraine Valley Community College in Palos Hills, IL., Jan 2013

Nieves, Ana

El Comercio (the oldest newspaper in Peru)

<http://elcomercio.pe/mundo/actualidad/ica-especialistas-buscan-conservar-petroglifos-majuelos-noticia-1659715>

Porterfield, Mary

Press/Reviews:Our City Shakespeare, featuring the painting, **Tempestuous**. Broadcast May 1, 2014, WTTW, Chicago, Ch. 11.

Sacic, Vida

Animated short *Koline* was included in the Animated Type: A Showcase of Letterpress Animation. It was screened at the College Book Art Association conference in Salt Lake City in January.

Animated short *Koline* screened Portland, co-presented by the Independent Resource Publishing Center and the Northwest Animation Festival, May 2014

Invited by AIGA Chicago to submit an original poster design to be displayed in an exhibit on June 12 celebrating their centennial.

Feeling Blue, Arterie Fine Art Gallery, Naperville, Il., March, 2014

All About Color, Arterie Fine Art Gallery, Naperville, Il., May, 2014

Wortendyke, Krysta

All the Days & Nights, Alumni on 5 Gallery, Chicago, IL, 2014

Chicago Style, David Weinberg Gallery, Chicago, IL., 2013

Picturing a World without Prisons, Human Thread Gallery, Chicago, IL., 2013

Xu, Shencheng

“Sky”, The 13th Annual Chicago Sculpture Exhibit, May 2014

“Gourd Man”, The Clark Street and the Lincoln Park Chamber of Commerce 3D Public Art Project, June 2014

“Free as A Bird”, The 2014 Snow Days Chicago Snow Sculpture Competition at Navy Pier, Chicago, IL., Jan 2014

“Winter Arts & Crafts Expo”, Evanston Art Center, Evanston, IL., Nov-Dec, 2013

4. Conference Presentations

Nieves, Ana

Participated in a panel at the Midwest Art History Society meeting in Saint Louis. Presentation title: "The Non-western Curriculum at the Urban/Commuter Campus", April, 2014

Presented and chaired a session at the Society for American Archaeology meeting in Austin, April, 2014

Presentation Title: “Beyond Iconography: The Application of Reflectance Transformation Imaging in the Study of Nasca Valley Rock Art Sites (Rio Grande de Nasca Drainage, Department of Ica, Peru)” ", April, 2014

5. Funded grants

Porterfield, Mary

2014 Residency, Coohaus Gallery, Chelsea, NY.

2014 Professional Development Grant, Illinois Arts Council.

Xu, Shencheng

Winner of “*The 13th Lincoln Park Community Art Initiative Public Art Competition*”, 2014

6. Service

Carreno, Dubhe

Organized NEIU student exhibition at the Pilsen’s Chicago Arts District.

Attended the National Council on Education for the Ceramics Arts 2014 (NCECA) Conference invited by NCECA for having participated as Guest Juror for the Concurrent

McKernin, Mark

Co-Chair, Conference Art in Response to Violence, Chicago, IL.

Co-Chair, Albany Park Sculpture Garden, Albany Park, Chicago, IL.

Curated “The Wall Speaks Project”, Chicago, IL. October 3 – October 25, 2013

Sacic, Vida

Co-Chair of the [On Change](#) speaker series through AIGA Chicago.

A. Student Achievements

Seaborg, Eric

Sip Coffeehouse (1223 W. Grand) in River West/West Town, Chicago, IL., 2014

SHOWPODS at 1843 South Halsted, Chicago, Il. April 2014

“*Progress?*”, **Emily Sommer**, Ceramics

“*ABC Door County*”, illustrated children’s book, **Kate Kapolnek** Graphic Design
Elodie Betend, Jess Dal Pra, Amanda Iverson, Maria Lendsey, Karen Lorusso, Victoria Massey, Jennifer Salyers and **Erin Rossi**, Small Metals

Carolina Arboleda, Jessica Ferrara, Andreas Ganas, Chang Liu, Haley Rovak, Xin Tan, Minga Xie, Sangkyou Yi, Painting & Drawing

Shannon Keck, Sculpture

“**Place**”, North Branch Project, 3550 W. Lawrence, Chicago, IL, 2013

Giorgiana Biscos-Vinesar, Malukah Fernandez, Benjamin Wlodyka, Jennefa Krupinski, Millicent Kennedy, Lamise Moukyed, Farrah Curescu, Shannon Keck, Rachel Hill, Sofia J. Park, Lou Newton

“**Found**”, Northeastern Illinois University, 5500 N. St. Louis Ave, Chicago, IL, 2013

Giorgiana Biscos-Vinesar, Malukah Fernandez, Benjamin Wlodyka,

Jennefa Krupinski, Millicent Kennedy, Lamise Moukyed, Farrah Curescu, Shannon Keck, Rachel Hill, Sofia J. Park, Lou Newton

Irwin, Todd

“The Modernist landscape”, 1967 1/2 W. Montrose, Chicago, IL, 2013

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. Awards are based on technical ability, conceptual depth, and/or aesthetic achievement.

Best in Show:	Sofia J. Park
Best in 3D:	Chang Liu
Best in 2D:	Jennefa Krupinski
Honorable Mention 3D:	Shannon Keck
Honorable Mention 2D:	Haley Rovak

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. Recipient: Sofia J. Park

BIOLOGY

Annual Report 2013-2014

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 a search for a tenure-track biologist (see next paragraph), 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, and the award of two major grants (from the NIH and the NSF). In addition to providing funding for our new tenure-line faculty position, the Title III grant provided funding in the current year to support undergraduate summer research, and to renovate BBH-318 into a fully-equipped teaching laboratory for microbiology, immunology, virology and cell biology. The NIH-MARC (Maximizing Access to Research Careers) U-STAR grant (on which **Stojković** is a co-PI) provides funding for five years, and will provide undergraduates with stipends, training in research, and summer research opportunities at R-1 institutions, and will provide funding for an additional tenure-line position in Biology. The NSF-RUI (Research at Undergraduate Institutions) grant was awarded to **Stojković**, and will provide funds to support multiple undergraduate and graduate students over three years. We look forward to continue to improve our ability to serve our students in functional, modern facilities with the renovation of a lab-prep room in the summer of 2015, and to be able to support students engaged in research at unprecedented levels with these three grants.

There was just one notable change in personnel this year, which 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. **Elyse Bolterstein** accepted our offer. Dr. Bolterstein comes to us from a TEACRS (Training in Education and Critical Research Skills) post-doctoral position at Tufts University; prior to that, she had earned her Ph.D in Molecular and Environmental Toxicology from the University of Wisconsin-Madison. We look forward to having Elyse 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 Dr. **Kimble**, who has been promoted to the rank of full Professor, and Dr. **Stojković**, who has received tenure and promotion to Assistant Professor (all effective in Fall 2014). In addition, Dr. **Slate** received a Faculty Excellence Award in the area of teaching in 2012-13, and Drs. **Howard and Prete**

received Instructor Excellence Awards for their teaching in 2012-13; we thank them for their dedication to the profession and to our students. This continues a remarkable run of faculty members in Biology receiving these kinds of awards, which is something of which we are extremely proud.

In terms of curricular issues, we have made progress on a number of longstanding efforts, and have taken up a few new initiatives. The new interdisciplinary major in Environmental Science has been approved by all levels of governance and we will begin offering ENVI 101 in Spring 2015. We are also now implementing our revised graduate program, and are working to re-assess the course learning objectives of all of our core courses for the major, building on work that we did during our annual retreat, which was hosted by Loyola University Chicago, and attended by all tenure-line faculty and almost all full-time instructors in department.

We also expanded and improved course offerings, improved instruction, and supported the University Honors Program (UHP). **Mungre** and **Habib** taught two new courses (Human Anatomy & Physiology I/II), **Orlofske** developed a course (Parasites & Human Health) to support the Title III grant, and **Kasmer** and **Geddes** co-taught the first Biology FYE course (BIO 109A – Alien Invasions of Chicago) in Spring 2014. And I was delighted to receive the following message from Dr. Kris Over, the Director of the UHP: “Currently, 9 UHP students (of 110) are Biology majors. In the academic year 2013-2014, Biology faculty members taught one section of ZHON 194-Honors Introduction to the Sciences, adapted four 300-level courses for UHP credit, and are advising three UHP Senior Projects. Two faculty members also serve on the UHP Curriculum and Standards Board (**Stojković** and **Schirmer**), reading Senior Projects on behalf of the UHP, evaluating applications for UHP Scholarships, and advising the program.”

Our faculty members have also continued to be actively engaged on and off campus in a variety of ways. During the past academic year, **Stojković** continued to serve (as Chair) on the General Education Task Force. We continued to be represented on the Graduate College Advisory Committee by **Geddes** (who again served as chair of the committee), the Faculty Council on Academic Affairs and the Faculty Council on Student Affairs (**Kimble**), the University Personnel Committee (**Mungre**), the Advisory Committee on Faculty Awards (**Kimble**), the Advisory Committee to the Library (**Slate**), the Faculty Advisory Council on Technology (**Rumschlag-Booms**), and the Instructor/ASP Excellence Committee (**Puryear**). In addition, **Frankel** continued to serve as the Vice President of the UPI, and **Kasmer** served as a Commencement Herald (for the College of Graduate Studies & Research) at the December 2013 commencement, organized and moderated a round table discussion of “The Secret Life of Henrietta Lacks”, and served on the Library Space Planning Task Force. **Olfelt** continued to serve as the faculty advisor of the Student Green Fees Committee. And at the 22nd Annual NEIU Student Research & Creative Activities Symposium (April 2013), **Geddes** served on the Steering Committee, **Geddes** and **Kasmer** served as presiders, and **Campbell**, **Voisine**, **Nuss**, **Booms**, and **Slate** served as discussants. In addition, **Geddes** continued to serve as the faculty mentor for the SACNAS@NEIU chapter, which was awarded the **SACNAS 2013 Outstanding Campus Involvement and Partnerships Award**, in recognition of exemplary accomplishments and activities that are in line with the

SACNAS mission, vision, goals and values. Geddes and Orlofske also earned recognition from national organizations for their work with students and curriculum: **Orlofske** was selected to be a New Case Fellow of the Science Case Network, and **Geddes** was selected as a **SACNAS Summer Leadership Institute Fellow**, and was invited to attend a Summer Leadership Institute sponsored by SACNAS and AAAS, held at Stanford University this summer. I am proud that as a department, we remain fully engaged citizens in the university community and beyond.

Student enrollment and student successes: Undergraduate enrollment in Fall 2013 was stable compared to previous years, with a total of 598 majors (compared to 610 and 602 in Fall 2012 and 2011, respectively), and 44 graduate students (compared to 33 last year). During FY14 (Summer 2013-Spring 2014), 66 students earned their B.S. in Biology and 12 students earned their M.S. (both the same as 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: over 50 different students were involved in well over 50 different presentations (most with multiple authors), one student won a competitive award for their research presentation at the Annual Meeting of SACNAS, another won an award for research presentations at the regional meetings of the Louis Stokes Alliance for Minority Participation, another won an Outstanding Student Poster Award at a national meeting, and several additional students received travel awards to attend national meetings. 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

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

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.

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, and will be conducting an NIH-MARC Grant-supported search in the coming year, which will bring the number of tenure-line faculty in the department to 14. Complemented by the 13 full-time instructors in the department, we are able to meet the demands of our students, and should be able to begin having tenure-line instructors provide more instruction in our general education courses, and expand 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 made progress toward replacing an aging collection of microscopes, and replaced a 50-year old laboratory dishwasher. 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.

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 immediately. 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 the hire we hope to make in the coming year. Thus, as I indicated in last year's Annual Report, it is 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) faces 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

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

A. Faculty Research/Creative Activities

1. Articles and Abstracts:

Prete, F.R., R. Theis, S. Dominguez and W. Bogue. 2013. Visual stimulus characteristics that elicit tracking and striking in the praying mantises *Parasphendale affinis*, *Popa spurca* and *Sphodromantis lineola*. The Journal of Experimental Biology 216: 4443-4453.

Lesniak, T.C., **A.E. Schirmer**, and C.R. Knapp. 2013. Ultrasound evidence of fetal resorption in the yellow stingray, *Urobatis jamaicensis* (Urotrygonidae). Cybium 37(4): 314-316.

Fixena, K.R., A.W. Baker, **E.A. Stojković**, J.T. Beatty and C.S. Harwood. 2013. Apo-bacteriophytochromes modulate bacterial photosynthesis in response to low light. PNAS 111(2): E237–E244, doi: 10.1073/pnas.1322410111

Geddes, P., T. Grancharova, J. J. Kelly, D. Treering, and N. C. Tuchman. 2014. Effects of invasive *Typha x glauca* on wetland ecosystem properties are influenced by time since invasion. Aquatic Ecology 48:247-258.

- Lishawa, S.C., K.J. Jankowski, **P. Geddes**, D.J. Larkin, A.M. Monks, and N.C. Tuchman. 2014. Denitrification in a Laurentian Great Lakes coastal wetland invaded by hybrid cattail (*Typha × glauca*). *Aquatic Sciences* 76:483-495.
- Mihaljevic, J.R., M.B. Joseph, **S.A. Orlofske**, and S.H. Paull. 2014. The scaling of host density with richness affects the direction, shape, and detectability of diversity-disease relationships. *PLoS ONE* 9(5):e97812. doi:10.1371/journal.pone.0097812.
- Jadin, R.C.**, F.T. Burbrink, G.A. Rivas, L.J. Vitt, C.L. Barrio-Amorós, and R.P. Guralnick. 2014. Finding arboreal snakes in an evolutionary tree: phylogenetic placement and systematic revision of the Neotropical birdsnakes. *Journal of Zoological Systematics and Evolutionary Research* 52(3) 257–264.
- Johnson, P.T.J., J. Koprivnikar, **S.A. Orlofske**, B.A. Melbourne, and B.E. LaFonte. 2014. Making the right choice: testing the drivers of asymmetric infections within hosts and their consequences for pathology. *Oikos*
- Orlofske, S.A., R.C. Jadin**, J.T. Hoverman, and P.T.J. Johnson. 2014. Predation and disease: understanding the effects of predators at several trophic levels on pathogen transmission. *Freshwater Biology* 59:1064-1075 (Cover Article)
- Pinto, H.A., **R.C. Jadin**, S.A. Orlofske, P.T.J. Johnson, and A.L. Melo. 2013. *Biomphalaria straminea* (Mollusca: Planorbidae) as an intermediate host of *Ribeiroia* (Trematoda: Psilostomidae) in Brazil. *Journal of Parasitology* 99(5):914–918.

2. Conference Presentations

NEIU 4th Annual Faculty Research & Creative Activities Symposium (15 Nov 2013)

- Bizhga, D., K. Gallagher* and **E.A. Stojković**. Red-light photoreceptors in myxobacteria: implications for light-driven multicellular assemblies.
- Orlofske, S.A.**, S.M. Flaxman*, B.A. Melbourne*, M.B. Joseph*, and P.T.J. Johnson*. Beyond frequency- and density-dependence: an experimental demonstration of the importance of non-linear transmission dynamics in a host-microparasite system. (*Dept. of Ecology & Evolutionary Biology, University of Colorado-Boulder)
- Prete, F.** From ecology and cognitive psychology to potassium channels and neural networks: understanding how praying mantises recognize prey.
- Rumschlag-Booms, E.** and L. Rong*. Discovery of novel plant-based anti-viral compounds. (*Dept. of Microbiology and Immunology, University of Illinois College of Medicine)
- Sorenson¹, B.A., D.J. Westcott, A.C. Sakols¹, P. Anderson, E.A. Stojković, S. Tsonchev¹, and K.T. Nicholson¹.* Domain structure of a unique bacterial red light photoreceptor as revealed by atomic force microscopy. (¹Chemistry)
- Thomas¹, J., B. Sorenson¹, B. Lampert¹, D. Westcott, A.C. Sakols¹, E.A. Stojković, K.T. Nicholson¹ and S. Tsonchev¹.* Structural analysis of

bacteriophytochromes on graphite and mica using scanning probe microscopy. (¹Chemistry)

Voisine, C., *E. Rendleman*, *Q. Nguyen*, *G. Monterroso*, *Z. Figueroa*, *D. Robinson* and *K. Mathews*. Amyotrophic lateral sclerosis in *C. elegans*: understanding how TDP-43 affects motor neuron function.

Regional, National and International Venues

Gallagher, K.D., *D. Bizhga*, *H. Patel*, *N. C. Woitowich*, *A. Nugent*, *P. Duong*, **E. A. Stojković**. Red-light photoreceptors in myxobacteria: implications for light-controlled multicellular assemblies. American Society for Microbiology 114th General Meeting, Boston MA, 17-20 May 2014. (poster)

Geddes, P. 2013. Effects of plant invaders on wetland ecosystems. Invasive Species Seminar Series organized by the Associated Colleges of the Chicago Area. Benedictine University, Lisle IL.

Geddes, P. Investigating the effects of invasive plant species on ecosystems by conducting authentic scientific research at an urban teaching institution. REEFS: Resources for Ecological Education Fair & Share Session. Ecological Society of America 98th Annual Meeting, Minneapolis MN, 4-9 Aug 2013. (oral)

Geddes, P. Quantitative skills in ecology: Examples using mathematical and statistical Models. 3rd Workshop on Mathematical and Statistical Modeling. NEIU Department of Mathematics, 13-14 Dec. 2013.

Jadin, R.C., J.R. Mihaljevic, and S.A. Orlofske. Do pitvipers 'scale down' at high elevations? Macroecological patterns of body size and scale number with elevation. Biology of the Pitvipers Conference 2, Tulsa OK, 4-7 June 2014.

Olfelt, J. P., and *A. Ejupovic*. 2013. Population dynamics of *Rhodiola integrifolia* ssp. *leedyi* (Crassulaceae) using field based and microsatellite marker data. (oral) Botany 2013 (Botanical Society of America Meetings, New Orleans LA, 27-31 July 2013)

Orlofske, S.A. Panelist. 3rd Workshop on Mathematical and Statistical Modeling. NEIU Department of Mathematics, 13-14 Dec. 2013.

Orlofske, S.A. Amazing amphibians of the Peruvian Amazon: diversity, research and outreach. Chicago Herpetological Society, Chicago IL. 26 February 2014.

Orlofske, S.A. Amazing amphibians of the Peruvian Amazon: diversity, research and outreach. Chicago Herpetological Society, Chicago IL. 26 February 2014.

Orlofske, S.A. Combining data and models: and introduction using parasite-host interactions. (invited speaker) 4th Workshop on Mathematical and Statistical Modeling. NEIU Department of Mathematics, 9-10 May 2014.

Orlofske, S.A. Beyond diagnosis: Using problem-based approaches to examine the social, ecological, evolutionary, and conservation aspects of parasitology.

(poster) BioQUEST/SCN Conference, University of Delaware, 21-29 June 2014.

(Joint conference, included the HHMI Quantitative Biology Education Workshop, the Institute for the Transformation of Undergraduate Education PBL Workshop, and the NSF ScienceCaseNet Workshop.)

Prete, F.R. From potassium channels and neural networks to cognitive psychology and ecology: understanding how praying mantises recognize prey. (invited speaker) Illinois State University Department of Biology Seminar Series, 10 October 2013.

Prete, F.R. TEDxNEIU Talk: Seeing what's in the world: Why praying mantises are as smart as you are. NEIU, Chicago IL, 15 April 2014.

Schirmer, A., F. Prete, E. Mantes, W. Bogue, and A. Urdiales First description of circadian rhythms in visual sensitivity, predatory behavior, and locomotion in a praying mantis. Society for Research on Biological Rhythms Conference, Big Sky MT, 15-18 June 2014.

Schirmer, A. Circadian rhythms in the praying mantis, *Hierodula patellifera*. (invited speaker) Northwestern Univ. Center for Sleep and Circadian Biology Seminar Series, Evanston IL, 4 Nov 2013.

Slate, J., G. Cocking, C. Sandusky, and N. Zulovic. Diatom and sponge bioindicators preserved in sediment from Volo Bog in northern Illinois. Wisconsin Wetlands Association Annual Meeting, Madison WI, 18-20 Feb 2014. (poster)

Stojković, E.A. Phytochromes and light-controlled morphogenesis of myxobacteria. (poster) Gordon Research Conference on Photosensory Receptors & Signal Transduction: Biophysics, Physiology and Technology of Photosensors. Lucca (Barga) Italy, 6-11 April 2014.

3. Funded grants

Externally-funded Research & Travel Grants:

Church, R. (Psychology), **E.A. Stojković**, and D. Rutschman (CAS); co-PIs. NIH-MARC (Maximizing Access to Research Careers) U-STAR grant. (\$1.5M over five years)

Stojković, E.A. NSF-RUI: Light-controlled Morphogenesis in Early Development of Myxobacteria. (\$444,000 over three years)

Research Community Grants (awarded for 2014-2015):

Slate, J. and M. Merrick (GES). Interpreting the science of human impacts at Volo Bog. (\$5,000)

Geddes, P., J. Olfelt and F. Iacobelli (Computer Science). Use of the next-generation sequencing approaches to develop molecular markers in the study of plants: Phase II. (\$4,999)

Prete, F., A. Schirmer and A. Mubayi (Mathematics). Circadian and metabolic modulation of the neural networks underpinning visual sensitivity and object

recognition in the sister taxa Mantodea (praying mantis) and Blattodea (cockroaches). (\$4,990)

SCSE/Title III Undergraduate Summer 2014 Research Grants:

Campbell, T. Cryptograms as indicators of forest health and Citizen Science Part II. [Brendon Reidy, Stephanie Maxwell, Asadullah Ahmadi] (\$12,000)

Geddes, P. and J. Olfelt. Improving our ability to identify hybridizing plant invaders: the need for a robust set of molecular markers. [Sarah Whidden, Joseph Marsili] (\$9,000)

Howard, A. The influence of pollinator anatomy on Common Milkweed (*Asclepias syriaca*) pollination. [Adriana Roman] (\$5,701)

Olfelt, J. and M. Kimble. Traditional and cutting edge tools to study plant population dynamics: Field observations and microsatellite development in *Rhodiola integrifolia*. [Gwendolyn Murphy, Marisela Rodriguez, Jose Hermosillo, Erene Mihalas] (\$9,000)

Nicholson, K. (Chemistry), **E.A. Stojković**, and S. Tsonchev (Chemistry). Peak-force quantitative nanomechanical mapping of red-light photoreceptors. [Irvin Garcia, Rima Rebiai, Zain Malik] (\$11,970)

Orlofske, S. and R. Jadin. Dining in the city: Impacts of urbanization on parasite diversity and aquatic food webs. [Jennifer Kawaguchi, Kimbalee Anderson, Romina Maldonado, and volunteers Kate Sgouros, Olivia Choi, Nick Nerwin, Joey Morrissey, Eriberta Vasquez] (\$10,804)

Rumschlag-Booms, E. Exploring a secondary receptor binding site in Influenza H5N1 hemagglutinin. [Rifka Joly] (\$5,935)

Saszik, S. (Psychology) and **T. Puryear.** The interaction between ostracism, stress, and dopamine. [Conor Smith, Kate Hilliard, Belkis Gaviria] (\$12,000)

Schirmer, A. and F. Prete. Molecular underpinnings of circadian rhythms in the praying mantis model system. [Emily Fioramonti, Salim Patel, Christina Carrion] (\$11,970)

Stojković, E.A. Light-controlled morphogenesis in early development of myxobacteria. [Kevin Gallagher, Chris Tong, Joseph Varela, Ayesha Mapara] (\$9,985)

Voisine, C. Characterization of a *C. elegans* model of Lou Gehrig's disease. [Anthony Salamanca, Zelene Figueroa, Emily Rendleman, Edith Morales] (\$12,000)

6. Service

Geddes was an invited reviewer for the journal *Ecology*, an invited reviewer for Mastering Ecology from Pearson, an invited participant of focus group that reviewed an ecology textbook (The Economy of Nature by R. Ricklefs and R. Relyea), and an invited panelist for the USDA proposal panel "Controlling Weedy and Invasive Species".

Jadin served on the Advisory Committee for the group *Save the Frogs!*, on the Scientific Advisory Board for the *Reptile Database*, as an editorial board member for the journal *Anartia*, as an associate editor for *The Journal of North American Herpetology*, reviewed grants for the Chicago Herpetological Society, and reviewed manuscripts for the journals *Asian Herpetological Research* and *Boletim do Museu Paraense Emílio Goeldi: Ciências Naturais*.

Kimble serves each year as a judge for the DNA Day Essay Contest run by the American Society for Human Genetics.

Olfelt served as a Judge of Student Presentations at the 2013 Botanical Society of America meetings (New Orleans LA, 27-31 July 2013), and as an advisor to US Department of the Interior, Fish and Wildlife Service for the *Sedum integrifolium* ssp. *leedyi* recovery plan.

Prete served as a reviewer for the *Journal of Experimental Biology*.

Orlofske served as a reviewer for the *Journal of Animal Ecology*, *Journal of Applied Ecology*, and *Parasitology Research*. She also has served since 2013 on the Student Awards Committee of the American Society of Parasitologists (judging undergraduate and graduate student oral presentations at the annual meeting and reviewing abstracts considered for student travel awards). In addition, she has served on the Grant Review Committee of the Chicago Herpetological Society.

Rumschlag-Booms served as an *ad hoc* reviewer for the journals *Phytotherapy Research*, *Virology Journal*, and *PLoS One*, as a Contributing Editor for the *American Journal of Microbiology*, and as a reviewer for the *Journal of Global Infectious Diseases*.

Slate reviewed a proposal for the Geography and Spatial Scales program of the NSF.

Stojković served as a judge of student poster presentations at SACNAS 2013

Voisine served as a reviewer for the journal *PLoS ONE*, and as a Poster Judge for Graduate Students at the Chicago Society for Neuroscience annual meeting on April 4th 2014.

B. Student Achievements

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

Student Center for Science Engagement 5th Annual Research Symposium (28 Sept 2013)

Alvarez¹, Jacquiline, Renee Chellson², Dan Brennan¹, Robert Fidis¹, Matthew Castro², Russell Moskal², Ahmad Kaneer¹ and Vitalli Mytuychuk¹. Analysis of zebrafish (*Danio rerio*) development in response to folate supplementation. (oral) *Faculty advisors: S. Saszik¹ and T.K. Puryear².* (¹Psychology, ²Biology)

Anderson, Dana and Angela Green¹. Outdoor weather characterization for a swine transport assessment. (poster) *Faculty advisor: Y. Xiong¹.* (¹UIUC)

Arabsheibani¹, Dara, Charles D'Lavoy¹, Alex Vizzone¹, Ariel Wagner², Brendon Reidy¹, and Xenia Alava¹. Mosses and museums: connecting collections to environmental change and education. (oral) *Faculty Advisors: J. Larrain, L.R.E. Briscoe², M. VonKonrat³, and T. Campbell¹.* (¹Biology, ²DePaul University, ³The Field Museum of Natural History).

Arrecis, Daniel, Michelle Guy and Samantha Spence. Hybridizing cattail species: are microsatellite markers useful for their identification over a broad geographic range? (oral) *Faculty advisors: J. Olfelt and P. Geddes.*

Blasini, Dayvis. Assessment of the hybridization between native and non-native purple coneflowers in the prairies of western Minnesota. (oral) *Faculty advisor: Stuart Wagenius (Chicago Botanic Gardens).*

Cabanov, Alexandra, Stephanie Puetz, Jacqueline Meraz, Angela Varela, Brigitte Igova, and Anna Baker. Design of an infrared fluorescent protein marker for in vivo imaging in mammals. (oral) *Faculty advisors: A. Schirmer, E.A. Stojkovic, and J.T.M. Kennis (VU University, Amsterdam Netherlands).*

Cintron, Ana. Mutational analysis of H5N1 influenza hemagglutinin: effects on viral entry and protein stability. (poster) *Faculty advisor: E. Rumschlag-Booms.*

Fidis, Robert, Renee Chellsen, Matthew Castro, Russell Moskall, Jacqueline Alvarez, Dan Brennan, Ahmad Kaneer and Vitalli Mytuychuk. The temporal effects of varying levels of folate on the development and behavior of ICR mice. (poster) *Faculty advisor: T. Puryear.*

Figuroa, Zelene. *C. elegans* model of amyotrophic lateral sclerosis: understanding the role of TDP-43 aggregation and its effects on HSN motor neurons. (poster) *Faculty advisor: C. Voisine.*

Gallagher, Kevin, Dorina Bizhga, Hardik Patel, Nicole Woitowich, Svetlana Kovaleva, Rachael St. Peter, Wesley Ozarowski and Cynthia Hernandez. Characterization of a red-light photoreceptor in the life-cycle of the myxobacterium *Stigmatella aurantiaca*. (poster) *Faculty advisors: A. Schirmer, E.A. Stojkovic.*

Garcia, Maria, Edgar Mantes, Wil Bogue and Andrew Urdiales. Responses to prey-like stimuli can be affected by prior visual experience in the praying mantises *Parasphendale affinis* and *Sphodromantis lineola*. (poster) *Faculty advisors: F. Prete and A. Schirmer.*

Mantes, Edgar, Wil Bogue, Andrew Urdiales and Maria Garcia. Oscillations in optic-lobe sensitivity, respiratory physiology, and locomotor behavior in representatives of two closely-related sister taxa, the Blattodea (cockroaches) and the Mantodea (praying mantises). (oral) *Faculty advisors: F. Prete and A. Schirmer.*

Missaghian, Nima, Cynthia Hernandez, Angela Varela, **Marcella Marcus** and **Rachel King**. Structural and sequence analysis of an unusual bacteriophytochrome from *R. palustris*. (poster) *Faculty advisors: A. Schirmer and E.A. Stojkovic.*

Monterrosos, Giovanni. Lou Gehrig's disease in *C. elegans*: understanding how TDP-43 aggregation affects neuronal function. (poster) *Faculty advisor: C. Voisine.*

O'Connor-Maleney, Mairead and **Velid Seferovic**. High-throughput compound screening to identify novel inhibitors of H5N1 influenza A entry. (oral) *Faculty advisor: E. Rumschlag-Booms.*

Rendleman, Emily, Giovanni Monterroso and **Zelene Figueroa**. Amyotrophic lateral sclerosis in *C. elegans*: understanding how TDP-43 aggregation affects motor neuron function. (oral) *Faculty advisor: C. Voisine.*

Sorenson¹, Blaire, Justin Thomas¹, Sarette Tilton¹, Brian Lampert¹, Daniel **Westcott**², Alexandra Sakols¹ and Sarah Vorpahl¹. Characterization of a unique photoreceptor in the light-adapted state using scanning-tunneling and atomic-force microscopy. (oral) *Faculty advisors: E.A. Stojkovic², S. Tsonchev¹ and K. Nicholson¹.* (¹Chemistry, ²Biology)

Strojny, Chelsea. Cross-talk between dental pulp cells and mesenchymal stem cells. (oral) *Faculty advisors: Satish Alapati and Pemanand Sundivakkam (University of Illinois at Chicago)*

Valdivia, Mario and **Jose Hermosillo**. Evolutionary reference points for the conservation of Leedy's roseroot, a rare and endangered cliff-dwelling plant. (oral) *Faculty advisor: J. Olfelt.*

22nd Annual NEIU Student Research and Creative Activities Symposium
(11 April 2014)

Anderson, Dana¹, Angela Green² and Yijie Xiong². Outdoor weather characterization for a swine transport assessment. (¹Biology, ²Dept of Agricultural and Biological Engineering, UIUC) (poster)

Bogue, Wil, Andrew Urdiales and **Edgar Mantes**. The electroretinogram of the Madagascar hissing cockroach (*Gromphadorina potentosa*) is modulated by both ambient light and circadian rhythms. *Faculty advisors: F. Prete and A. Schirmer.* (oral)

Barnaby, Daniel P., Emily L. Fioramonti and **Robert F. Levendosky**. The role of circadian gene Cryptochrome 1 in neural development. *Faculty advisors: C. Park and A. Schirmer.* (oral)

Chellson, Renee, Russell Moskal, Matthew Castro, Robert Fidis, Jacqueline Alvarez and **Ahmad Kaneer**. Evaluating the effect of embryonic folic acid treatments on development and behavior in the 12-day HSD:ICR CD-1 mouse. *Faculty advisor: T. Puryear.* (oral)

Gallagher, Kevin, Dorina Bizhga, Phu Duong, Angela Nugent, Hardik Patel and **Nicole Woitowich**. Red-light photoreceptors in myxobacteria: implications for light-controlled multicellular assemblies. *Faculty advisor: E.A. Stojković*. (poster)

Guy, Michelle, Daniel Arrecis, Courtney Moran, and Samantha Spence. Microsatellite markers from European *Typha minimatypha* prove useful for the identification of Midwestern cattails (*T. latifolia*, *T. angustifolia*, and *T. x glauca*). *Faculty advisors: J. Olfelt and P. Geddes*. (oral)

Hermosillo, Jose L. and Mario Valdivia. Evolutionary reference points for the conservation of Leedy's roseroot, a rare and endangered cliff-dwelling plant. *Faculty advisor: Joel Olfelt*. (oral)

Kistler, Amanda and Gwendolyn Murphy. Testing the utility of a DNA simple-sequence repeat region in Leedy's roseroot populations. *Faculty advisor: J. Olfelt*. (poster)

Kroeger, Marie², Blaire A. Sorenson¹ and Justin S. Thomas¹. Atomic force microscopy of proteins using peakforce tapping. *Faculty advisors: S. Tsonchev*¹, *E.A. Stojković*², and *K.T. Nicholson*¹ (¹Chemistry, ²Biology) (oral)

Monterroso, Giovanni. Lou Gehrig's disease in *C. elegans*: understanding how TDP-43 aggregation affects neuronal function. *Faculty advisor: C. Voisine*. (poster)

Moran, Courtney S. The development of *Typha latifolia* microsatellite markers for the identification of cattail populations in the Midwest. *Faculty advisors: P. Geddes and J. Olfelt*. (oral)

Nerwin, Nick, Kate Sgouros, Eriberta Vasquez, Joseph Morrissey, Jennifer Kawaguchi and Olivia Choi. Endoparasite diversity as a potential indicator of ecosystem health. *Faculty advisor: S. Orlofske*. (oral)

Rendleman, Emily. Amyotrophic lateral sclerosis in *C. elegans*: understanding how TDP-43 expression affects motor neuron function. *Faculty advisor: C. Voisine*. (poster)

Sorenson, Blaire¹, **Marie Kroeger**², **Daniel Westcott**², Brian Lampert¹, Alexandra Sakols¹ and Sarah Vorpahl¹. Characterization of a protein photoreceptor in its light-adapted state using fluid cell atomic force microscopy. *Faculty advisors: E.A. Stojković*², *S. Tsonchev*¹, *K.T. Nicholson*¹. (¹Chemistry, ²Biology) (poster)

Thompson, Ryan, Sarah Rogers and Maria Garcia. Previous visual experience modifies predatory behavior in several species of praying mantis. *Faculty advisor: F. Prete*. (oral)

Student Presentations at Regional/National/International Meetings

Society for the Advancement of Chicanos and Native Americans in Science (SACNAS) National Meeting, San Antonio TX (3-6 October 2013) – poster presentations

- Anderson, Dana** and Angela Green¹. Outdoor weather characterization for a swine transport assessment. ¹University of Illinois Urbana-Champaign.
- Arabsheibani, Dara, Charles D'lavoy, Alex Vizzone, Thomas Campbell.** Mosses and museums: connecting collections to environmental change and education.
- Bizhga, Dorina, Kevin D. Gallagher, Emina A. Stojkovic.** Red-light photoreceptors in myxobacteria: implications for light-stimulated multicellular assemblies.
- Blasini, Dayvis, Stuart Wagenius¹.** Assessment of the effects of the introduction of non-native Echinacea species on the pollination of native Echinacea angustifolia in western Minnesota. ¹Institute for Plant Conservation, Chicago Botanic Garden, Glencoe, IL.
- Cabanov, Alexandra, Stephanie Puetz, Jacqueline Meraz, Angela E. Varela,** Anna Baker, John T. M. Kennis¹, Aaron Schirmer and Emina A. Stojkovic. Design of an infrared fluorescent protein marker for in vivo imaging in mammals. ¹Vrije Universiteit, Amsterdam, NL.
- Cheathon¹, Valerie, Octavious Talbot², Victor Surriel³, **Agustin Flores,** and Luis Melara Jr.⁴. Dynamics and control of invasive species: the case of the raspberry “crazy” ant colonies. ¹Arizona State University, West Campus, Phoenix, AZ, ²Morehouse College, Atlanta, GA, ³State University of New York at Stony Brook, Stony Brook, NY, ⁴Shippensburg University, Shippensburg, PA.
- Cintron, Ana** and *Emily Rumschlag-Booms*. Mutational analysis of H5N1 influenza hemagglutinin: effects on viral entry and protein stability.
- Figuroa, Zelene** and *Cindy Voisine*. *C. elegans* model of amyotrophic lateral sclerosis: understanding the role of TDP-43 aggregation and its effects on HSN motor neurons.
- Gallagher, Kevin D., Hardik K. Patel,** Nicole C. Weitowich, Svetlana E. Kovaleva, Rachael St. Peter, Wesley B. Ozarowski, Cynthia N. Hernández, Aaron E. Schirmer, Emina A. Stojkovic. Structural and sequence analysis of a bacteriophytochrome from the myxobacterium *Stigmatella aurantiaca*.
- O'Connor-Maloney, Mairead,** *Emily Rumschlag-Booms,* and **Velid Seferovic.** High-throughput compound screening to identify novel inhibitors of H5N1 influenza A entry.
- Rendleman, Emily** and *Cindy Voisine*. Amyotrophic lateral sclerosis in *C. elegans*: understanding how TDP-43 aggregation affects motor neuron function.
* **Award-winning poster presentation** *
- Seferovic, Velid,** *Emily Rumschlag-Booms,* and **Mairead O'Connor-Maloney.** Continued emergence of H5N1: the urgency for novel inhibitors.
- Sorenson, Blaire, Daniel Westcott, Kenneth Nicholson, Brian Lampert, Justin Thomas, Alexandra Sakols, Sarah Vorpal, Emina Stojkovic, Stefan Tsonchev.** Characterization of a unique photoreceptor in the light-adapted state using scanning-tunneling and atomic-force microscopy.

Thomas, Justin, Blaire Sorenson, Daniel Westcott, Brian Lampert, Alexandra Sakols, Emina A. Stojkovic, Stefan Tsonchev, Kenneth Nicholson. Structural analysis of bacteriophytochromes on graphite and mica using scanning probe microscopy.

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

15th Annual Louis Stokes Alliance for Minority Participation (LSAMP) Spring Symposium & Research Conference in STEM, Tinley Park IL (14-15 February 2014)

Guy, M., D. Arrecis, T. Spence, J. Olfelt, and P. Geddes. 2014. Microsatellite markers from European *Typha minima* prove useful for the identification of Midwestern cattails (*T. latifolia*, *T. angustifolia*, and *T. x glauca*).
Award-winning oral presentation Michelle Guy received the 2nd-place award for best undergraduate oral presentation in Environmental Sciences at the conference

Chicago Area Undergraduate Research Symposium, Chicago IL (5 April 2014)

Anderson, Dana and Yijie Xiong (UIUC). Outdoor weather characterization for a swine transport assessment. *Faculty Advisor: Angela Green, UIUC* (poster)

Kalhan, Varun. Branching patterns and reproductive success in the Swamp Milkweed (*Asclepias incarnata*). *Faculty Advisor: Aaron Howard* (poster)

Pieri, Dayani and R. Michael Miller (Argonne National Laboratory). The effects of perennial grasses grown in interspecific and intraspecific combinations on the growth of their arbuscular mycorrhizal symbionts. (oral presentation)

Rendleman, Emily, Giovanni Monterroso and Zelene Figueroa. Amyotrophic lateral sclerosis in *C. elegans*: understanding how TDP-43 expression affects motor neuron function. *Faculty Advisor: C. Voisine* (poster)

Other National & Regional Venues

Blaisini, D., M. Rios, Y. Astudillo-Scalia, J. Olfelt, and P. Geddes. Microsatellite markers that differentiate Midwestern North American *Typha* (Typhaceae) species. (oral) Botany 2013 (Botanical Society of America Meetings), New Orleans LA, 27-31 July 2013.

Bogue, W., A. Urdiales, A. Schirmer, and F. Prete. The First Analysis of the ERG in *Gromphadorhina portentosa*. Emerging Researchers National (ERN) Conference in STEM, Washington, D.C., 20 Feb 2014.

Bogue, Wil, Andrew Urdiales, Edgar Mantes, A. Schirmer, F. R. Prete. A first analysis of the electroretinogram of the Madagascar hissing cockroach (*Gromphadorina portentosa*). (oral) Animal Behavior Conference, University of Indiana, Bloomington IN, 25 April 2014.

Bogue, Wil, Andrew Urdiales, Edgar Mantes, Aaron Schirmer, Frederick Prete. Utilizing electroretinograms (ERG) to analyze circadian rhythms in

Grompadorhina portentosa photoreceptor sensitivity. (poster) Society for Research on Biological Rhythms Conference, Big Sky MT, 15-18 June 2014.

Freyman, W. A. and *J.P. Olfelt*. Phylogeny and divergence times among the North American *Rhodiola* (Crassulaceae) species. (oral) Botany 2013 (Botanical Society of America Meetings,) New Orleans LA, 27-31 July 2013.

Gallagher, K.D., D. Bizhga, H. Patel, N. C. Voitowich, A. Nugent, P. Duong, E. A. Stojković. Red-light photoreceptors in myxobacteria: implications for light-controlled multicellular assemblies. American Society for Microbiology 114th General Meeting, Boston MA, 17-20 May 2014.

Gallagher received a \$500 travel scholarship from ASM to attend the meeting, and his abstract was chosen for the honor of Outstanding Student Poster. Only 40 abstracts were selected across the four divisional groups for this honor, which is dedicated to highlighting exceptional students for outstanding research efforts.

Slate, Jennifer, Grace Cocking, Charlie Sandusky and Naida Zulovic. Diatom and sponge bioindicators preserved in sediment from Volo Bog in northern Illinois. Wisconsin Wetlands Association Annual Meeting, Madison WI, 18-20 Feb 2014.

Volesky, L. and *P. Geddes*. Relationships of native and exotic strains of *Phragmites australis* to wetland ecosystem properties. Ecological Society of America 98th Annual Meeting, Minneapolis MN, 4-9 Aug 2013. (oral)

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

Internships and research positions

Luis Allende, Anthony Carmona, and Justyna Drag all did internships at the Field Museum of Natural History.

Giovanni Monterroso was accepted into the Summer Research Opportunity Program (SROP) at Northwestern University for Summer 2014.

Dana Anderson and Angelina Jaimes had summer research internships at the University of Illinois at Urbana-Champaign.

Brenda Melgoza and Carla Valencia did summer research internships at the USDA ARS (Agricultural Research Service) NCAUR (National Center for Agricultural Utilization Research) in Peoria IL.

Charlie D'lavoy was accepted into the Eagle Hill Institute summer bryology course in Steuben ME.

Courtney Moran was selected as an NSF Biology Fellow at University of Illinois at Urbana-Champaign for 2 years.

Acceptances to professional schools

Jessica Benyukhis was accepted to the University of Texas Medical Branch at Galveston TX.

Danielle Crawford will be studying General Public Health online at Walden University.

Elie Crystal was accepted to the Chicago College of Osteopathic Medicine in Downers Grove, IL, where she began her studies in Fall 2013.

Jessica Desarden and Alexander Turton were accepted into DePaul University's Master in Nursing Program.

Rasshida Issa was accepted to the School of Pharmacy at Rosalind Franklin and Chicago State University.

Anton Khlopas was accepted into the M.D. program at Saba University School of Medicine.

Tai Litvinova was accepted into a mediacl program at Touro University Nevada.

Hebah Salamah has been accepted in the Pharmacy Program at Rosalind Franklin University.

Nancy Salgado was accepted into DePaul University's nursing program (MENP) (Master Entry into Nursing Practice)

Mark Sundh was invited to interview at two pharmacy schools, Rosalind Franklin University and Belmont University (Nashville TN).

Acceptances to graduate programs

Matt Castro accepted into a Ph.D. program at the University of Wisconsin-Madison.

Marie Kroeger will be attending the University of Massachusetts Amherst for a Ph.D in Microbiology.

Mairead O'Connor will begin working on her Ph.D. in Microbiology at Indiana University Bloomington.

Joseph Varela has been accepted into the Molecular and Cell Biology doctoral program at the University of Chicago.

Daniel Westcott participated in NSF-funded Summer Research Program at the University of Chicago, and will begin in the Ph.D. program in Cell and Molecular Biology at University of California – Berkley.

Other achievements of alumni of our program

Rogelio Avila participated in a Cancer Health Disparities Summer Research Program at Northwestern University; he will be working at Northwestern University for at least this next year while applying to medical schools.

Dayvis Blasini has just been hired as an Invasive Plant Survey, Mapping, and Treatment Technician with the Great Basin Institute and the Nevada Forest Service.

Matt Deisinger (2012) has been working for the Occupational Medicine Department at Carle Foundation Hospital in Urbana IL as a Medical Assistant.

Michelle Guy has just been hired as a technician in a non-profit Anti-Cruelty Society

Stephanie Korsage (2013) has been hired as the chief administrative officer (CAO) at an engineering and road building company in Doha, Qatar.

William Porter got a job at Baxter, where he will be involved with studying adverse events on renal pumps and other medical devices and reporting events to the FDA.

Dr. Moneen Jones (M.S.) is now a Research Assistant Professor in the College of Agriculture, Food & Natural Resources at the University of Missouri. She returned to campus to give a seminar on 6 March 2014 on “Management of insecticide resistance in Missouri row crops, and... What’s up with the neonicotinoids and bee populations?”

Trent Santonastaso (M.S.) is now a Research Assistant/Lab Coordinator at University of New Orleans.

CHEMISTRY

Annual Report 2013-2014

Submitted by John Albazi

Executive Summary

The Chemistry Department continues to fulfill its program mission in becoming a department well known in the Chicagoland area for its strong B.S. and M.S. programs. The curriculum prepare students for careers in chemical industry and also provides an appropriate background for students planning to pursue into 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 emphasis is designed to serve middle and high school teachers with a bachelor degree in chemistry that have already obtained 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 will be published in the NEIU Academic Catalog for the 2014-2015 school year.

To continue efforts to recruit and retain more students to our undergraduate as well as graduate program, the Chemistry Department STUDENT HANDBOOK has been revised and the guidelines which provide programmatic information for students transferring from the Morton College has been added to the list of other colleges which include the City of Chicago Colleges, College of Lake County, Triton College, Oakton Community College, and Harper College. These guidelines suggest specific community college courses that meet prerequisites for the major and the equivalent courses at NEIU. They also provide contact information, basic information about the major, admission and degree requirements, General Education requirements and transfer policies. In addition, a STUDENT HANDBOOK for the chemistry graduate students has been prepared. This handbook contains important information including the most recent faculty publications as well as presentations. This Handbook is to be delivered electronically to our graduate students along with potential candidates. To introduce our program to students in community colleges, Dr. John Albazi has visited Oakton Community College and distributed recruitment materials which highlight the unique aspects of the Chemistry program. This recruitment approach will be intensified next year by visiting other colleges. The chemistry department continues using our current graduate students, as well as alumni, in the recruitment process.

It has been recognized that motivation of students to become involved in research early in their undergraduate work improves student learning, student skills, student

retention, and the effectiveness of the chemistry program. Dr. Ana Fraiman, Dr. Ken Nicholson, Dr. Chandana Meegoda and Mr. Michael Tufano have recently practiced this approach in the laboratory components of CHEM 211, 212, 213, 231 and 232 courses.

The major news for the department faculty for this year has been the retirement of Dr. Veronica Curtis-Palmer. Dr. Veronica Curtis-Palmer joined the faculty of the Chemistry Department in the September of 1985. She has served as the Graduate Advisor for over 20 years, and has supervised the research work of a significant number of undergraduate as well as graduate students. She has published her research work in peer reviewed journals and has most recently begun to work on the preparation of a textbook on Spectroscopy. Her students always praise her for her effectiveness in teaching. The Chemistry Department will sincerely miss her. Dr. Stefan Tsonchev was awarded Fall 2014 sabbatical leave to study application of the Bruker-Nano AFM/STM instrument to characterize bacteriophageytochromes (BphPs), and to create new nanoscale architectures- a new field of Nanomedicine. Dr. John Albazi was re-elected unanimously by the faculty and appointed Chair of the Chemistry Department for 2014-2017. Dr. Jing Su has accepted the position as a visiting scientist in the International institute of Nanotechnology at Northwestern University. She will conduct research there during the summer 2014. Dr. Ana Fraiman has been selected for the second time among the finalists for the Audry Reynolds Distinguished Teaching Award.

The chemistry faculty continues to be actively involved in serving the college and the university. Dr. Ana Fraiman continues to serve as a member of the Faculty Senate. Dr. Ken Nicholson served on the SCSE search and screen committee established and successfully hired Dr. Oneka Cummings and Dr. Paloma Vargas as the Physical Science and Biological sciences advisors, respectively. He continues to serve on the working group designed to establish a new major in Environmental Science and the chemistry department representative to the Board of Directors of the Student Center for Science Engagement (SCSE). Dr. Ken Nicholson also serve as a member on the research proposal review board for the Center for Nanoscale Materials at Argonne National Laboratories and a reviewer for the journal of chemical education as well as the ACS publication, Langmuir. He served as the chemistry department representative to the College of Academic Affairs Committee during the Fall 2013 term. Dr. Jing Su began serving in Spring 2014. Dr. John Albazi continues to organize the NEIU Faculty as well as the Student Symposia. The NEIU 4nd Annual Faculty Research and Creative Activities Symposium held on November 15, 2013. Over 60 faculty participated in presenting their research work or creative activities. Over 200 abstracts were presented with over 300 students participating as presenter or co-author at the NEIU 22nd Annual Student Research and Creative Activities Symposium held on April 11, 2014. Dr. Albazi Continues to work as a reviewer for the Journal of Chromatographic Science. Dr. Stefan Tsonchev, Participated in the Northwestern University Graduate School Orientation for underrepresented minority students together with student Irvin Garcia. He continuous to serve on the Editorial Advisory Board of 'The Open Nanomedicine Journal' and an external reviewer to the Journal of Physical Chemistry.

Our faculty continue 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. Funded by an NSF-MRI proposal, a dual atomic force microscope/scanning tunneling microscope has been purchased and assembled in BBH 115. Students and faculty have been using this instrument on campus since May 2013. Instrumental support has come from both Bruker-Nano technicians and through a continued collaboration with The University of Chicago Materials Research Science and Engineering Center (Dr. Ka-Yee Lee and Dr. Qiti Guo). Dr. Ken Nicholson is continuing to study the existence of petroleum based contaminants in Lake Michigan harbors. He is also working with a graduate student who is interested in studying the water quality in northeastern Ohio, near her hometown. The student has also been analyzing water samples near the Chicago River. They are using atomic absorption spectroscopy and gas chromatography to investigate the presence of petroleum derived organic compounds and their degradation products in the water. Dr. Albazi has supervised thesis research of four students who successfully defended their work and graduated in December 2013. He continues supervising thesis research work of eight students and mentoring Independent study research work of 8 students. He has presented his research work in podium format at the PITTCON Conference, and International Conference, held on March 3-6 of this year. Two of his graduate students Darya Urupina and Monika Boba presented their research work at this conference as well in the poster format. Dr. Jing Su has mentored 5 senior students majored in chemistry in their independent study, honors research thesis and summer research. Two of her students worked during the summer to design a novel synthetic peptide aimed at development of new drugs for treating diabetes. Their research work was funded by a grant that Dr. Su was awarded from the Student Center for Science Engagement (SCSE) at NEIU during the summer of 2013. Their findings were presented at the [SCSE annual Student Research Symposium](#) at NEIU in September, 2013. Dr. Ana Fraiman has adopted Mastery learning in her laboratory components of Organic Chemistry I and II to overcome the knowledge differences among students. She had developed new sets of laboratory experiments that were carefully chosen to assure these experiments are to be challenging and related to the material learned in the class. Students were introduced to several techniques in the Organic Chemistry I laboratory and to organic synthesis in the Organic Chemistry II laboratory. Using this student-centered laboratory approach, Dr. Ana Fraiman has found the model to promote critical thinking and to introduce research at the early stages of a student's learning.

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 20 presentations. The research work conducted by the students was supported by the chemistry department or by grants made to our faculty members from the NEIU Student Center for Science Engagement. Oscar Herrera's Poster presentation "Investigating the over sporulation effect of *A. fumigates* induced by *P. aeruginosa*." Received the 1st place-Chemistry poster award at the 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. Michael Covington won an award for his poster titled: "Development of Peptide Probes to Study Ingap-Stimulated Islet-Neogenesis for the Treatment of Diabetes" presented at the LSAMP fall 8th annual research conference held at Georgia. Justin Ramirez has been awarded a NSF-REU Fellowship to conduct research at at the University of Wisconsin - Madison (Summer

2014). Lesslie Carrillo has been awarded a NSF-REU Fellowship to conduct research at Northwestern University (Summer 2014). It is worth to mention 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. In addition, Governor Jay Inslee has visited her lab and is spending \$6 million to establish a Clean Energy Institute at the University of Washington. Other students accomplishments involve Anna Gawedzka graduated with MS degree in Pharmacology from Oxford University. She is now a PhD student in Immunology at Cambridge University.

To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment, the Chemistry Department works closely with the University Safety Committee to better articulate safety procedures and policies for the chemistry labs. The following achievements were fulfilled during the academic year of 2013-2014 in the labs to maintain the working of our students in a safe environment:

1. Continued to conduct laboratory safety audits to identify the hazards and correct them to ensure the lab safety.
2. All the faculty and lab assistants were trained on the new GHS (Globally Harmonized System of Classification and Labeling of Chemicals) Training (Haz Chem 2014).
3. Added 8 new small corrosive cabinets (2 each per lab) to store acids and bases in labs.
4. Several radioactive materials were discovered and properly got them disposed of.
5. Disposed of all the lead containing chemicals and mercury.
6. For the several new instruments that were bought this year, SOP's were created.
7. Nirosi Meegoda, Chemistry lab Manager, authored the SOP: Corrosives (CAS-117) which is in the process of getting published.
8. Placed signs by every lab door to remind 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.

I. Assessment

As a program accredited by the American Chemical Society (ACS), the chemistry department must submit an annual report to the Society reviewing the general status of the department. The 2013 Annual Report was submitted on August 2013. 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 and Organic Chemistry exams 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 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 25.9% in year 2013. 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 2012 and more to reach 7.8%. 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
Number	40	60	59	62	68	74	90	85	88	71	112	86	116
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%
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%
Median score of NEIU students	25	26	28	26	26	28	32	31	32	32	32	30	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 five 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 II (Fall 2013)

	Number of Respondents	Mean Response
<i>How much did the following aspects of the class help your learning?</i>		
The Class Overall		
The instructional approach taken in this class	46	4.7
How the class topics, activities, reading and assignments fit Together	45	4.6
The pace of the class	46	4.2
Class Activities		
Attending lectures	46	4.8
Participating in discussions during class	41	4.3
Listening to discussions during class	45	4.6
Laboratory Experiments	45	3.8
Assignments, Graded Activities, and Tests		
Graded assignments (overall) in this class	44	4.6
The number and spacing of tests	46	4.6
The fit between class content and tests	45	4.5
The feedback on my work received after tests or assignments	46	4.5
Class Resources		
The textbook?	45	3.5
Blackboard notes and materials posted by the instructor	44	4.0
Lecture Notes	46	4.6
Problem Sets	46	4.3
The information you were given		
Explanation of how the class topics, activities, reading and assignments related to each other	43	4.3
Explanation given by the instructor of how to learn or study the materials	45	4.5
Support for you as an individual learner		
Interacting with the instructor during class	42	4.3
Interacting with the instructor during office hours	34	4.1
Working with peers outside of class	37	4.1
Working with peer leaders in seminar/workshop	21	3.7
<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>		
Class Content		
Main Concepts	46	4.2
Relationships between the main concepts	46	4.3
How ideas in this class relate to ideas encountered in other classes within this subject area	46	4.2
<i>As a result of this class what gains did you make in the following areas?</i>		

Skills		
Identifying patterns in data	46	4.3
Recognizing a sound argument and appropriate use of Evidence	46	4.2
Developing a logical argument	46	4.1
Class impact on your attitudes		
Enthusiasm for the subject	46	4.1
Interest in taking additional classes in chemistry	46	3.9
Confidence in the field of chemistry	45	4.0

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

Table 2: Summary for General Chemistry I (Spring 2014)

	Number of Respondents	Mean Response
<i>How much did the following aspects of the class help your learning?</i>		
The Class Overall		
The instructional approach taken in this class	32	4.4
How the class topics, activities, reading and assignments fit together	32	4.1
The pace of the class	32	3.5
Class Activities		
Attending lectures	32	4.6
Participating in discussions during class	31	4.3
Procedure driven laboratory experiments	32	3.5
Research Experiments in Lab	32	3.2
Assignments, Graded Activities, and Tests		
Graded assignments (overall) in this class	31	4.1
Occasional quiz (Announced)	32	4.3
The number and spacing of tests	32	4.3
The fit between class content and tests	32	4.3
The feedback on my work received after tests or assignments	32	4.0
Class Resources		
The textbook?	31	3.4
Lecture Notes?	32	4.7
General Chemistry Workshop Materials?	24	4.3
Blackboard Materials?	28	4.0
Peer Led Team Learning	22	4.0
The information you were given		
Explanation of how the class topics, activities, reading and assignments related to each other	32	4.3
Explanation given by the instructor of how to learn or study the materials	32	4.3
Support for you as an individual learner		

Interacting with the instructor during class	30	4.1
Interacting with the instructor during office hours	22	4.0
Working with peers outside of class (e.g. study groups)	25	4.3
Working with Peer Leaders in Workshop/Seminar	26	4.5
<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>		
Class Content		
Main Concepts	32	4.2
Relationships between the main concepts	32	4.3
<i>As a result of this class what gains did you make in the following areas?</i>		
Skills		
Problem solving?	32	4.1
Identifying patterns?	32	4.0
Making a logical argument?	32	3.8
Class impact on your attitudes		
Do you have a better appreciation for the field of chemistry and its applications?	32	4.5
Do you approach chemistry with more confidence?	32	4.0
Are you more likely to major in chemistry or continue studying chemistry as a complement to your major field ?	30	3.3
Integration of your learning		
Connecting key ideas with other knowledge	32	4.3
Using systematic reasoning to approach problems	32	4.1
Using a critical approach to information and arguments encountered in everyday life	32	4.0

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 who participated in Peer-Led Team Learning reported an average of 4.0 when asked how much it helped their learning (“much help”). These workshops clearly engage students with the material in a comfortable setting and provide a good arena for questions to be discussed.

II. Program Plan

A. Long Term Goals

The Chemistry Department will continue working on the Master Degree in Chemistry with Emphasis in Chemical Education with teacher Certification. In this program, we will combine the Chemistry course requirements with those courses required to fulfill the Teacher Certification. The chemistry department will continue motivating students to become involved in research early in their undergraduate work improves student learning, student skills, student retention, and the effectiveness of the Chemistry program. The Chemistry Department continues 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. To fully implement the Chemical Hygiene Plan to maintain our labs in a safe environment, the Chemistry Department works closely with the University Safety Committee to better articulate safety procedures and policies for the chemistry labs. 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.

B. 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 are 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:

- Sorenson, BA; Westcott, DJ; Sakols AC; Thomas, JS; Anderson, P; Stojkovic EA; Tsonchev, S; Nicholson, KT, "Domain Structure of a Unique Bacterial Red Light

Photoreceptor as Revealed by Atomic Force Microscopy”, MRS Proceedings, Vol. 1652, 2014, DOI: 10.1557/opl.2014.259. Ken Nicholson is the corresponding author

- Denana U. Miodragović, Jeremy A. Quentzel, Josh W. Kurutz, Charlotte L. Stern, Richard W. Ahn, and Thomas O’Halloran, Robust Structure and Activity of Aqueous Arsenous Acid-Platinum(II) Anticancer Complexes, *Angew. Chem. Int. Ed.*, 2013, 52, 10749-10752.
- Swindell, Elden; Hankins, Patrick; Chen, Haimei; Miodragović, Denana; O’Halloran, Thomas, Anticancer Activity of Small Molecule and Nanoparticulate Arsenic(III) Complexes”, *Inorg. Chem.*, 2013, 12292-12304.
- Paul C. Trippier, Kristing Jansen Labby, Dustin D. Hawker, Jan Mataka, and Richard B. Silverman, “Target- and Mechanism-based Therapeutics for Neurodegenerative Diseases: Strength in Numbers”, *Journal of Medicinal Chemistry* 2013, 56(8), 3121-3147.
- [N. Tran](#), [T. Nguyen](#), [A. Fraiman](#) "Mastery and Wikis" 6th Annual Conference of Education, Research and Innovation, Seville, Spain, 18-20 November, 2013. ISBN: 978-84-616-3847-5. ISSN: 2340-1095, page 5174-5179. Publisher IATED

2. Conference Presentations, Group Shows

- Jing Su, Feng Chen, Vincent L. Cryns and Phillip B. Messersmith, “Dynamic Catechol-Boronic Acid Conjugates for Selective Killing of Cancer Cells”, Gordon Research Conference in Medicinal Chemistry, New London, NH, August 2013.
- Ken Nicholson, “Domain Structure of a Unique Red-Light Photoreceptor as Revealed by Atomic Force Microscopy” NEIU Faculty Research and Creative Activities Symposium (November 2013)
- Ken Nicholson, “Domain Structure of a Unique Red-Light Photoreceptor as Revealed by Atomic Force Microscopy” Materials Research Society Fall National Meeting (Boston, MA, December 2013)
- Denana U. Miodragović*^{1,2}, Irawati Kandela², Andrew Mazar², and Thomas V. O’Halloran² ARSENOPLATINS – ANTICANCER AGENTS DESIGNED AS A COMBINATION OF PLATINUM AND ARSENIC DRUGS”, NEIU Faculty Research and Creative Activities Symposium (November 2013). (1Department of Chemistry; 2 Department of Chemistry, Northwestern University)

- John Albazi and Lubna Masu, “Stability-Indicating Method Development and Validation for the Assay of Oxcarbazine and Determination of Impurities/Degradants in the Oxcarbazine Raw Material Using Reversed-Phase Liquid Chromatography”, Pittcon Conference, March 2014
- John Albazi, “Mathematical Modeling in Optimizing and Validating Methods in Pharmaceutical Analysis”, 4th Annual Workshop on Mathematical and Statistical Modeling with Applications in Medicine, Epidemiology & Public Health, May 10, 2014.

3. Funded grants

- Principal Investigator: Ken Nicholson; National Science Foundation-Major Research Instrumentation (NSF-MRI) ; Award Number 1229103; Co-PIs: Emina Stojkovic and Stefan Tsonchev
- Co-PIs: Ken Nicholson, Paulo Acioli (Physics), Ken Voglesonger (Earth Science), Nancy Wrinkle (Mathematics); Principal Investigator: Sudha Srinivas (Physics); National Science Foundation – Scholarships in Science, Technology, Engineering and Mathematics (S-STEM); Award Number: 0806716

4. Service to academic organization (office holder only), editorial boards

- Stefan Tsonchev, Serving on the Editorial Advisory Board of ‘The Open Nanomedicine Journal’
- Stefan Tsonchev, Refereed numerous articles submitted to the Journal of Physical Chemistry
- Stefan Tsonchev, Participated in the Northwestern University Graduate School Orientation for underrepresented minority students together with student Irvin Garcia; April, 2014.
- John Albazi, Continue to work as a reviewer for the Journal of Chromatographic Science.
- Ken Nicholson, member on the research proposal review board for the Center for Nanoscale Materials at Argonne National Laboratories
- Ken Nicholson, reviewer for the ACS publication, Langmuir
- Ana Fraiman, continue to serve as a reviewer for the journal of chemical education.

5. Workshops and Conferences Attended

- Jing Su, attended the 2014 spring national meeting of the American Chemical Society, Dallas, TX, March 2014.
- Jing Su, attended Gordon Research Conference in Medicinal Chemistry, New London, NH, August 2013.
- Jing Su, attended the Pittcon Conference 2014 in Chicago, IL, March 2014
- Jan Mataka, attended 11th annual Chicago Biomedical consortium Symposium Exploring Human Biology with Small Molecules, October 11, 2013 Ida Noyes Hall, University of Chicago campus
- Jan Mataka The 33rd Midwest Enzyme Chemistry Conference, October 12, 2013, Loyola University, Chicago
- Jan Mataka, Protein-protein Interactions: A Promising Avenue for Drug Discovery Symposium Center for Molecular Innovation and Drug Discovery (CMIDD) held on March 19, 2014 T Robert H. Lurie Medical Center, Chicago
- Ken Nicholson attended and gave an oral presentation at the Materials Research Society Fall National Meeting (Boston, MA, December 2013)
- Ken Nicholson attended the Seeing at the Nanoscale Conference at Northwestern University, (Evanston, IL, Spring 2014)
- Ken Nicholson attended the Celebration of Professor Steven J. Sibener Research Symposium (Chicago, IL, Spring 2014)
- Chandana Meegoda, attended “Pearson Professional Development series ”Improving Student Outcomes with Technology”, College of DuPage, Spring 2014
- Chandana Meegoda, attended PITTCON 2014 conference, Chicago (2014)
- Stefan Tsonchev, Co-authored student presentations at the SACNAS National Conference in San Antonio, TX, October 2013.
- Stefan Tsonchev, Represented the Chemistry Department of NEIU at the Science Fair Central meetings in September-October 2013.
- Stefan Tsonchev, Attended the 2013 International Institute for Nanotechnology Symposium, Evanston, IL, in October 2013.

B. Student Achievements:

1. Presentations, conference papers, symposium participation, publications

- Michael Covington and Jing Su, “ The Development of Linear Peptides as Islet-Neogenesis Stimulating Drugs for treatment of Diabetes”, 3rd-place winning poster presentation at the Louis Stokes Alliances for Minority Participation (LSAMP), February, 2014
- Michael Covington, Rich Xue, Tariq Marouf and Jing Su, “A New Hope, Restoring the Body’s Natural Ability to Fight Diabetes”, oral presentation at NEIU student research symposium, April, 2014
- Darya Urupina and John Albazi, “Method Development and Validation for the Assay of Hydrochlorothiazide and Determination of Impurities/Degradants in Raw Materials Using Reversed-Phase Liquid Chromatography”, Pittcon Conference, March 2014
- Monika Boba and John Albazi, “Stability-Indicating Method Development and Validation for Determination of Prednisolone Acetate in Raw Material and Degradant Products Utilizing Reversed-Phase Liquid Chromatography”, Pittcon Conference, March 2014
- Jared Lang and Jing Su, “Student Perspectives of Antidepressant Treatment”, poster presentation at NEIU student research symposium, April, 2014
- Presenters: J. Santoro Thomas and Blaire Sorenson, Co-Authors: Sarette Tilton, Daniel Westcott, Brian Lampert, Alexandra Sakols, Sarah Vorpahl, Emina Stojkovic, Stefan Tsonchev, and Kenneth Nicholson, “Nanoscale Analysis of Bacteriophytochromes using AFM and STM, Oral Presentation at ” NEIU Summer Research Symposium, Fall 2013
- Presenter: Marie E. Kroeger, Co-authors: Blaire Sorenson, J. Santoro Thomas, Emina Stojkovic, Stefan Tsonchev, and Ken Nicholson, “Atomic Force Microscopy of Proteins using Peak Force Tapping,” “Oral Presentations at NEIU Student Research Symposium, Spring 2014
- Mohammed. Shatat, K. Boukallaba, John Albazi, “Synthesis, Characterization and Separation of Ranolazine and its Analogues Using Reverse-Phase Liquid Chromatography,” NEIU 22nd annual student research and creative activities symposium, April 11, 2014

- Shahzaib Mehdi Syed, John S. Al-bazi, “Synthesis, Purification and Stability Based Method Development of Fenofibric Acid Using Reversed-Phase High Performance Liquid Chromatography and Evaluation of the Impurities in the Synthesized Drug,” NEIU 22nd Annual Student Research and Creative Activities Symposium, April 11, 2014
- Presenter: Blaire Sorenson, Co-authors: Daniel Westcott, J. Santoro Thomas, Alexandra Sakols, Sarah A. Vorpahl, Stefan Tsonchev, Emina A. Stojkovic, and Kenneth T. Nicholson, “Characterization of a Protein Photoreceptor in its Light-Adapted State Using Fluid Cell Atomic Force Microscopy,” SACNAS National Conference, Fall 2013, San Antonio, TX. This poster was also presented at the NEIU Student Research Symposium, Spring 2014.
- Presenter: J. Santoro Thomas, Co-authors: Blaire Sorenson, Daniel Westcott, Brian Lampert, Alexandra Sakols, Sarah Vorpahl, Stefan Tsonchev, Emina Stojkovic, and Kenneth Nicholson, Poster presentation “Structural Analysis of Bacteriophytochromes on Graphite and Mica using Scanning Probe Microscopy,” SACNAS National Conference, Fall 2013, San Antonio, TX.
- Michael Covington, Courtney Moran, and Sandra Neri, Ana Fraiman, “ORGANIC CHEMISTRY PEER MENTORS’ EXPERIENCE”, NEIU, 22nd Annual Student Research and Creative activities, April 11,2014
- **Oscar Herrera**, Ethan Zheng, Yun Wang, Department of Civil and Environmental Engineering, Northwestern University, Evanston, IL 60208, Department of Chemistry, “INHIBITION EFFECTS OF P. AERUGINOSA ON A. FUMIGATUS THROUGH SECONDARY METABOLITES PRODUCTION,” 22nd Annual Student Research and Creative activities, April 11,2014
- Oscar Herrera*, Ethan Zheng, and Yun Wang. “Investigating the over sporulation effect of A. fumigates induced by P. aeruginosa.” 2013 Spring Symposium and Student Research in STEM, IL-LSAMP, Lisle, IL. February 15-16, 2013. *Award Winner (1st Place – Chemistry Poster)
- Scott Russell, Tom Weaver, “THE SYNTHESIS AND CHARACTERIZATION OF ZNO QUANTUM DOTS,” 22nd Annual Student Research and Creative activities, April 11,2014
- Keith Arntson and Jing Su, “ Synthesis of a Peptide Substrate for Studying Erk Activation In Islet Neogenesis,” NEIU 21st Annual Student Research and Creative Activities Symposium, April 2013

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

- **Blaire Sorenson** has been admitted into M.S. Program in Materials Science at Cornell University (Ithaca, NY). She plans to begin her graduate work Fall 2014.
- **Darya Urupina** has been admitted into a Ph.D. Program in Chemistry at Loyola University in Chicago. She plans to begin her graduate work in Fall 2014
- **Daniel Westcott** admitted and enrolled in UC Berkeley
- **Marie Kroeger** admitted to University of Massachusetts at Amherst
- **Jared Lang** is accepted to the School of Pharmacy at University of Illinois at Chicago. He will start in the fall, 2014.
- **Max Goldmeier** has left his job at Spherotech, Inc. He has enrolled into a Ph.D. program in Materials Science at Akron University (Akron, OH).
- **Peter Carrizales**, has been admitted into the UIC School of Pharmacy. He will begin his study in Fall 2014
- **Svetlana Kovaleva** has been admitted into the Kansas City University of Medicine and biosciences. She will begin her study on Fall 2014
- **Norberto Gonzalez** has been admitted to the M. S. Program in Chemistry at NEIU. He will start in the fall, 2014

C. Alumni News

- **Frank Lagunas**, US EPA, has been promoted to Laboratory Certification Program Manager at US Environmental Protection Agency (2014)
- **Steve Ryan** is employed at W.R. Grace Davison as a Quality Assurance Laboratory Chemist
- **Brian Lampert** has enrolled into a Ph.D. program in Chemistry at the University of Illinois at Urbana-Champaign. He began his graduate work Fall 2013 and has joined the research group of Prof. Ralph Nuzzo.
- **Keith Arntson** has enrolled into a Ph.D. program in Chemistry at the University of Minnesota (Minneapolis, MN). He began his graduate work Fall 2013.

- **Thach Nguyen** enrolled into a Ph.D. program in Chemistry at Boston College. He began his graduate work Fall 2013.
- **Kristen Veldman** enrolled into a Master's Program in Physician Assistant Studies at Butler University (Indianapolis, IN). She began her graduate work in the Fall 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. She has joined the group of David Ginger.
- **Umesh Chaudhary** continues to pursue a Ph.D. in Chemistry at Iowa State University (Ames, Iowa).
- **Fernando Tobias** continues to pursue a Ph.D. in Chemistry at the University of Illinois at Chicago.
- **Lara Milenkovic** continues to pursue a Pharm. D. at Roosevelt University (Chicago, IL).
- **Steven Jerome** continues to pursue a Ph.D in Chemistry at Columbia University (New York, NY). He has recently been awarded a prestigious fellowship from the National Science Foundation (NSF).
- **Ian Karall** continues to pursue a Pharm.D at Roosevelt University (Chicago, IL).
- **Huong Le** continues to pursue a Doctor of Dentistry degree at The Ohio State University (Columbus, OH).
- **Linh Le** continues to pursue a Nursing degree at the University of Illinois (Chicago, IL).
- **Susan Lopez** is attending a University of Illinois (Chicago, IL) in Fall 2011 designed to prepare students for medical school (at UIC).
- **Ariadna Martinez** continues to pursue a Pharm.D. program at DePaul University (Lincoln Park Campus).
- **Alexandra Sakols** is employed at Enviro Tech International doing quality control.

- **Rajeshwar Raja** is employed at Pharmaceuticals International Inc., (Baltimore).
- **Mohammed Aziz Shaik** is employed at ERP Analyst (Ohio).
- **Holly Hathaway**, is employed as a Research technologist at Northwestern University (graduated 2011)
- **Jessica Garcia**, CPS Teacher, middle school Science (2013)
- **Katie Koza**, University of Illinois at Urbana-Champaign, Veterinary Medicine
- **Adrian Zamora**, UIC College of Medicine
- **Jenny Semoon** is employed as a lab technician at WIL Research, Genetic Toxicology graduate.
- **Norberto Gonzalez** is employed at the Stepan Company, a chemical company

CHEMISTRY

Assessment Report 2013-2014

Submitted by **John Albazi**

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

The tentative 4-5 years cycle is as follow:

CYCLE PLAN:

Year 1: program Goal C: **Chemistry Laboratory Skills**

Year 2: Program Goal D: **Chemical Literature and Research skills.**

Year 3: Program Goal E: **Communication and Ethics in chemistry**

Year 4: Program Goal F: **Interpersonal and Team Skills**

Year 5: Program Goal B: **Quantitative reasoning skills**

Year 6: Program Goal A: **Proficient in basic skills in Chemistry**

COLLEGE OF ARTS AND SCIENCES EDUCATION PROGRAM (CASEP)

Annual Report 2013-2014

Submitted by Melanie Bujan

Executive Summary

The College of Arts and Sciences Education Program (CASEP), now entering its 15th year, provides full-time, first and second year students interested in careers in teaching with a unique educational experience. Seeking to provide early insights into teaching, CASEP's mission remains focused: offering classroom coursework and field experiences that highlight best practices in pedagogy. Employing a cohort model and team teaching along with field experiences and supportive services for students, CASEP seeks to increase student success, which includes increasing overall student retention and decreasing time to degree. The program's ultimate goal is to create a diverse cadre of high quality Pre-K to 12 teacher-leaders committed to the teaching profession and prepared to successfully compete in a multicultural world.

All CASEP courses employ the Cohort Model. Approximately 40-45 students are recruited annually. These 40-45 students are divided into two groups of 20-25 students each. All CASEP students take ten courses together over four semesters, helping to facilitate their transition into NEIU's College of Education. Coursework includes general education requirements as well as courses needed to enter the College of Education. This coursework includes communication studies, earth science, public speaking, sociology, theatre, and writing. An additional focus is preparing students to take the Illinois Basic Skills Test (BST) or the Test of Academic Proficiency (TAP). 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.

CASEP's Three Goals:

1. Decrease time to graduation
2. Increase overall retention at Northeastern Illinois University
3. Create high quality teachers who remain committed to the teaching profession

I. Assessment

Forty-five students were enrolled in the 2013-2014 CASEP Cohort. On their applications, the students in this Cohort self-identified as to their race/ethnicity and the breakdown was as follows: 55% Hispanic; 27% white; 11% Asian or Pacific Islander; two students identified as both black and white and one student identified as black.

Certainly, achieving equal representation from each racial/ethnic group would be the ideal and offer parity in cultural insights. This observation also applies to gender breakdown; though now at almost 30% male, a 50/50 breakdown also would be the ideal. The Cohort students, though, represent a nice cross-section of both CPS and suburban schools, much like NEIU's general student population. Going forward with CASEP's recruitment efforts, additional attention must be paid to recruiting more students of color as well as more young men.

CASEP continues to meet its two goals of retaining students and decreasing time to degree. Based on the latest available university figures from 2012-2013, CASEP's retention and graduation rates for that same time period continue to exceed that of NEIU's general population. In September 2013, 78.5% of CASEP first year students were enrolled at NEIU for their sophomore year. This retention rate was higher than the rate of 61.0 % for NEIU's general first year student population.

In addition, graduation rates for the same period show that CASEP's students continue to exceed the general NEIU student population. CASEP's six year graduation rate was 58.3% compared to 20.3% for the rest of the student population (2007). CASEP's four year graduation rate was 20% compared to 5% for all other NEIU students (2009).

Qualitative Assessment:

CASEP is fortunate to have a number of teachers and returning teachers who are committed to the goals of the program and to student achievement. Jim Blair, former CASEP Coordinator, will return in the fall to teach Introduction to Theatre and provide guidance as CASEP continues to change hands. Melanie Bujan, who taught Communication and Public Speaking to students during the program's earlier days, takes on the responsibility of Coordinator and returns to the program as a teacher. Other teachers in the program include Jean Hemzacek, winner of a Teaching Excellence Award last year, who returns as our Earth Science classroom and lab instructor. Wendy Maland returns in the fall to teach ENGL 101 and we are pleased to include Bill Green, who last year started teaching ENGL 102 in CASEP. ENGL 102 is a new addition to the program. Linked to Public Speaking, Writing 102 offers the perfect complement to Public Speaking's research requirements.

Another important long-time CASEP instructor is Maureen "Mo" Kelty, from the Center for College Access and Success. Mo has been teaching Adventure Education to CASEP students since 2000. Adventure Education focuses on team building and problem solving, actively engaging students to think creatively, work collaboratively, and discover strategies and tools they can implement in their future classrooms—something teachers must do on a daily basis. Mo has been assisted by a former CASEP student, Ken Smitley, in teaching Adventure Ed. Ken also has been assisting with recruitment

efforts this summer. He is an exemplary student and will be graduating next year from NEIU's Special Education program.

Comments from CASEP students about Adventure Education:

"In the beginning of this class, I thought the activities we were completing were very childish since most of the CASEP students are studying for secondary education. But in a way, I found the activities beneficial since what we were going through is what our future students will go through. It is important to experience the stages of development of a group and be aware of it before we go on to teach it. If we aren't aware, how will we as teachers fix it, whether we're teaching pre-kindergarten, seniors in high school, or special education students."

Adrianna Marquardt

"It wasn't until I finally got a job as a tutor that the class activities actually made sense. I use them on a daily basis with high school students, and to my surprise, they really enjoy them. In the beginning, they all shared these confused stares and awkward giggles. But within a few weeks, I saw that this group of kids came together. Not only did these games bring the students together but also built a support system. That's when I had my 'aha' moment and saw the meaning of the class."

Jennifer Delgado

"Diversity, before Adventure Education, to me meant having a bunch of different kinds of people in one group. That vague, unstructured idea is now more focused and refined for me. Now I see diversity is an aspect of people that is always there. When you feel someone is being difficult, remind yourself that something they believe or feel or have experienced makes that behavior okay in their minds. I have to take steps in understanding them and identifying how I can better communicate with them."

Jocelyn Gonzalez

"This class was not what I expected it to be at all. I honestly thought this was going to be the class I hated most but it ended up being the one I absolutely loved. I thought we were literally gonna have to run, do push-ups, pulls-up, like a normal P.E. class but that was not the case at all. I had no idea we would be playing games the whole three hours. Although we played games the whole time, they were for a purpose, to teach us something. The games and activities taught me a lot of things like how to be patient and listen to other people's ideas. It helped me break out of my shell, and it helped my confidence too because I always felt like I was in a 'no judging' atmosphere."

Jannely Neris

"I believe the activity 'Known and Unknown' helped bring us closer to each other because of everything people have been through and could still go through. This activity helped us realize that people out there truly won't judge and will accept you for who you are; like the students in CASEP. I love the people and environment here."

Cheyenne Salazar

“...this class was truly worth taking. Every Friday brought a new challenge to face, which made it so much fun and interesting. This class taught me so many things which I can take and hopefully use in one of my own classrooms in the near future. The best feeling was when the class was faced with a difficult activity and in the end, we were able to solve it by communicating and helping each other out.”

Eryk Boduch

“From the second week and beyond, I began to become more and more connected as well as embrace the whole concept of the course. I also began to form connections with my fellow peers in ways I didn’t think were possible. I really began to notice that I had become a complete hypocrite on what I believed in when it came to judging others before getting to know them. I didn’t think it was possible for my fellow classmates who are freshly 18 years old to have so much depth to them. After each exercise, I seemed to learn more and more about them as individuals and realized I had more in common with them than I had ever thought.”

Alexander Padilla

“Most importantly, because I want to be a teacher, this class was probably the most useful for me in learning how to handle a class. Since I plan to be a teacher of younger kids, I think these are activities I can take with me into the classroom.”

Jackie Morgan

“The most positive thing that I took away from this class was the team building aspect of it. I hope to incorporate a lot of team building as a future teacher no matter what subject I decide to teach. I liked the idea of the check in at the beginning of class and a check out at the end of every class because it helped us vent in a way. It gave me the confidence to speak up about what I was feeling to my classmates and it built a sense of trust which was key to solving activities.”

Justin Haretoun

“I really loved how we could take an ordinary gym class and create a learning tool for understanding our abilities as future teachers. Without learning about ourselves and the others around us, I would not be able to become a true teacher. This class has not only shown me how to be calm but also how to listen.”

Kate McDermott

While the Adventure Education, communication, theatre, and English courses have a consistent faculty presence, we continue to collaborate with Sociology to solidify a teacher for Sociology 100. Keeping faculty in place these days is tenuous due to budget cuts. In fact, the EDFN 305 and 306 courses have seen recent faculty turnover due to budget cuts and faculty retirements.

Another area of importance to CASEP is Academic Advising. Consistency in Academic Advising is critical to CASEP’s success. Our students are fortunate to have the same advisor for two years, Jamie Riess. And even after leaving CASEP, students continue to seek her out for advice. Jamie registers and monitors the progress of all CASEP

students as they move through their first and second years of college. This ensures that students enroll in the courses they need to successfully pursue their career path.

CASEP students also may have the opportunity to be employed as paid peer mentors and tutors to work in CPS elementary and high schools by NEIU's federally-funded Gear Up program, housed by NEIU's Center for College Access and Success. In addition, we encourage students to assume leadership roles at NEIU, which not only involve campus activities but also may involve trips to places like Guatemala and Native American Reservations. Furthermore, some of the CASEP students participate in NEIU's exchange program with the University of Limerick, Ireland, and some have conducted their student teaching in South Korea. We encourage CASEP students to take advantage of all opportunities that arise that will benefit their future as teachers and leaders.

II. Program Plan

A. Long Term Goals

Despite the change in the Coordinator position, efforts are still being made to address the need for professional development for CASEP faculty. The goal is to provide a professional development opportunity at the start of the 2014-2015 academic school year or in the summer prior to the academic school year. A budget exists for this purpose, and the new coordinator will be working with a member of the Center for College Access and Success to formulate an appropriate opportunity. One challenge remains the coordination of conflicting instructor schedules, but an attempt will be made to include as many interested instructors as possible.

The recruiting of students through Orientation at NEIU continues to be a challenge due to lower enrollment and other unrelated circumstances. ***Of most pressing concern is that all of CASEP's on-line information and application documents were removed from the Academic Advising website last year.*** We were told that no one on campus could resurrect these documents. This removal inhibited students' ability to apply to CASEP on-line. In years past, on-line applications numbered between 10-14 applicants. Though the new Coordinator made sure that the *new* website has a CASEP presence, the CASEP pages need a direct link from Academic Advising to the CASEP web pages so students may find program information with greater ease. Also, in consideration of lower enrollment numbers, the CASEP Coordinator will work to identify and recruit students during the school year prior to Orientation in summer 2015. This recruitment effort will be made in conjunction with other programs at NEIU and with the general recruiting team.

The new Coordinator is also looking into creating a CASEP Fund and reaching out to former CASEP students and graduates for support.

B. Projected needs

CASEP would benefit from the assistance of a student aide and would need a budget line to pay for this assignment. Ideally, the student 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 one of CASEP's assigned instructors. 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, 2015, and consist of a maximum of 20 hours per week when school is in session. An initial budget line of \$8,500 is requested.

III. Accomplishments

In 2004, the federally-funded Illinois Professional Learners' Partnership grant, which supported the program, ended. At that point, because of its success, the program became institutionalized as CASEP in the College of Arts & Sciences. Because the university recognized CASEP's longevity and continued success with students, it was determined that the Illinois Board of Higher Education (IBHE) facilitate an 8-year review of the program (2004-2012). Due to the success of this review, the university granted CASEP its first budget. Therefore, CASEP became its own entity under the Dean of the College of Arts & Sciences. This important change allows CASEP to more effectively plan for its future.

COMMUNICATION, MEDIA AND THEATRE

Annual Report 2013-2014

Submitted by Katrina Bell-Jordan and Tony Adams

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 fourth 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 professional development that students need to compete in today's workforce and to achieve personal success and gratification. Our undergraduate major in Communication, Media and Theatre and specific programs of study in Theatre, in Communication, in Media and in 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, relevant, grounded in the best practices of our discipline, and meets the needs of our 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 significantly to the University's General Education program with two regular course offerings in the Fine Arts (CMTT-130: *Introduction to Theatre*) and CMTM-160: *The Art of Film and Video*) 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.

Enrollment in the CMT program has been steady over the last five years, with undergraduate majors numbering 302 in Fall 2009 and 359 in Fall 2013. CMT's graduate program grew to 38 students in Fall 2013, reflecting equally strong numbers (ranging from 25-37 graduate majors each year for the last five years). Undergraduate degree conferrals have been steady (from 93 to 99 degrees conferred between FY 2009 and FY 2011), although we have seen dips in the last two years to 92 conferrals (FY 12) and 84 conferrals (FY 13). Graduate degree completion showed similar increases (from 8 to 12 degrees conferred between FY 2009 and FY 2012), although we dropped to 10 conferrals in FY 2013. CMT student credit hour production has been robust and relatively stable (from 5,626 SCH in 2009 to 5,906 SCH in 2012), with a range of 83 to 90 course sections offered. CMT produced 5,466 student credit hours in Fall 2013, reflecting a decrease in its offerings to 78 sections. Despite these shifts, CMT enrollment and credit hour production remain strong, and we continue to appreciate student interest in our undergraduate and graduate degree programs, as well as to our four undergraduate program minors.

Program Accomplishments

Major activities during the 2013-2014 academic year include: 1) offerings of CMT's first fully online course (*CMTC-300: Mediated Communication*), a hybrid section of CMT's Writing-Intensive course (*CMTC-200: Theories of Communication, Media and Theatre*), as well as development of a hybrid section of CMT's General Education course (*CMTT-130: Introduction to Theatre*); 2) a new First Year Experience (FYE) course in Theatre (*CMTT-109: Staging Chicago: Performances In, For & About Chicago*), and our third year of participating in the FYE program via our Media course (*CMTM-109A: Chicago on Video: One Pixel at a Time*); 3) implementation of programming and production changes in the Stage Center Theatre, and 4) annual events such as CMT Day and the North by Northeast Media and Performance Festival, which continue to be a success and to give us an opportunity to showcase and celebrate our program and students.

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 2013, nearly 750 students were enrolled in Theatre courses and nearly 170 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.

Each year the Stage Center Theatre presents nine shows via the Main Stage, Studio Series, Summer Theatre, and Children's Theatre. Our season offers the audience a broad range of plays, from Shakespeare to Paula Vogel, and provides students an opportunity to read, produce, and watch both classical and contemporary productions.

This year's productions included the comedy *The Cherry Orchard*, the memory play *When the World Was Green*, the post-World War II drama *All My Sons* by Arthur Miller, and the provocative *Miss Julie*. Summer Theatre productions included *39 Steps*, the comedic stage retelling of the Alfred Hitchcock film of the same title, and the farce *Boeing Boeing*. This year's Studio Series production of *Primrose* (by Rand Ringgenberg) also continued our program's commitment to producing one-act plays that offer CMT/NEIU students and alumni roles as actors, directors and technicians. This year's Studio Series playwright and director is a CMT alum who returned to the Stage Center Theatre to direct for a second year.

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). 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's Children's Theatre productions included *Fearless Females of Folklore* (Fall 2013) and *Androcles and the Lion* (Spring 2014).

Our Theatre program as a whole 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.

Media Production/Media Lab

We are pleased to report that CMT's Media Lab is in its sixth 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 to compete for internships and other employment in the media industry. This year's students benefitted from a significant upgrade to the Media Lab, giving them access to new computers, editing and computer graphics software, as well as new High Definition cameras and lighting kits.

Student Tutors

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 puts at the forefront the program's curricular focus on student success, and academic excellence and innovation.

Media Projects

CMT video production students were actively involved in various projects this year, from producing videos about the College of Arts and Sciences and NEIU Student Affairs Reimagining Food Initiative and NEIU Food Day events (which were also presented in June 2014 at the NASPA Civic Learning and Democratic Engagement Conference), to collaborating with NEIU's Department of Special Education and Center for Teaching and Learning in making videos for an online course on legislation and disability.

Program Events/Activities/North by Northeastern Media and Performance Festival

The CMT Department proudly presented its 5th annual North by Northeastern Media and Performance Festival in April 2014. 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 five years and to have the opportunity to showcase the work of these artists.

CMT Day

The 2nd annual CMT Day Celebration was held in April 2014 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; to recognize CMT scholarship and CMT Award winners, and to honor those who support our program and students. This year we presented the CMT Distinguished Student Award (5 awardees), as well as the Anna Antaramian Excellence in Theatre Award (3 awardees). Each year 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 three CMT scholarships endowed by Professor Emeritus, Dr. Bernard J. Brommel: the Brommel-Kramer-Barnitz Scholarship, the Brommel-Hanson-Ijams-Hayward Scholarship, and the Brommel-Adams-Bell-Jordan Scholarship. We were also delighted to have an opportunity to recognize Dr. Brommel and Professor Antaramian, who attended our 2014 CMT Day event.

Experimental Theatre Production: Alice in Technoland

This Spring 2014 our CMTT-359: Experimental Theatre course produced two performances of Alice in Technoland, a play written and presented by students in the course where they create and/or adapt original theatre performance pieces from all types of texts.

University and Interdisciplinary Initiatives/ First Year Experience (FYE) Course Offerings

- CMTT-109: Staging Chicago: Performances In, For & About Chicago
CMT is excited to offer for the first time this fall, the FYE course, *Staging Chicago: Performances In, For & About Chicago*, in which students will read, watch, write, and perform plays about Chicago. Special attention will be paid to plays that premiered in Chicago and were produced by Chicago artists. In addition to reading plays, students will have an opportunity to stage scenes and present their own theatrical interpretation of the Second City. The course introduces students to the literature, practices, and analysis of theatre and

focuses on the practitioners, plays, and styles of performance predominant in Chicago, fostering connections between students, between students and NEIU, and between students and the Chicago community.

- CMTM-109A: *Chicago on Video: One Pixel at a Time*
CMT was pleased to continue offering its FYE course *Chicago on Video: One Pixel at a Time*. Students produce short videos about various NEIU areas such as Student Support Services, Campus Police, the Department of Music and Dance, the Physical Education Complex, and Student Health Services – through hands-on learning that supports the students' transition from high school to NEIU.

Reimagining Food Initiative

For the last two years, the CMT Department has been actively involved in the College of Arts and Sciences Innovation Summit surrounding the idea of “Public Universities, Social Solutions: Reimagining Food.” The result of this summit was three subsequent roundtable events that brought together members of the NEIU community and surrounding community to “reimagine food” in discussions about food-related issues (e.g., food and health; food policy and politics; food activism; and food and the arts) and ways the University and community can harness our intellectual energy and resources in promoting high-impact pedagogical practices and University-community engagement to concretely address some of these issues.

The Reimagining Food Initiative is now a joint effort between the College of Arts and Science and NEIU's Division of Student Affairs, and whose goal for Roundtable III was to celebrate the 2013-2014 activities inspired by the first two roundtable events and that have enhanced the learning environment around issues of social justice, food security, and sustainability. CMT's Media and Theatre area faculty participated in the University's dialogue and efforts to tackle social issues related to food by building a food community and culture at NEIU in the following ways:

- Roundtable Facilitation
CMT faculty facilitated discussion of food and the arts at Roundtable III and ideas about upcoming 2014-2015 projects for CMT faculty and students in support of this initiative.
- Theatre Productions
The Stage Center Theatre production of *When the World Was Green* (November, 2013) used theatre as a vehicle for examining the relationship between food and memory and as a creative space for engaging audiences; The subsequent Stage Center Theatre production of *Miss Julie* (April 2014) explored questions of power and desire through the lens of food and an immersive sensory experience.
- Video Productions
CMT video production/editing students produced short videos that provided an overview of the Reimagining Food Initiative, NEIU Food Day events, the Stage Center Theatre production of *When the World Was Green*, as well as issues of food security.

Pi Day

This year CMT faculty and students collaborated with NEIU's Math Department in celebration of Pi Day (March 14, 2014) by creating short 5-10 minute "tabletop performance" pieces for small audiences of 1 or 2, which explored various math concepts. The audiences were comprised of faculty, staff, and students from departments across the NEIU campus, each of whom received a free piece of pie and a certificate acknowledging their participation. The event was highly successful, with a total of 39 performances and the CMT table being booked continuously for three hours. Plans are also underway to collaborate with the Math Department next year in making Pi Day a campus-wide event.

CASEP

The CMT Department continues its involvement and commitment to the College of Arts and Sciences Education Program (CASEP). The CMT program is pleased that starting 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.

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.

CMT's involvement in the CASEP program is currently through the General Education courses, CMTC-100: *Introduction to Communication* and CMTT-130: *Introduction to Theatre*, as well as via CMTC-101: *Public Speaking*, one of CMT's core courses. Each CASEP course in the CMT Department is taught by instructors who enjoy the team teaching model, who bring unique professional experience to the classroom, and who are committed to the mission of the CASEP program.

LGBTQ Studies Program Course Offerings

The CMT Department contributes two courses to NEIU's minor in LGBTQ Studies. 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. The CMT Department contributes the following courses to the minor in LGBTQ Studies: CMTC-310: *Communication, Gender and Identity* and CMTM-377: *Gender and Media*.

Student Engagement/CMT Student Research and Creative Activity

The CMT Department continues to excel in the area of student research and creative activity. CMT students regularly participate in the annual NEIU Student Research and Creative Activities Symposium this year, featuring research that explored the impact of new media technologies on learning and lived experience, popular culture and media criticism, as well as the nature and implications of digital video production and editing. CMT alumni also remain actively involved in the life of the Department. One alum's 22-

minute narrative video, *ReTake*, was presented at the Student Research and Creative Activities Symposium and was later featured in the 2014 North by Northeastern Media and Performance Festival. CMT graduate students are also actively engaged in faculty-directed summer research projects; a CMT alumna presented her research at the annual meeting of the Central States Communication Association; a CMT alumnus published an essay in *Multicultural America*; and still another CMT alumna received a national award for her graduate thesis.

Professional Development and Student Internship Opportunities

Each year CMT students have professional development opportunities and/or internships in such areas as reporting/producing, social media and public relations, theatre production, and event planning. This year, CMT students held internships at a variety of TV/radio, theatre, philanthropic, social service and government organizations.

A specific list of 2013-2014 CMT student and alumni research/creative activity is presented in the “Student Achievements” section of this report.

Scholarship Awards

Thanks to the continued generosity of Professor Emeritus Dr. Bernard J. Brommel, the CMT Department is pleased to offer two new scholarships starting next year (2014-2015) in support of undergraduate students pursuing a CMT degree: the Brommel-Denson-Everson-Snell Scholarship in Communication and the Brommel-Levy-Staniec Scholarship in Communication. CMT was also pleased to award and celebrate the 2013-2014 recipients of the Brommel-Adams-Bell-Jordan Scholarship in Communication, Media and Theatre; the Brommel-Hanson-Ijams-Hayward Scholarship; and the Brommel-Kramer-Barnitz Scholarship at the 2nd Annual CMT Day event in April 2014. 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 2013, the National Communication Association awarded the 16th 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.

Program Marketing, Recruitment and Retention

Recruitment and retention continue to be at the forefront of the CMT Department’s thinking about our undergraduate and graduate program. 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. This involves ongoing attention to curriculum development, program and professional advising, practical experiences (including assistantships for graduate students), as well as effective communication with our students.

CMT Website/Facebook/Twitter

To be sure, the launch of NEIU’s new website will have 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 in the enrollment and retention of CMT students. We are also making effective use of data collected about social media usage.

ComMuniTy Newsletter

The *ComMuniTy* newsletter is a 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.

Recruitment Events

The CMT Department participated in the annual Graduate School Open House at the 99th annual meeting of the National Communication Association (NCA) in November 2013. This was an important recruitment opportunity for our graduate program.

In addition to graduate program recruitment at this year's NCA meeting, CMT makes use of the College of Arts and Sciences Graduate Preview Event to grow our graduate program, as well as NEIU Open House activities to recruit at the undergraduate level. CMT faculty from each of our three areas regularly participate in these recruitment events to respond to student interest within and across our disciplinary areas.

Children's Theatre Workshop

Recruitment is ongoing via our *Children's Theatre Workshop*, where each year student productions bring an average of 20 Chicago-area elementary and middle schools (including about 1800 students and teachers) to NEIU. 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.

Program Advising

We reiterate in our reporting each year the importance of advising in the retention of our students. CMT seeks to meet the ongoing and growing advising needs of our majors and minors, by providing extensive program information, course planning, and professional consultation. CMT faculty continue to innovate and make advising accessible to our students, whose 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.

Community Partnerships

CMT is pleased to have meaningful University-community partnerships. We maintain our strong connection to our NPR affiliate, Chicago Public Radio (WBEZ, 91.5 FM), as well as to Chicago-area not-for-profit organizations, which have resulted in local PBS

broadcasts and NPR web stories. CMT faculty have received considerable grant support to pursue art and research-based projects that link the University and community groups, and they present at national conferences in the area of civic engagement, social justice, globalization and immigration.

Building off of CMT's ties to the Albany Park community through research and video production projects, CMT contributed to a 2014 grant-proposal for the Peterson Garden Project, in support of the ongoing effort to develop and implement a creative model of environmental education for urban universities. While this grant was not funded this year, the project would have allowed Media and Theatre faculty and staff to work with students and Albany Park residents to create a documentary piece exploring experiences with food, culture and social justice through a variety of multimedia forms – and to perform it on-site in the proposed community garden.

We are also pleased to report that we are exploring a proposal for CMT-sponsored partnership between NEIU and the Northwest Chicago Film Society to offer 35mm archival 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 would complement NEIU's existing academic and arts programming; offer increased engagement with the local Albany Park and North Park communities; draw audiences from nearby Skokie, Evanston and other Northwest Chicago communities; and provide opportunities for internships and other student learning experiences in the technical aspects of film exhibition, rights acquisition, publicity and social media management.

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 activity.

In 2013-14 alone, CMT faculty published four books (two of which received high honors as Best Book and Best Edited Series); published 22 book chapters, articles and/or reviews; directed and/or edited four films and plays; gave six invited lectures and/or presentations; hosted two media programs/series; and presented numerous 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, NEIU's Asian American Heritage Conference, and NEIU's Black Heritage Annual Awards Program; 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. A CMT faculty member also co-founded the New Faculty Teaching Exchange, a group which meets to discuss and conduct workshops on pedagogy. 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.

A specific enumeration of 2013-2014 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).

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

Tony Adams was the recipient of the 2013 Best Edited Book Award and 2013 Best Special Issue Award from the Ethnography Division of the National Communication Association; recipient of the 2013 Book of the Year Award from the GLBTQ Division/Caucus on LGBTQ Concerns of the National Communication Association; and recipient of a NEIU Teaching Professional/Resource Professional Excellence Award for Teaching.

Kristin Hunt was the recipient of a 2014 NEIU Summer Research Stipend.

Cyndi Moran was selected as a finalist for NEIU's Audrey Reynolds Distinguished Teaching Award, which will be announced this Fall 2014; and awarded a COR grant to fund production phase of her feature-length documentary film, *Quality of Mercy*.

Shayne Pepper was the recipient of a NEIU Teaching Professional/Resource Professional Excellence Award for Teaching; recipient of a College of Arts and Sciences Student/Faculty Summer Research Grant.

Edie Rubinowitz was awarded a NEIU Faculty Research Sabbatical (Fall 2013).

Angela Sweigart-Gallagher was the recipient of a 2014 NEIU Summer Research Stipend.

I. Assessment

This year, CMT focused its efforts at direct evidence on 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.

The survey was administered in seven sections of CMT's three required courses (CMTC-101: *Public Speaking*, CMTC-200: *Theories of Communication, Media and Theatre*, and CMTC-202: *Voice and Diction*), as well as nine additional sections of 200-level and 300-level elective courses across our three areas of study. Note: The parameters presented by our Spring 2014 course offerings and enrollment in these sections, were considerations in providing a convenient survey sample.

Student responses to CMT's Program Assessment Survey totaled 156, and the survey took approximately five minutes to complete. Survey participants responded to a 20-point questionnaire focused on the following:

- Skills acquired in the CMT program (e.g., critical thinking/problem solving; collaboration/teamwork; oral/written communication; design/production/presentation of research or creative work/performance)
- Ability acquired in the CMT program to learn and use information and communication technologies
- Ability to connect learning in the CMT program across disciplines
- Application of learning in the CMT program to practical skills in multiple contexts
- Appreciation of diversity and complexities of individual identity through learning in the CMT program
- Skills acquired in the CMT program for academic research and/or creative performance
- Skills acquired in the CMT program through internships, volunteerism, service learning and other means of community engagement
- Overall learning experience in the CMT program and effectiveness of CMT faculty
- 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.

CMT's assessment plans for 2014-2015 are underway, and likely will include continued discussion of a pre-test/post-test measurement tool to assess student achievement of course objectives in core CMT courses at the undergraduate and graduate level. Discussion will also continue about the assessment of our recently revised Writing Intensive course, as well as a measurement tool for assessing student learning within CMT's practicum, internship, service learning and technical production experiences.

II. Program Plan

A. Long term goals

Program Review and Development

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, and that is future oriented; 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.

CMT has identified the following specific areas for consideration during the upcoming 2014-2015 academic year:

- Review, discussion and assessment of issues related to the implementation of the Department's revised Minor in Theatre, effective Fall 2014 (e.g., advising, time-to-degree).
- Review and assessment of recent program changes to the 2014 Summer Theatre format (to a repertory theatre model), as well as continued discussion of a possible redesign of our Summer Theatre program – both based on program changes in recent years, and with continued attention to recruitment. One area that remains on the agenda is exploration of a summer workshop model, in which the primary objective is using summer classes and Summer Theatre productions as an active recruitment/retention tool.
- Continued discussion of a revision to CMT's current Theatre Practicum requirement and consideration of additional practicum or experiential learning opportunities for CMT students (e.g., possible 1-credit "Theatre Lab" modeled after our current Media Lab offering). Additional discussion will focus on the credit hours offered for our *Children's Theatre Workshop* courses, given the significant practicum experience students receive in these courses.

- Review of elective course offerings in the Media area in terms of their reflection of disciplinary best practices and response to media industry changes (e.g., CMTM-165: *Broadcasting and New Media*).
- Continued exploration of ways to grow 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 advising. For example, in keeping with our creation of a Graduate Student Handbook, we continue to consider the development of an Undergraduate Student Handbook.

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 look at ways that social media can help us 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. 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 impact that structural development of the F-Wing would have on the arts at NEIU. Fundraising and outreach efforts would also provide 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

CMT faces significant upcoming faculty losses due to: 1) the impending transition of CMT faculty member (and Department Chair) Katrina Bell-Jordan (who teaches in the areas of Communication and Media) to the College of Arts and Sciences; 2) the transition of full-time CMT instructor Melanie Bujan (who teaches primarily in the area of Communication) to full-time coordination of the CASEP program; and 3) the CMT tenure-line faculty member who will move into the position of CMT Chair. The Department will need to respond swiftly to the impact of these losses.

While 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. While 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.

Full-time faculty are also critical in supporting CMT's goal of expanding our relationship with interdisciplinary programs such as Women's Studies, Global Studies and LGBTQ Studies, as well as in responding to the growing need for faculty support of NEIU's Non-Traditional Degree programs (e.g., University Without Walls).

2. Technical Theatre Support

The Theatre area has important technical support needs as well, which are indicated below from last year's report:

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. In the past, this work has been accomplished by highly capable extra help staff and/or graduate assistants. 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 sixth 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.

In the meantime, we are faced 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

Wyatt, J. & Adams, T. E. (2014). *On (writing) families: Autoethnographies of presence and absence, love and loss*. Rotterdam, The Netherlands: Sense Publishers.

Moran, Cyndi

Moran, C. (Editor). (2014). *CURE 2014: A Father's Story*. [Motion picture]. Chicago, IL: C.U.R.E. (Citizens United for Research in Epilepsy). Documentary presented at the following venues:

- Premiered (and introduced by Chicago Bears General Manager Phil Emery) in Chicago at CURE fundraiser, June 2014
- Website used internationally via CURE Website and at CURE events

2. Book Chapters, Regional Exhibitions or Performances

Adams, Tony

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.

Adams, T. E. (2014). Post-coming out complications. In R. M. Boylorn & M. P. Orbe (eds.), *Critical autoethnography: Intersecting cultural identities in everyday life* (pp. 50-61). Walnut Creek, CA: Left Coast Press.

Sweigart-Gallagher, Angela

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

3. Articles and Abstracts, Local Exhibitions or Performances

Adams, Tony

Holman Jones, S. & Adams, T. E. (2014). Undoing the alphabet: A queer fugue on grief and forgiveness. *Cultural Studies Critical Methodologies*, 14, 102-110.

Adams, T. E., & Berry, K. (2013). Size matters: Performing (Il)logical bodies on FatClub.com. *Text and Performance Quarterly*, 33, 308-325.

Adams, T. E. (2013). A complicated reef: The relationship between a representation and the represented phenomenon. *Environmental Communication*, 7, 427-433.

Adams, T. E. Book reviews for *CHOICE Magazine* (Association for College and Research Libraries):

- Review of *Loving the L word: The complete series in focus* (March 2014)
- Review of *Queer love in film and television: Critical essays* (January 2014)
- Review of *Queer media images* (December 2013)
- Review of *Gender, citizenship and newspapers: Historical and transnational perspectives* (October 2013)

Alvarez, Wilfredo

Alvarez, W. (2014, June). Media review of documents [Review of the book *Paper knowledge: A media history of documents* by Lisa Gitelman]. *Choice Magazine*. Association for College and Research Libraries.

Alvarez, W. (2014, April). [Review of the book *Intercultural pragmatics* by Itsven Kecskes]. *Choice Magazine*. Association for College and Research Libraries.

Alvarez, W. (2014, March). [Review of the book *The Routledge handbook of language and intercultural communication* by Jane Jackson]. *Choice Magazine*. Association for College and Research Libraries.

Alvarez, W. (2013, November). Parenting in intercultural contexts [Review of the book *Mediating cultures: Parenting in intercultural contexts* by Alberto Gonzalez and Tina Harris]. *Choice Magazine*. Association for College and Research Libraries.

Higginbotham, Rodney

Creator/Webmaster. The Theatre Ephemera website:

<http://www.neiu.edu/~rghiggin/ephem/Ephemera.html>

Director (February/March, 2014). *All My Sons* by Arthur Miller, NEIU, The Stage Center Theatre, Chicago, IL.

Hunt, Kristin

Director/Translator/Adaptor (2014, April). *Miss Julie*, NEIU, The Stage Center Theatre, Chicago, IL.

Director (2014, March). "Pi Day" Table Top Performances, NEIU, Chicago, IL.

Mun, Seung-Hwan

Mun, S. (2013). Reality check: Rethinking the global software piracy problem. *International Telecommunications Policy Review*, 20, 1-26. Available at SSRN: <http://ssrn.com/abstract=2289025>.

Mun, S. (2013). Historical overview of U.S. network television production systems. *The Department of Strategic Programming of Seoul Broadcasting System* (In Korean).

Mun, S. (2013). Changes in primetime programming strategies of U.S. network television. *The Department of Strategic Programming of Seoul Broadcasting System* (In Korean).

Pepper, Shayne

Pepper, S. (2014). Subscribing to governmental rationality: HBO and the AIDS epidemic. *Communication and Critical/Cultural Studies*, 11(2), 120-138.

Pepper, S. (2014). HBO and the story of HIV/AIDS. *Communication Currents*, 9(3).

Pepper, S. (2014). Entries for K. Harvey (ed.), *Encyclopedia of Social Media and Politics*. Thousand Oaks, CA: CQ Press ("Digg," "Tumblr," "Reddit".)

Rubinowitz, Edie

Producer (2014, May). *Ana Just Wants to Be Safe*: <http://infogr.am/Ana-Just-Wants-To-Be-Safe?src=web>, for Chicago Migra Hackathon Conference, Chicago, IL; Translated into Spanish in Guatemalan newspaper, *La Hora*: <http://www.lahora.com.gt/index.php/nacional/guatemala/actualidad/184617-ninos-guatemaltecos-en-riesgo>

Reporter/Producer/Narrator (2013, December 10). Hosting Our Enemy: Our WW II POW camps: <http://www.wbez.org/series/curious-city/hosting-enemy-our-wwii-pow-camps-109344> airing on *Curious City*, WBEZ, 91.5 Chicago Public Media program and website.

Sweigart-Gallagher, Angela

Director (2013, November). *When the World Was Green*, NEIU, The Stage Center Theatre, Chicago, IL.

Sweigart-Gallagher, A. (2014). Playing patriots: The role(s) of child protestors in the Tea Party and Occupy Wall Street Movements. *Youth Theatre Journal*, 28, 74-86.

4. Conference Presentations/Group Shows

Adams, Tony

Adams, T. E. (2014, May). Response to the book *Coming to Narrative: A Personal History of Paradigm Change in the Human Sciences*. Presenter at the Tenth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Holman Jones, S. & Adams, T. E. (2014, May). Queer autoethnography. Presenter at the Tenth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Adams, T. E. (2014, April). Writing with Honey Boo-Boo. Presenter at the annual meeting of the Central States Communication Association, Minneapolis, MN.

Berry, K., & Adams, T. E. (2014, April). Notes on Cohen. Presenter at the annual meeting of the Central States Communication Association, Minneapolis, MN.

Adams, T. E. (2014, February 28). The ethics of autoethnography. Workshop presented at the Doing Autoethnography conference. Angelo State University. San Angelo, TX.

Adams, T. E. (2013, November). Family shame [response to the book *Sweetwater: Black women and narratives of resilience*]. Presenter at the annual meeting of the National Communication Association, Washington, DC.

Adams, T. E. (2013, July). Learning from the subjective. Two-day workshop presented at the 10th Annual Qualitative Research Summer Intensive. Chapel Hill, NC.

Alvarez, Wilfredo

Alvarez, W. (2013, November). Turning a critical lens on my pedagogy: Teaching communication at an urban Hispanic-serving higher education institution in the Midwestern United States. Presenter at the NEIU Fourth Annual Faculty Research & Creative Activities Symposium. Chicago, IL.

Alvarez, W. (2013, November). "Speak English!" The (English) language dilemma for Latina/o immigrant custodial workers' everyday communication. Panel Chair and Presenter at the annual meeting of the National Communication Association, Washington, DC.

Alvarez, W. (2013, November). Moving from "oblivion" to "why:" An autoethnographic response to John T. Warren's Ethic of Reflexive Pedagogy. Presenter at the annual meeting of the National Communication Association, Washington, DC.

Alvarez, W. (2013, November). DREAMing of justice: Assessing contemporary discourses of immigration in the face of uncertainty. Presenter at the annual meeting of the National Communication Association, Washington, DC.

Alvarez, W. (2014, May). Language, dirty work, discursive closure: Case study of Latino/a immigrants workplace communication and implications for organizational

justice. Presenter at the Tenth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Hunt, Kristin

Hunt, K. (2014, July). Reclaiming the classics: Iphigenia Kingsdaughter. Panel Presenter for the Across and Through Adaptation: Transcultural and Transhistorical Plays for Young session at the American Alliance for Theatre and Education Conference.

Hunt, K. (2013, November). Dining as acting: Mimesis and authenticity in contemporary cuisine. Presenter for the Everyday Life Working Group Session, at the American Society for Theatre Research Annual Conference, Dallas, TX.

Hunt, K. (2013, July). Assigning activism: Pedagogy as relational practice. Panel Presenter for the Pedagogy as Research: Empowering Practice for Higher-Education Learning Environments session at the American Alliance for Theatre in Education Annual Conference, Washington D.C.

Mun, Seung-Hwan

Mun, S. (2013). We can't argue with that! Paper session chair in the Communication and Law Division at the annual meeting of the National Communication Association, Washington DC.

Sweigart-Gallagher, Angela

Sweigart-Gallagher, A. (2013, November). Exquisite uteri, WUP concierge desk: Life and desk in Texas, and DREAM PALACE: Rated F(eminist)F(antasy)Farce: The work of The Wandering Uterus Project. Presenter at the NEIU Fourth Annual Faculty Research & Creative Activities Symposium, Chicago, IL.

Sweigart-Gallagher, A. (2013, November). Unearthing the story: The dramaturg's role in the development of a regional musical. Presenter at the NEIU Fourth Annual Faculty Research & Creative Activities Symposium, Chicago, IL.

Sweigart-Gallagher, A. (2013, November). Too much of a good thing: Motherhood in the plays of Margaret Sanger's Birth Control Review. Presenter at the American Society for Theatre Research Annual Conference, Dallas, TX.

Sweigart-Gallagher, A. (2013, November). WUP concierge desk. Performance at the American Society for Theatre Research Annual Conference, Dallas, TX.

Sweigart-Gallagher, A. (2013, October). The Federal Theatre Project's adaptations of "John Henry": Imagining an African American democracy during the Great Depression. Presenter at South Central Modern Language Association Conference, New Orleans, LA.

5. Invited Lectures/Presentations:

Adams, Tony

Adams, T. (2014, March). Narrating the Closet. Keynote Address. Communicating Diversity Student Conference. Texas A&M University, College Station, TX.

Adams, T. (2014, March). Narrating the Closet. Keynote Address. Diversity Symposium. University of Alabama, Tuscaloosa, AL.

Alvarez, Wilfredo

Alvarez, W. (2014, April). Latinidad and Latino/a Identity Issues in the U.S. Invited speaker at NEIU Pedrosos Center for Diversity & Intercultural Affairs, Chicago.

Alvarez, W. (2014, February). Enacting Effective Leadership Through Communication Awareness and Practice. Invited speaker at the United States Hispanic Leadership Institute, Chicago, IL.

Alvarez, W. (2013, October). Intercultural Communication Dynamics in "Post-Racial" United States. Invited speaker, Univ. of South Florida (via Skype), Tampa, FL.

Alvarez, W. (2013, October). How We Study Latinas/os in Communication: Issues of Methodology. Invited speaker at the NEIU LLAS 290 Lecture Series, Chicago, IL.

Hunt, Kristin

Hunt, K. (2013, November). Gay Marriage/Queer Kinship. Invited panelist at NEIU Women's and Gender Studies Program, Chicago, IL.

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*
- Guest Editorial Board, *Iowa Journal of Communication* (2008; 2014)
- Guest/ad-hoc reviewer:
 - *Journal of Personal and Social Relationships* (9/13)
 - *Journal of Contemporary Ethnography* (9/13)
 - *Sexuality & Culture* (11/13)
 - *Sociology of Sport Journal* (11/13)
 - *Cultural Studies Critical Methodologies* (10/13)
 - *Sexualities* (2/14, 4/14)
 - *Journal of Communication Inquiry* (4/14)
 - *Emerging Adulthood* (3/14)
 - *Humanities and Technology Review* (2/14)

- The Social Science Journal (1/14)
- *Journal of Homosexuality* (12/13)
- *Qualitative Research in Sport, Exercise, and Health* (10/13)
- Chair, Ethnography Division, National Communication Association
- Chair, Member Working Committee, National Communication Association

Alvarez, Wilfredo

- Reviewer, Journal of Applied Communication Research
- Reviewer, Intercultural/International Communication Division, National Communication Association
- Reviewer, Latino/a Communication Division
- 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

Bell-Jordan, Katrina

- Guest Editor, Critical Studies in Media Communication (2007-present)
- Guest Editor, Women's Studies in Communication (2000-present)
- Member, Board of Education, Skokie, Illinois School District 68

Hunt, Kristin

- Mentor, Peer Mentorship Prog. American Society for Theatre Research (2014)
- Presenter, Roosevelt High School Career Day, Chicago (March, 2014)

Mun, Seung-Hwan

- Editorial Board Member, Integrative Studies (2011 – Present)
- Advisory Board Member, Center for Integrative Studies, Dongduk Women's University, Seoul, Korea
- Reviewer, Asian Journal of Communication (2011- Present)
- Reviewer, Communication and Law Div., National Communication Association
- Advisory Consultant, Seoul Broadcasting Systems

Pepper, Shayne

- Submission Reviewer, Mass Communication Division, National Communication Association Conference (2013)
- Book Reviewer, Choice Magazine

Rubinowitz, Edie

- Judge, Broadcast Educators Association National Student Video Awards

Sweigart-Gallagher, Angela

- Member, Emerging Scholars Award Committee, American Theatre and Drama Society (2014)

- Member, Distinguished Book Award Committee, American Alliance for Theatre and Higher Education (2014)

B. Student Achievements

1. Presentations, Papers, Symposium Participation, Publications, and Performances

Matel, Jill (B.A., 2014)

Matel, J. (2014, August). Performed in stage production of *Bug*, by Tracy Letts; Directed by Sam Radom, Chicago, IL.

Matel, J. (2014, January; February). Performed in stage production of *Suffigance Shakespeare: Macbeth*, Chicago, IL.

Plumpton, Max (B.A., 2012)

Plumpton, Max. (2013). Passing/Covering. Essay published in *Multicultural America*.

Schweighart, Vita (M.A., 2013)

Schweighart, Vita. Presented at the annual meeting of the Central States Communication Association, Kansas City, MO.

Wight, Jules (M.A. 2012)

Wight, Jules. (2014). "Saving Private Manning? On Erasure and the Queer in the I Am Bradley Manning Campaign." Article published in *QED: A Journal in LGBTQ Worldmaking*.

Young, Vershawn Ashanti (M.A., 1998)

Young, Vershawn Ashanti (2013). Author of the book, *Other People's English: Code-Meshing, Code-Switching, and African-American Literacy* (Teachers College Press).

2. Acceptance to Graduate/Professional Schools; Other Honors/Scholarships/Awards

Jules (Julie) Wight (M.A. 2012) received the Top Master's Thesis-Rhetorical/Humanistic award for her project . . . *AND SOMETIMES T: Ideology and Injury in the It Gets Better Project* by the Master's Education Section of the 2013 National Communication Association; received a Top Paper Award by the Graduate Caucus of the Central States Communication Association (2014).

Alexandra Wyrzick (B.A., 2014) was accepted to the M.A. Program in Counseling Psychology at the Chicago School of Professional Psychology.

C. Alumni News

Matt C. Abbott (B.A., 2006) is a Catholic commentator who has been quoted in *The New York Times* and interviewed on MSNBC, NPR, and WLS-TV Chicago. He also workshop as a Program Assistant at Northwestern University.

James McDunn (M.A.,1999) taught Drama and Television Production at Larkin High School (Elgin, IL); teaching Music at Jack Benny Middle School (Waukegan, IL).

Has performed at Community Theatre and Professional Theatre, including roles at Metropolis (Arlington Heights, IL) and Steel Beam Theatre (St. Charles, IL).

Aaron Olbur (B.A., 2009) is the regional manager at New Balance. He manages a fleet of field representatives across the Midwest and Southern states, and he educates sales associates and consumers about the brand.

Jorge Perez (B.A., 1989) serves as Executive Director and Assistant Artistic Director of NEIU's Ensemble Español Spanish Dance Theater, which just celebrated its 40th anniversary. He has performed with the Ensemble throughout the U.S. and in Mexico, Puerto Rico, China, Poland and Costa Rica. He has worked closely with Ensemble founder, Dame Libby Komaiko, on many programs and projects, including the annual American Spanish Dance & Music Festival. His mentor, Dr. Bernard Brommel, established two scholarships in his name, designated for Ensemble dancers.

Patricia Shaw (B.A., 2007) academic coach for K12 Inc. at Youth Connections Charter School Virtual High School, alternative school for men and women ages 18-21), where assists students with their academic, social/personal and vocational development and collaborates with community figures to assist students with career readiness.

Tim Wambach (B.A., 1999) co-founder of Keep On Keeping On, a charity benefitting the special needs community. He also stars in the two-man stage production, *Handicap This!*, which depicts his life-long friendship with a man who lives with cerebral palsy, and which is performed at colleges, corporations, and communities around the country.

Jules Wight (M.A., 2012) is a Ph.D. student in Communication Studies at the University of Minnesota.

COMMUNICATION, MEDIA, AND THEATRE Assessment Report 2013-2014

Submitted by Katrina Bell-Jordan and Tony Adams

A. Program Goals and Learning Outcomes

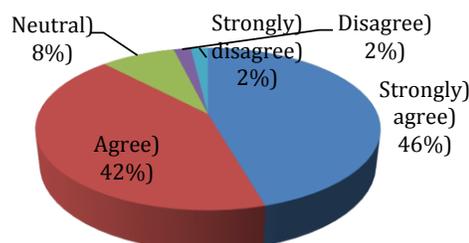
Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

B. Assessing Program Goals and Learning Outcomes: Direct Evidence

CMT Program Assessment Survey Results

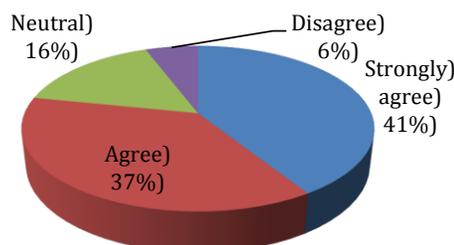
1. The CMT program helped me understand, analyze and/or evaluate theories of CMT.

	Frequency	Percent
Strongly agree	71	45.5
Agree	66	42.3
Neutral	13	8.3
Disagree	3	1.9
Strongly disagree	3	1.9
Total	156	100.0



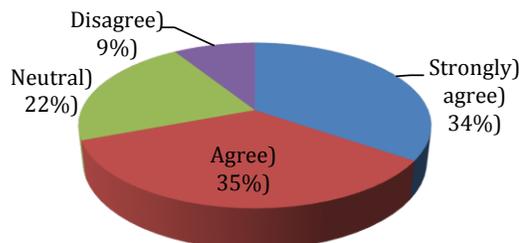
2. The CMT program helped me develop skills in critical thinking.

	Frequency	Percent
Strongly agree	64	41.0
Agree	58	37.2
Neutral	25	16.0
Disagree	9	5.8
Strongly disagree	0	0.0
Total	156	100.0



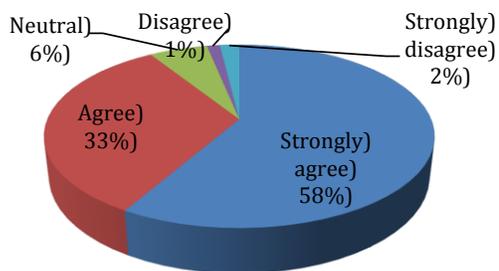
3. The CMT program helped me develop skills in problem solving.

	Frequency	Percent
Strongly agree	54	34.6
Agree	54	34.6
Neutral	34	21.8
Disagree	14	9.0
Strongly disagree	0	0.0
Total	156	100.0



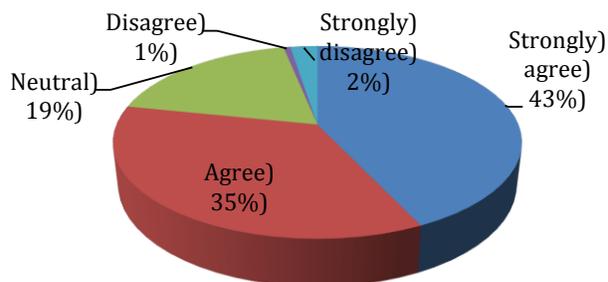
4. The CMT program helped me develop skills in oral communication (e.g., public speaking or presentation).

	Frequency	Percent
Strongly agree	91	58.3
Agree	51	32.7
Neutral	9	5.8
Disagree	2	1.3
Strongly disagree	3	1.9
Total	156	100.0



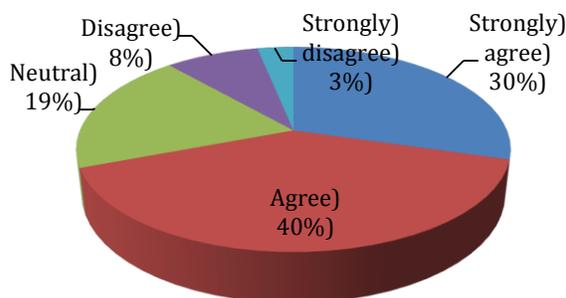
5. The CMT program helped me develop skills in written communication.

	Frequency	Percent
Strongly agree	67	42.9
Agree	55	35.3
Neutral	29	18.6
Disagree	1	0.6
Strongly disagree	4	2.6
Total	156	100.0



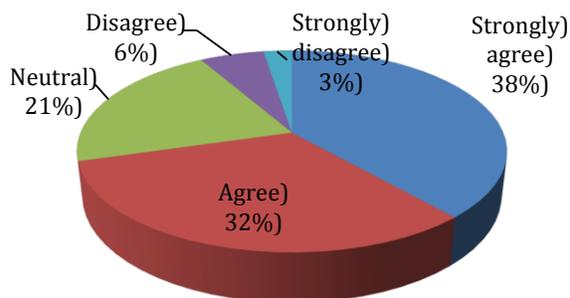
6. The CMT program helped me develop skills to design and produce original research works.

	Frequency	Percent
Strongly agree	46	29.5
Agree	62	39.7
Neutral	30	19.2
Disagree	13	8.3
Strongly disagree	5	3.2
Total	156	100.0



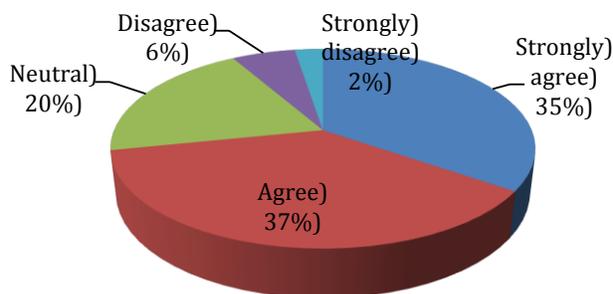
7. The CMT program helped me develop skills to design and produce creative artistic performance.

	Frequency	Percent
Strongly agree	60	38.5
Agree	50	32.1
Neutral	33	21.2
Disagree	9	5.8
Strongly disagree	4	2.6
Total	156	100.0



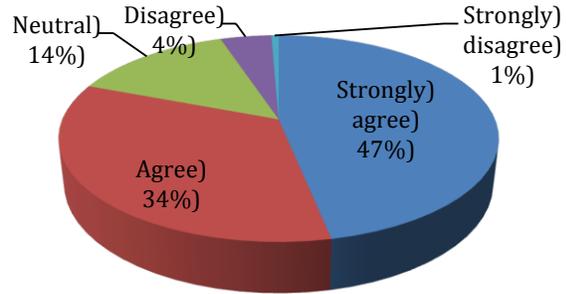
8. The CMT program helped me learn and use information and communication technologies.

	Frequency	Percent
Strongly agree	54	34.6
Agree	58	37.2
Neutral	31	19.9
Disagree	9	5.8
Strongly disagree	4	2.6
Total	156	100.0



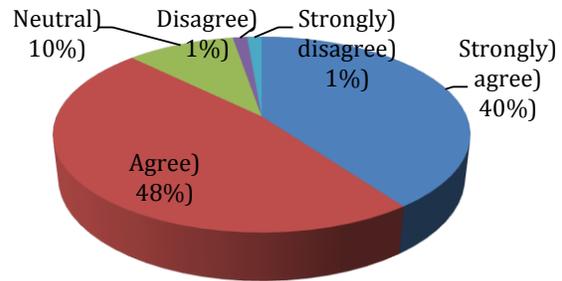
9. The CMT program helped me connect what I learned in CMT to other classes across disciplines.

	Frequency	Percent
Strongly agree	73	46.8
Agree	53	34.0
Neutral	22	14.1
Disagree	7	4.5
Strongly disagree	1	0.6
Total	156	100.0



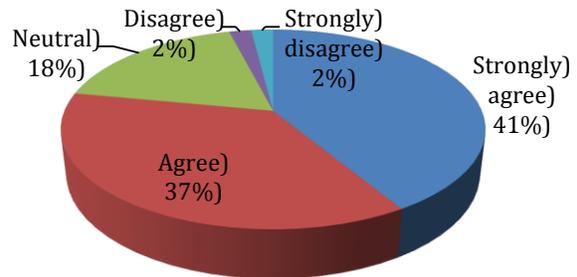
10. Overall, the CMT program helped me connect what I learned in the classroom to practical skills required in multiple contexts.

	Frequency	Percent
Strongly agree	60	40.0
Agree	71	47.3
Neutral	15	10.0
Disagree	2	1.3
Strongly disagree	2	1.3
Total	150	100.0



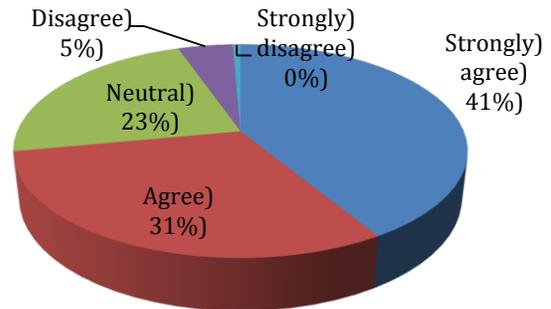
11. CMT courses helped me improve skills in persuasion.

	Frequency	Percent
Strongly agree	62	41.3
Agree	55	36.7
Neutral	27	18.0
Disagree	3	2.0
Strongly disagree	3	2.0
Total	150	100.0



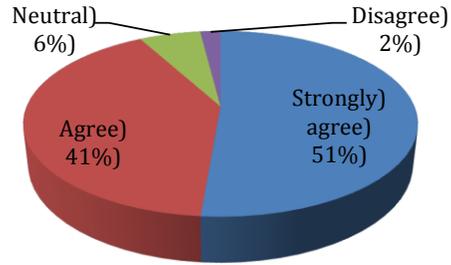
12. CMT courses helped me improve skills in collaboration and/or teamwork.

	Frequency	Percent
Strongly agree	62	41.3
Agree	46	30.7
Neutral	34	22.7
Disagree	7	4.7
Strongly disagree	1	0.7
Total	150	100.0



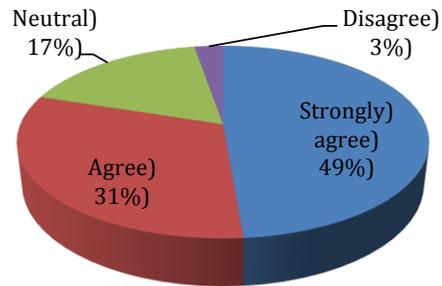
13. CMT courses helped me improve skills in presentation and/or performance.

	Frequency	Percent
Strongly agree	77	51.3
Agree	61	40.7
Neutral	9	6.0
Disagree	3	2.0
Strongly disagree	0	0.0
Total	150	100.0



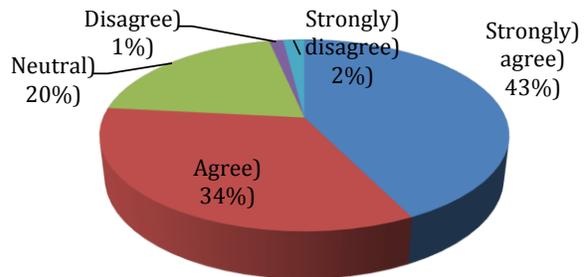
14. The CMT program helped me understand and appreciate the diversity and complexities of individual identities.

	Frequency	Percent
Strongly agree	73	48.7
Agree	47	31.3
Neutral	26	17.3
Disagree	4	2.7
Strongly disagree	0	0.0
Total	150	100.0



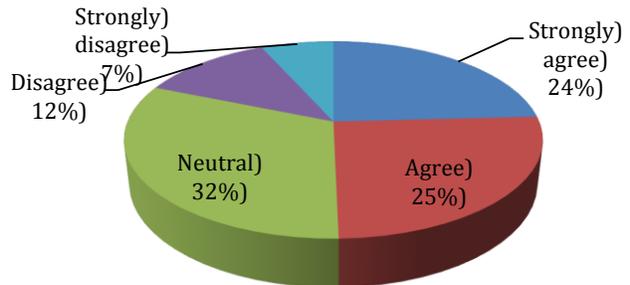
15. The CMT program emphasized acquisition and application of knowledge through academic research and/or creative performance.

	Frequency	Percent
Strongly agree	64	42.7
Agree	51	34.0
Neutral	30	20.0
Disagree	2	1.3
Strongly disagree	3	2.0
Total	150	100.0



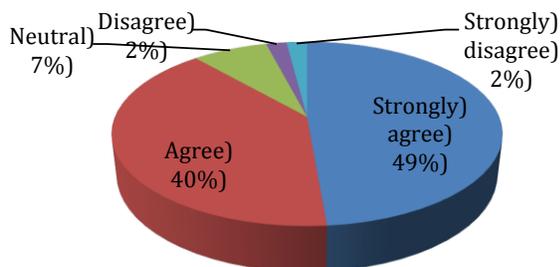
16. The CMT program emphasized acquisition and application of knowledge through internships, volunteerism, service learning, and/or community engagement.

	Frequency	Percent
Strongly agree	36	24.2
Agree	38	25.5
Neutral	47	31.5
Disagree	18	12.1
Strongly disagree	10	6.7
Total	149	100.0



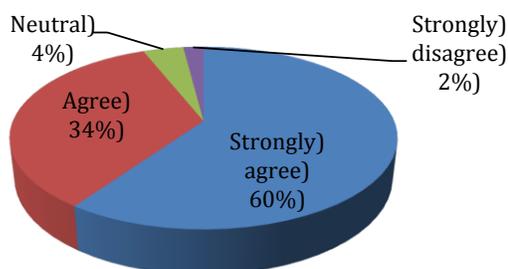
17. Overall, I learned a lot from the CMT program.

	Frequency	Percent
Strongly agree	72	48.6
Agree	59	39.9
Neutral	11	7.4
Disagree	3	2.0
Strongly disagree	3	2.0
Total	148	100.0



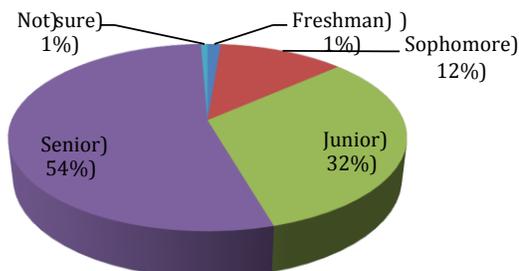
18. Overall, CMT faculty/instructors were effective.

	Frequency	Percent
Strongly agree	89	59.7
Agree	51	34.2
Neutral	6	4.0
Disagree	3	2.0
Strongly disagree	0	0.0
Total	149	100.0



Current Year

Year	Frequency	Percent
Freshman	2	1.3
Sophomore	19	12.2
Junior	50	32.1
Senior	84	53.8
Not sure	1	0.6
Total	156	100.0



Employment Status

Employment	Frequency	Percent
Employed and working full time (40 hours per week or more)	35	22.4
Employed and working part time (less than 40 hours per week)	89	57.1
Unemployed and looking for work	21	13.5
Unemployed but not looking for work	6	3.8
A homemaker	1	0.6
Other	4	2.6
Total	156	100.0

C. Feedback Loop

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.

COMPUTER SCIENCE

Annual Report 2013-2014

Submitted by Peter Kimmel

Executive Summary

The academic year 2013-2014 was again a year of transition for the Computer Science Department. Two new tenure-track faculty members started this year: Graciela Perera in Fall 2013, and Rachel Adler in Spring 2013. Dr. Aron Culotta took a position at Illinois Institute of Technology, only a year after being hired at NEIU. Also, Dr. Christina Georgakis retired after faithfully serving NEIU for 32 years.

In line with the strategic plan defined in the summer of 2010, the Curriculum Committee continued its work on the review and redesign of our Master's program. This work is still in progress, and we hope to have the finalized curriculum soon. The department had worked in previous years to modify the undergraduate curriculum and concentrations, and it is finally now going into effect this fall 2014 semester.

In terms of enrollment, the Department had over 20% more enrollment than the previous year. Overall the Department's student body has grown almost 200% in the past five years. This growth mirrors the recovery of Computer Science as a field that is at the top five for most rankings that reflect job market outlook and most valuable degrees. This growth also restates the need for our faculty to stay current with progress in the discipline as well as work on the opening and development of labs where our students can work on similar environments as the ones that they will face once moving into the workforce.

This year our department's research activity increased notably. We had a group of undergraduate students doing research with Dr. Rachel Adler, Dr. Francisco Iacobelli, and Dr. Graciela Perera during July and August of 2013, and in the fall of 2013. These students presented their work at the NEIU research symposium and at the SACNAS national conference, both in the fall of 2013.

To accommodate for the growth both in enrollment and in research the wall separating office LWH-3102 and very small CS lab LWH-3103 was removed in December 2012 in order to make space for a more reasonable sized lab and meeting room. This lab was officially opened in Spring of 2013, and this year, in Fall 2013, Spring 2014, and Summer 2014, this new lab has been used by several faculty conducting research with groups of both undergraduate and graduate students.

In Fall 2013, this lab became the official new home of our CS Tutoring, which used to be held in the B-wing. There were difficulties with this because we had no actual reserved

space there, so if many people wanted help at one time on the same topic, they had to use tables in the lounge outside if they could find any free ones. Also, it was hard to locate the tutor, because he or she may have been outside the lab, or in the lab, or in one of the inside rooms of the lab. Now we have our own space for this.

Another use of this room has been PLTL (Peer Lead Team Learning), which is new for our department starting in Fall 2013. In Fall 2013 and Spring 2014, we had eight sections of PLTL for Programming I, and eight sections for Programming II. These were very successful—in Spring 2014, the average grade for each of Programming I and Programming II was up by almost half a letter grade.

Department/Faculty Achievements

The academic year 2013-2014 saw a big increase for the Department in terms of faculty participation in academic and research proposals. Faculty members played an integral part of new multidisciplinary initiatives, collaborative grant submissions, and activities geared towards the general community. Many students were placed on research projects and internships for the summer of 2013.

Professors **Iacobelli**, **Sztainberg**, and **Perera** worked during the academic year to strengthen the Department links to the *Society for Advancement of Chicano and Native American in Sciences (SACNAS)* and the *Computing Alliance for Hispanic Serving Institutions (CAHSI)*. Professor **Sztainberg** attended the annual meeting of the National Center for Women & Information Technology (NCWIT). These groups are great supporters of resources for women and underrepresented students, and will help with recruitment, retention and graduation efforts of the Department.

Thanks to the efforts by these faculty, the Computer Science Department is now a member of both CAHSI and NCWIT.

I. Assessment

The Assessment report and the strategic plan developed in the year 2010-2011 served as the main guidelines for a comprehensive curricular transformation at the undergraduate level. This transformation, which was mainly developed in the past academic year, went through faculty governance channels and is now going to be officially implemented as of the start of the Fall 2014 semester.

The Department's Alumni Panel was held on Thursday, April 10th, 2014. The goal of the panel is to give an opportunity to our current students to learn and network with Alumni. The Department also invited our panelists and attendees for an informal reception after the event to mingle, eat, and have individual discussion. The event was a huge success, drawing around 100 students. We were helped immensely by Alumni Affairs, who paid for the reception.

II. Program Plan

A. Long term goals

The Department's long term goal is to provide an environment where our students can attain their academic and career goals by being exposed to the diverse faculty who can teach them the fundamentals and best the latest technologies in the field. To maximize the ability of achieving this goal the academic curriculum, faculty research portfolios and Department's facilities must be aligned.

In line with the Department's Strategic Plan, Assessment Report, and feedback from the Advisory Board and Alumni Panel the curriculum committee continued to work on the development of a new curriculum for the Graduate Program.

Our program review in 2010 recommended that "the Department should strive to make the CS Department the center of a dynamic university curriculum." In line with that recommendation the Department continued to explore partnerships with other departments and programs.

The Department had an increase in participation in extracurricular activities. One very popular activity is the newly revitalized Computer Science Society, for which **Rachel Adler** is serving as the faculty advisor. Their meetings have drawn large numbers (40+) students and have participated in coding and robotic events. The department has also been quite involved with activities organized by the Student Center for Science Engagement at NEIU, as well as collaboration in university-wide activities like the NETT Day, and the faculty research symposium. This increase in participation generated more exposure to prospective students that might find the transformation that the Department is undergoing appealing thus ratifying the appropriateness of the long term direction that the Department is undertaking.

B. Projected needs

1. Faculty

A new junior faculty member joined the Department in the year 2013-2014, **Graciela Perera**. With her addition the tenured and tenure-track count will stand at eight. With the retirement of **Christina Georgakis**, and the promotion of **Marcelo Sztainberg** to Associate Dean, our tenured / tenure track faculty count stands at only six.

With the growth of enrollment that we are experiencing, we face challenges in terms of providing appropriate support for our students. We have had to hire many new adjunct instructors. We will be undergoing a search for a new Tenure track faculty next year, but still we will need to hire more adjuncts than ever.

Because the student to tenured/tenure track faculty ratio is so high right now, especially in the graduate program, students' research, as well as graduate students' Master's projects are being aided by some of our teaching adjuncts. We simply do not have enough faculty members to cover the Master's Projects of all of the graduate students.

We have also started offering more courses for the computer science major at the El Centro campus, in anticipation of being able to offer an entire degree program there. This will also require more faculty and/or adjuncts to accomplish.

2. Equipment

As mentioned before, the Department opened its newest lab in the spring of 2012—it is called “The *CS ST&R: Scalable Technologies and Research Lab*”, and it has continued to help give our majors the opportunity to develop applications that can be implemented in multiple devices. From simple mobile applications to strong programs that could be accessed using different tools, students will have the chance to design and test technologies that are at the forefront of both research and current business developments.

As the Computer Science Department expands its course offerings at the new El Centro campus, we have been working with UTS and the University as a whole to ensure that we have more than adequate equipment such as lab computers, network terminals and routers, and computer servers to keep El Centro as “state-of-the-art” as possible.

Graciela Perera will be able to use these terminals to do experiments and research on networks and network security. **Rachel Adler** and **Francisco Iacobelli** will also be able to take advantage of these resources for furthering their research in Human Computer Interaction.

Last year we were fortunate to receive a large 42” monitor for our CS lab, which allows for better presentations and better demonstrations of projects in courses such as video game programming. We are hopeful that we will be able to obtain such state of the art equipment to make El Centro inviting and appealing to new (and current) students.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Francisco Iacobelli and Aron Culotta. "Too Neurotic, Not too Friendly: Structured Personality Classification on Textual Data." Proceedings of the 7th *International AAAI Conference on Weblogs and Social Media (ICWSM)*, Boston, MA, July 2013.

Francisco Iacobelli (2014). "StackOverflow, A game of discussions." At the Faculty Summer Institute, Urbana-Champaign. (National conference presentation based on abstract).

Timothy Derenski, Lathaniel Mejias, Timothy Nguyen and **Francisco Iacobelli**. "Machines Emulating Humans: A Dialogue System for Persuasion." Poster Presentation at SACNAS (Society for Advancement of Chicanos and Native Americans in Science), October 3-6, 2013, San Antonio, TX.

Meira Perlman, Sarah Hoffman, **Rachel F. Adler**, Rachel Gertler, and Charla Earls. "Hacking the Hackathon: Bringing Diversity to Coding Competitions," Poster Presentation at Grace Hopper Celebration for Women in Computing Conference, October 2013, Minneapolis, MN.

2. Book Chapters, Regional Exhibitions or Performances:

Joseph Chaney, Andrew Fiss, **Francisco Iacobelli** and Paul E. Carey Jr. "Chapter 6: Balancing Graduate School and Family." Book Chapter in GPS for Graduate School: Students Share Their Stories, edited by Mark J.T. Smith. Purdue University Press, 2014.

3. Articles and Abstracts, Local Exhibitions or Performances:

Rachel F. Adler and Raquel Benbunan-Fich, "The Effects of Task Difficulty and Multitasking on Performance." *Interacting with Computers: the Interdisciplinary Journal of Human-Computer Interaction*. Oxford University Press, March, 2014.

Michael Yacobucci, **Francisco Iacobelli**. "Finding the New in News." 22nd Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, April 11, 2014.

Francisco Iacobelli and Aron Culotta. "Too Neurotic, Not too Friendly: Structured Personality Classification on Textual Data." Northeastern Illinois University Fourth Annual Faculty Research and Creative Activities Symposium, November 15, 2013.

4. Conference Presentations, Group Shows

Mohamed Riyaj, Brandon DeBord, Yehuda Gutstein, **Rachel F. Adler**. "Strategies for Persuasion in Computer-Mediated Dialogues." Poster Presentation at SACNAS (Society for Advancement of Chicanos and Native Americans in Science), October 3-6, 2013, San Antonio, TX.

Mohamed Riyaj, Brandon DeBord, Yehuda Gutstein, **Rachel F. Adler**. "Strategies for Persuasion in Computer-Mediated Dialogues." Presentation at Student Center for Student Engagement's Fifth Annual Research Symposium, Northeastern Illinois University, September 2013, Chicago, IL.

B. Service

Adler, Rachel

- Along with **Iacobelli**, Francisco, Hosted "Open Source Comes to Campus" (<http://campus.openhatch.org/>) at NEIU on April 26, 2014.

Georgakis, Christina

- Represented NEIU, along with Dr Sudha Srinivas, from Physics, at the *NSF ADVANCE* project, "Advancing the Careers of Women in Science, Technology, Engineering, and Mathematics at Predominantly Undergraduate Institutions through Professional Networks."

Marcelo Sztainberg

- Served as a referee for abstracts at SACNAS (Society for Advancement of Chicanos and Native Americans in Science), October 3-6, 2013, San Antonio, TX.
- Served as judge for poster presentations
- Chaired a panel for the scientific symposia.

Francisco Iacobelli

- Participated in the “conversation with scientists” session at the annual SACNAS meeting.
- Served as judge for poster presentation.

Graciela Perera

- Chaired a panel for the scientific symposia at SACNAS
- Participated in the “conversation with scientists” session at the annual SACNAS meeting.

ECONOMICS

Annual Report 2013-2014

Submitted by Mike Wenz

Executive Summary

The Department of Economics has gone through a five-year period of healthy growth with students, graduates and faculty. With 108 majors in 2013, we are up 26% from 2009, and our 40 graduates represents a 35% increase over the same period. We have welcomed four new faculty members since 2009 and had two successfully achieve tenure. This past year saw a bit of retrenchment in the face of declining university enrollments, and we were able to begin an ambitious pedagogical and technological redesign of our Principles classes using an NEIU Innovation Grant.

The NEIU Innovation Grant supported the largest collaborative activity in our department this year and involved ten faculty members developing online and hybrid learning modules for use in 25 sections of Principles courses. These modules included video lectures integrated with D2L quiz delivery and in-class experiential learning. We continue to assess and develop these course modules to improve both the quantity and quality of our online teaching tools to keep up with emerging pedagogical trends.

We welcomed Dr. Hardik Marfatia to our faculty to strengthen our curriculum in the Applied Macroeconomics area. He developed a new course, Financial Economics, which was approved through governance and will run in Fall 2014 alongside another new course, Macro Data Analysis, that was developed by Dr. Scott Hegerty. Dr. Michael Wenz was awarded Tenure this past year, joining Dr. Christina Ciecierski as the second member of the department with that distinction.

Our research accomplishments were impressive this past year. Dr. Hegerty published a remarkable 14 articles in peer-reviewed journals and Dr. Wenz guest-edited a special issue on Casinos, Gambling and Economic Development for the prestigious journal *Growth and Change*. Dr. Wenz and Dr. Gallagher also had the opportunity to participate in the important public debate on gambling by presenting their work on casino gambling at Southland and Lansing Chambers of Commerce. Dr. Ciecierski and Dr. Wenz had the opportunity to meet and present research papers at an international conference hosted by our partners at Czestochowa Politechniki.

Our Omicron Delta Epsilon (ODE) chapter continues to thrive, as we inducted twenty new members this past year. ODE also organized its second annual alumni career panel, which drew a standing room only crowd of students and alums.

I. Assessment

The Economics Department is in a strong position to move forward after several years of a near complete reorganization. With the hiring of Dr. Hardik Marfatia, we have filled our major staffing need in the area of applied macroeconomics and we look forward to pushing the boundaries of what the department can do moving forward.

Our strengths include a well-balanced group of faculty members that can teach across the discipline and complement each other nicely. We have a sufficient number of majors to allow us to offer and fill a wide range of elective courses to prepare students for the wide range of careers that an economics degree can lead to. We have been able to provide numerous opportunities for faculty-student research and to create a strong and active honor society.

While there are areas of emphasis for improvement, we are optimistic about our ability to address each of them. We filled two tenure-track faculty positions over the last two years, and all five of our tenure-line faculty has been here for less than seven years. Much of that time was spent building infrastructure and staffing in the face of rapid program growth. We have reached a point of stability and can look toward addressing some important program needs. These include a need for improved assessment of outcomes, stronger linkages to potential employers, and the integration of statistical and graphical modeling earlier in the curricular path for most students.

There are some wonderful opportunities for us to take advantage of. We have created an interesting and engaged network of top students and recent alumni primarily through our honor society, Omicron Delta Epsilon and we look forward to formalizing some of our activities with these recent graduates. We are looking forward to increasing our online teaching presence with the development of flexible interactive videos and assessments that we expect to provide an attractive way for students to learn economics and to provide review and remediation for our many students who come to our program as transfers or returning students. In addition we have been collaborating with sister schools in Poland and hope to use technology and visiting appointments to expose our students to Polish instructors and to teach students across the Atlantic.

We are planning one program change in response to feedback and assessment data from students and faculty. We will add one required course and make it our WIP course going forward. This will be a 200-level course designed for students to take early in the program, and will ask students to write and describe economic models, data and graphs while learning some very basic but essential foundational tools.

Looking forward, the department will need to be innovative and creative in finding ways to promote faculty and student research in a time of limited financial resources. Doing this will require us to connect our research efforts with outside employers, funding agencies and members of the community in ways we have not in the past. We look forward to this challenge and see it as an important way to maintain vibrancy in the department.

II. Program Plan

A. Long term goals

Based on our evaluation of current program strengths and opportunities, we are going to make minor modifications to the Economics program curriculum. This will include the addition of one more required course that will meet the department WIP requirement and also serve as an introduction to some basic tools of economic analysis.

We are in the early stages of building an infrastructure for our alumni that will serve as a strong place for them to network and maintain relationships with current and former students and faculty.

We are working to strengthen our DPC as a true faculty development engine. For years we have needed to look outside our own department to find enough people to even complete a DPC but now that we have reached sufficient levels of staffing we can turn our attention to improving the quality of review activity, especially as we relate to our instructors.

Pedagogically, we are working to develop a technology-driven library of material that we can use in hybrid and online course delivery and for remediation for students who need help in the upper division courses. This is a common need for students who are transfers from community college or returning students who took their principles-level economics courses in the more distant past. This technology library will consist of 30 modules including video lecture and assessment exercises. The first sixteen modules were completed with assistance from an NEIU Innovation Grant and the remaining modules will be constructed in the coming academic year. However, there is a steep learning curve in producing this technology and there is much need for refinement of the modules and production techniques developed during the first year.

During this past year, we built on existing partnerships with faculty at the Warsaw School of Economics and Czestochowa University of Technology in Poland through participation in an academic conference and the co-teaching of two courses here at NEIU. We look forward to leveraging these relationships into more opportunities for research and student scholarship.

B. Projected needs

Our needs are modest at this time, as we are fully staffed and able to deliver a full and sufficient menu of course offerings to fulfill the needs of our majors and to meet our service needs for the COBM. We now have two senior and three junior faculty and we look forward to guiding everyone in the department through the tenure process. We have more capable instructors than courses to offer, so from a human resources perspective, our department is on extremely strong footing. We continue to develop innovative technological strategies for course delivery and this requires periodically updating our computer hardware and software. Additionally, we are turning our attention to external funding sources as a way to support research.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books or Edited Volumes:

Michael Wenz, editor. Special Issue on Casinos, Gambling and Economic Development, *Growth and Change* 45:1 (2014).

2. Articles and Abstracts, Local Exhibitions or Performances:

Christina Czart Ciecierski, “Organizational Change Management: The Case of Inter-Institutional Alliances to Reduce Cancer Disparities in the City of Chicago.” *New Trends in Management in the 21st Century*. Czestochowa, Poland: Politechniki Czestochowskiej. 101-118. 2014.

Kang, J., **Christina Czart Ciecierski**, 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, January (2014):121-125.

Ryan Gallagher, “An Examination of Cannibalization Effects within the Riverboat Gaming Industry: The Case of Illinois-Area Casinos,” *Growth and Change* 45(1): 41-59.

Bahmani-Oskooee , Mohsen, **Scott W. Hegerty**, and Hanafiah Harvey. “Brazil-U.S. commodity trade and the J-curve.” *Applied Economics* 46, no. 1 (2014): 1-13.

Bahmani-Oskooee , Mohsen, **Scott W. Hegerty**, and Hanafiah Harvey. “Industry trade and exchange-rate fluctuations: Evidence from the U.S. and Chile.” *International Review of Economics and Finance* 29, (2014): 619-626.

Bahmani-Oskooee , Mohsen, **Scott W. Hegerty**, and Hanafiah Harvey. “Currency fluctuations and the French-U.S. trade balance: Evidence from 118 industries.” *Empirica: The Journal of European Economics* (2013): 237-257.

Bahmani-Oskooee , Mohsen, **Scott W. Hegerty**, and Hanafiah Harvey. “Exchange-rate variability and U.S.-French trade flows: Evidence from industry data.” *Empirica: The Journal of European Economics* 40, (2013): 685-719.

Bahmani-Oskooee , Mohsen, **Scott W. Hegerty**, and Hanafiah Harvey. “Exchange-rate sensitivity of commodity trade flows: Does the Choice of reporting country affect the empirical estimates?” *Journal of International Trade & Economic Development* 22, no. 8, (2013): 1183-1213.

Bahmani-Oskooee , Mohsen, **Scott W. Hegerty**, and Ruixin Zhang. “Exchange-rate risk and U.K.-China trade: Evidence from 47 industries.” *Journal of Chinese Economic and Foreign Trade Studies* 7, no. 1, (2013): 2-17.

Scott W. Hegerty, “Exchange market pressure, commodity prices, and contagion in Latin America.” *Journal of International Trade & Economic Development* 23, no. 1 (2014): 56-77.

Scott W. Hegerty, “Exchange market pressure, stock prices, and commodity prices in West Africa.” *International Review of Applied Economics*, 27, no. 6, (2013): 750-765.

Scott W. Hegerty, “Is African interest-rate volatility susceptible to international spillovers?” *The African Finance Journal* 15, no. 2, (2013): 1-21.

Scott W. Hegerty, “Principal component measures of exchange market pressure: Comparisons with variance-weighted measures.” *Applied Financial Economics* 23, no. 18, (2013): 1483-1495.

Scott W. Hegerty, “Measuring exchange market pressure and its contagion in the East African Community.” *South African Journal of Economics* 82, no. 2 (2014): 239-257.

Bahmani-Oskooee, Mohsen, **Scott W. Hegerty**, and Hanafiah Harvey. “Exchange-rate volatility and Spanish-American commodity trade flows.” *Economic Systems* 38, (2014): 243-260.

Bahmani-Oskooee, Mohsen, **Scott W. Hegerty**, and Ruixin Zhang. “The effects of exchange-rate volatility on Korean trade flows: Industry-level estimates.” *Economic Papers* 33, no.1 (2014): 76-94.

Michael Wenz, “Casinos, Gambling and Economic Development: An Introduction to the Special Issue.” *Growth and Change* 45(1): 1-4.

Michael Wenz, “Valuing Casinos as a Local Amenity.” *Growth and Change* 45(1): 136-158.

Michael Wenz, “Managing Innovation in Higher Education: A Practitioner’s Guide.” *New Trends in Management in the 21st Century*. Czestochowa, Poland: Politechniki Czestochowskiej. 42-51. 2014.

3. Conference Presentations, Group Shows

Christina Czart Ciecierski, “The clustering of cancer risk behaviors involving physical activity, diet, tobacco and alcohol use by socio-economic status among US College Students”, Sixth AACR Conference on the Science of Cancer Health Disparities in Racial/Ethnic Minorities and Medically Underserved, December 6-9, 2013, Atlanta, Georgia. (with Joseph Kang and Brian Hitsman)

Christina Czart Ciecierski, “Organizational Change Management: The Case of Inter-Institutional Alliances to Reduce Cancer Disparities in the City of Chicago,” International Conference on Trends in Management in the 21st Century – A Cross-Atlantic Perspective, June 12-13, 2014, Czestochowa, Poland. (with Melissa A. Simon, Emily L. Malin, Brian Hitsman, David Victorson, Jennifer Banas, Moira Stuart, Anuj

Mubayi, Shaan Trotter, Tammi Dobbins, Tracy Luedke, NU-NEIGHBORS Internal Advisory Committee, NU-NEIGHBORS Community Steering Committee, David Cella)

Ryan Gallagher and Michael Wenz, “Casinos as Tools for Economic Development in Suburban Chicago,” UIC Great Cities Institute, Real Time Chicago Spring 2014 Lecture Series, Chicago, IL, February 21, 2014 and Chicago Southland Chamber of Commerce, Luncheon Speaker Series, Tinley Park, IL, May 12, 2014

Scott W. Hegerty, “Output volatility in Latin America: Evidence from a multivariate GARCH model.” Illinois Economic Association, Chicago, October 25, 2013

Scott W. Hegerty, “Cross-border state (and provincial) integration: A comparison of Buffalo and Detroit.” NEIU Fourth Annual Faculty Research & Creative Activities Symposium, Chicago, November 15, 2013

Scott W. Hegerty, “Exchange market pressure, output drops, and domestic credit: Do emerging markets behave differently?” Midwest Economics Association, Evanston IL, March 21, 2014

Hardik Marfatia, “The Relative Role of Push and Pull Factors Affecting Capital Flows,” Illinois Economic Association, Chicago, October 25, 2013.

Michael Wenz, “Managing Innovation in Higher Education: A Practitioner’s Guide.” International Conference on Trends in Management in the 21st Century – A Cross-Atlantic Perspective, June 12-13, 2014, Czestochowa, Poland.

4. Funded grants

Ciecierski, Christina, Project Pilot entitled, “NU Neighbors: A preliminary study of sociodemographic disparities in cancer risk behaviors among U.S. college students”, Principal Investigator, National Cancer Institute, Year 3: December 2012-November 2013. \$1.2 million to be split between Northeastern Illinois University and Northwestern University. For the part for which Dr. Ciecierski was Principle Investigator, she received \$22,072.

5. Service

Dr. Michael Wenz is President-Elect of the Illinois Economics Association.

Dr. Scott Hegerty serves on the editorial board for the *Journal of Stock & Forex Trading*.

B. Student Achievements

1. Presentations, conference papers, symposiums, publications

Emma Battaglia, “Smoking on University Campuses: A Cost Analysis and Review of Best Policy.” NEIU Student Research Symposium, April 2014.

Shane Baker, “Buy, Borrow or Steal: A Model of Internet Piracy.” NEIU Student Research Symposium, April 2014.

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

Renee Bracey Sherman ('09) is enrolled in the Masters of Public Administration program at Cornell University.

William J. Foster ('06) earned his Ph.D. in Economics from the University of Illinois-Chicago.

IV. Assessment Report

I. Program Goals and Outcomes

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

Our program has three goals:

- A. Develop specialized skills including the ability to collect, manipulate and analyze data, interpret empirical tests and provide oral, written and graphical presentations of data findings.
- B. Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen and related subfields in the discipline.
- C. Find employment in chosen subfield.

CYCLE PLAN:

Year 1: Goal B. Acquire, interpret, organize and use economic theory.

Outcomes: We test students at four points during their progress through the program on a department-developed 25-question battery of microeconomics and a 25-question battery of macroeconomics questions.

Year 2: Goal C. Find employment in chosen subfield.

Year 3: Goal A. Develop specialized data skills.

We have not yet developed and identified measurable outcome instruments for Goals A and C but look forward to doing so over the coming year.

II. Assessing Program Goals and Learning Outcomes

Program Goal: Acquire, interpret, organize and use economic theory in decision making and to apply theory and methods to chosen and related subfields in the discipline.

A. Direct Evidence:

1. The department assesses student learning at four points during the microeconomic sequence and four points during the macroeconomic sequence. The assessment is given at the beginning and end of Macro I (215) and Macro II (303), and at the beginning and end of Micro I (217) and Micro II (304). Below we present a three-year rolling average of beginning and end test scores for each of the points in time. Scores are aggregated in the table below and measure growth in knowledge through the program.
2. We did not collect individual-level data or set a minimum standard, but will do so in future reports. We did collect the mean number of correct responses at each point in the process to measure cumulative student growth over time. On average, students are able to answer 45.6% of the questions correctly when they enter the program, and are able to answer 64.4% of the questions correctly when they complete the sequence, an increase of almost 20%.

	Mean Correct Responses
Pretest I	11.4
Posttest I	14.7
Pretest II	14.5
Posttest II	16.1

B. Indirect Evidence:

Two formal qualitative sessions inform our decision. The first is our year-end faculty meeting and the second is our alumni career panel each April. Both of these give us opportunity to compare notes and work toward continuous improvement, and both of these meetings have been very candid in recent years.

Our faculty feels that there is a lack of consistency in preparation for upper division classes and that having increased certainty about what students are expected to know coming into each class at the 300-level would strengthen our ability to deliver consistent course quality.

Our alumni indicated that they want more exposure to computer software and especially Microsoft Excel. They indicated that this was essential in applying the things they have learned in their work environments.

C. Feedback Loop:

In response to perceived weaknesses in the curriculum, we have made the following changes.

- We have committed to using Microsoft Excel to deliver computer-based instruction rather than a mix of different econometric packages.
- We added two new courses to the curriculum to emphasize Excel and real-world financial applications: ECON 343: Financial Economics and ECON 344: Macro Data Analysis. Both of these will be taught for the first time in Fall 2014.
- We are reorganizing our curriculum to include a new required 200-level course that will fulfill the WIP requirement. This course will emphasize tools and skills necessary for success in the upper division courses. In addition, this will increase the number of hours required for the major and bring us more in line with the other social science programs.

D. Executive Summary:

Assessment remains an ongoing challenge for our department but we have made many strides over the past several years as we have reorganized our faculty. Our students are making consistent progress as they move through the program, though we need a better instrument for measuring overall program-level success for our graduating students.

We look forward to fully implementing our online/hybrid course delivery library of resources and to using that as a way to provide targeted, clear remediation for students who are struggling.

In the coming year, we will look to develop measurable assessment targets for our career-focused goal in preparation for next year's assessment report. We will do this by developing our network of alumni to track career accomplishments in a measurable way.

ENGLISH

Annual Report 2013-2014

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

As it is our faculty who contribute in such substantial ways to the advancement and flourishing of university life and the vibrancy of our professions, let me first highlight some of the noteworthy achievements of our faculty.

As testament to the high level of teaching and achievement generally among English Department faculty, **Professor Tim Scherman** earned a faculty excellence award for his teaching. **Professor Julie Iromuanya** was awarded the Tennessee Williams Scholarship at the Sewanee Writers' Conference in 2014 and in 2013 was a finalist for the Breadloaf Writers' Conference Tuition Fellowship and for the Summer Literary Seminars Unified Literary Contest. 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, including Arra Ross, Michael Hainey, Najila Said, Randall Horton, Roxanne Gay, and Mary Gaitskill. 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.

Here are some other ways our faculty are helping create a vibrant intellectual and socially meaningful campus environment and serve 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 Bradley Greenburg** published his debut novel *When Lilacs Last in the Dooryard Bloomed* in June through Sandstone Press in the U.K. **Professor Julie Kim** had her edited volume *Class and Culture in Crime Fiction* published by McFarland Press.
- 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
Curricular development, recruitment, and outreach have been coordinated and mutually supportive efforts in the department, so I will discuss them together.

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 2013-2014 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 novel 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 in terms of 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 alumnus 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 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 assessment process is slower and more arduous than one might like given the urgency of preparing for program reviews, the department is beginning to make major strides in defining its programs and trying to align its teaching practices in a more intentional way with 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 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 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 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:

Greenburg, Bradley.

- *When Lilacs Last in the Dooryard Bloomed*, a novel. UK: Sandstone Press. June 2014.

Kim, Julie.

- *Class and Culture in Crime Fiction: Essays on Works in English Since the 1970s*. Jefferson, North Carolina: McFarland, 2014.

2. Book Chapters, Regional Exhibitions or Performances

Greenburg, Bradley.

- "Henry IV, Parts 1 and 2." Entry for *Shakespearean Criticism*. Gale/Cengage Publishing, March 2014.

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.
- “A Question of *Meum* and *Tuum*’: The Civilization of the Commodity and the Maintenance of Inequality in Charles Chesnutt’s *The Conjure Woman* and *The Marrow of Tradition*.” *Class and the Making of American Literature: Created Unequal*, ed. Andrew Lawson. New York: Routledge, 2014, pp. 130-146.

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.**

- “Negotiating Textual Authority: Response Cycles for a Personal Statement of a Latina Undergraduate.” *Journal of Basic Writing*, 31:2, 2012, pp. 5-28.

Cronk, Olivia.

- “Four Poems.” *Deluge*. Fall 2013. Web.
- “Poems [from *Middle Mansion*].” *Spolia*. July 2014. Web.
- “Untitled [from *Middle Mansion*].” *Swine*. February 2014. Web.
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Dean, Larry.

- “How to Defend Your Elf,” “Nixon Era Panda Dies.” *Language Lessons*. Nashville: Third Man Books, April 2014.
- “Caesar,” “Couch,” “hi instructor,” “Vegetarian Starter Kit.” *Fesitval Writer 2.2*, February 2014.
- “Letter to the Editor,” “Paint,” “Toothpaste.” *Seeds*. February 2014.
- “The Meteorologists.” *Scissors & Spackle #12*, January 2014.
- “Confessional.” *Everyday Genius*. November 2013.

Eze, Chielozone.

- “‘Death, Here I am’: Violence and Redemption in Zakes Mda’s *Ways of Dying*.” *Journal of Narrative Theory*, 43:1, 2013, pp. 87-107.
- “Re-thinking African Culture and Identity: The Afropolitan Model.” *Journal of African Cultural Studies*, 26:2, 2014, pp. 234-247.

Iromuanya, Julie.

- “The Middleman Speaks: Race, Citizenship, and Labor in *The Beautiful Things that Heaven Bears*.” *Converging Identities: Blackness in the Modern African*. Eds.

Julius O. Adekunle and Hettie V. Williams. Durham, North Carolina: Carolina Academic Press, 2013, pp. 83-93.

Over, Kristen.

- “Warrior Ideal or Sinful Beast? Ambiguous Sovereignty in *Culwch ac Olwn*.” *The Language of Gender, Power, and Agency in Celtic Studies*. Amber Handy and Brian ó Conchubhair, editors. Arlen House Press, 2013.

4. Conference Presentations, Group Shows, Media Appearances

Barnett, Tim.

- “Queering the Writing Program,” a workshop presentation with Professor Erica Meiners at the CWPA Conference, Savannah, GA, July 15, 2013.

Dean, Larry.

- Poetry reading, Quencher (Wit Rabbit Series), Chicago, IL. July 2, 2013.
- Radio Interview, *Sounds Good*, WKS-FM, Murray, KY, July 6, 2013.
- Poetry Reading, Murray State University, Murray, KY, July 6, 2013.
- Poetry Reading, Third man Records (Poetry Sucks! Series), Nashville, TN, July 7, 2013.
- Poetry Reading, Moe’s Books (Poetry Flash Series), Berkeley, CA, August 1, 2013.
- Poetry reading, Ipsento, Chicago, IL, September 14, 2013.
- “The Poetry and Music of a Singer/Songwriter,” presented at the Southeast Wisconsin Book Festival, Waukesha, WI. September 22, 2013.
- “The Art of Hybridity,” presented at the Midwest MLA Conference, Milwaukee, WI, November 9, 2013.
- Poetry Reading, St. Augustine College, Chicago, IL, November 24, 2013.
- Poetry Reading, *Seeds* launch, NEIU, Feb. 7, 2014.
- Poetry Reading, Uncommon Ground (Excited Utterance Series), Chicago, IL, February 15, 2013.
- Poetry Reading and Workshop, GCHS Writers Week, Grayslake, IL, April 1, 2014.
- Poetry Reading and Workshop, Joliet Junior College, Joliet, IL, April 15, 2014.
- Poetry Reading, Riverwest Public House (Middle Coast Poets Series), Milwaukee, WI, April 28, 2014.
- Poetry Reading, Uncommon Ground (Excited Utterance Series), Chicago, IL, May 18, 2014.
- Poetry Reading, Maeve’s, Minneapolis, MN. June 5, 2014.

Eze, Chielozone.

- “Feminist Impulses in African Women’s Poetry,” presented at the African Literature Association Annual Conference, Wits University, Johannesburg, South Africa, March 2014.
- “Look, a White African: Shifting Conceptions of Culture and Identity in Africa,” presented at the conference Contemporary Orientations in African Cultural Studies, MacMaster University, Hamilton, Ontario, June 2014.

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
- Research Seminar Participant, “The Hemispheric South and the (Un)Common Ground of Comparability” at C19: The Society of Nineteenth-Century Americanists Biennial Conference. Chapel Hill, NC. March 15. 2014.
- “Translating Independence: The Language and Grammar of Hemispheric Republicanism” at C19: The Society of Nineteenth-Century Americanists Biennial Conference. Chapel Hill, NC. March 13. 2014.

Greenburg, Bradley.

- “The Sense of a Beginning.” A seminar on Shakespeare’s plays presented at The Newberry Library Teachers’ Consortium, Chicago, IL, November 8, 2013.

Iromuanya, Julie.

- Presenter at LitJam at the Archives. Chicago Reading Africa. Chicago, IL, August 25, 2013.
- Reading from *Mr. and Mrs. Doctor* as a Power Talk for the NEIU Alumni Reunion, October 19, 2013.
- Guest Speaker, *Seeds* Literary Journal launch party, February 2014.
- Guest Speaker, Gwendolyn Brooks Center in Literature: Master Prose Writing Class, September 2014.

Libretti, Tim.

- “Taking the U.N. Genocide Convention Seriously: A Cultural Studies Approach to Comprehending Genocide and the Problem of Knowledge,” presented at the Third Annual African and African American Symposium: Silencing Genocide in Africa and the African Diaspora, NEIU, October 2013.
- “Imagining a Political Economy of Freedom: Using the African American Working-Class Literary Tradition as a Resource for Imagining a Post-Market Political Economy,” presented at the Northeastern Illinois University Fourth Annual Faculty Research and Creative Activities Symposium, November 15, 2013.
- “The Bicycle Thief: A Son Teaches his Father the Value of Storytelling and the Moral Imagination,” presented at the TedX NEIU event, March 7, 2014.
- “Imagining a Political Economy of Freedom: Using the African American Working-Class Literary Tradition as a Resource for Imagining a Post-Market Political Economy,” presented at Brock University, St. Catherine’s, Canada by special

invitation as part of the *Labor and Political Economy Speakers Series*, March 20, 2014.

- “Sexual Liberation as the Site of Class Struggle: Spike Lee’s “Queer” Re-Writing of 1930s Proletarian Drama in *Summer of Sam*,” presented at the *How Class Works Conference*, Stonybrook, New York, June 4-7, 2014.

Poll, Ryan.

- “Slow Genocide: The Ogoni Challenge to the World Community,” presented at the Third Annual African and African American Symposium: Silencing Genocide in Africa and the African Diaspora, NEIU, October 2013.
- “Illuminating the Future: *Moby-Dick*, Oceanic Modernity, and the Coming Resource Crisis,” presented at the Northeastern Illinois University Fourth Annual Faculty Research and Creative Activities Symposium, November 15, 2013.
- “Everyday Poetics and Everyday Politics,” a TEDx Talk at NEIU, March 7, 2014.
- “Erring Writing: Ecological Thinking and the Need to Fail in the Composition Classroom,” presented at the 50th Allerton English Articulation Conference, Monticello, IL, April 2014.
- “Translating Upton Sinclair’s *Oil!*: Frontier Capitalism and Working-Class Allegories in Paul Thomas Anderson’s *There Will Be Blood*,” presented at the *How Class Works Conference*, Stonybrook, NY, June 4-7, 2014.

Scherman, Timothy.

- “Smooth Words in Sedgwick’s ‘Letter to Charles Butler,’ and Oakes Smith’s ‘The Dignity of Labor,” presented at the Catherine Maria Sedgwick Symposium, “Great Excursions: Travel and the Literary Imagination,” St. Louis, MO, June 4-7, 2014.
- “Oakes Smith Returns to Maine: ‘The Defeated Life,’ Katahdin, and the Dangers of Biographical Criticism,” a talk by invitation of the Yarmouth Historical Society as part of their Gorman Lecture Series, Yarmouth History Center, Yarmouth, Maine, June 10, 2014.

6. Service

Byard, Vicki.

- Vice Chair, Local School Council, Solomon Elementary School

Davros, Michael.

- Member of the Lincolnwood District School District #74 Board of Education

Erian, Alicia.

- Worked with Kimberly Shotick at Ronald Williams Library on an NEH grant for a program entitled *Let’s Talk About it: Muslim Journeys*. The library was one of 125 libraries to receive the grant. Professor Erian facilitated the discussion of five works of Muslim literature over the course of the 2013-2014 academic year.

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.

B. Student Achievements

Students accepted to Graduate School

- Sean Dotson was accepted to the doctoral program in English at the University of Chicago with full funding.
- Dane Campbell was admitted to Columbia College’s MFA program with a Graduate Merit Award.

Appendix I

Professional Development Series

From the Northeastern Illinois University English Department

Interdisciplinary University Seminars for Teachers, 2013-2014

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@neiu.edu; or access the registration website through the English Department page: <http://neiu.edu/~edepartm/> or directly: https://epay.neiu.edu/C21153_ustores/web/store_main.jsp?STOREID=12&SI_NGLESTORE=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.

ENGLISH

Assessment Report 2013-2014

Submitted by Tim Libretti

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 (revised 5-1-2014)

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.
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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.

1. 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.

2. 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

	Target (4 pts)	Acceptable (3 pts)	Developing (2 pts)	Unacceptable
Level of Mastery	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

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pt)
Argument (1, 33%)	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 its method in approaching the literary work and give some sense of where its analysis fits into or how it negotiates larger critical conversations.	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 specificity or precision.	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.
Structure (1, 33%)	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	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	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	Paragraphs here are undeveloped, sometimes single sentences. Sentences may bear little or no relation to each other.

		Rubric			
		Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pt)
		its various and layered figurative dimensions.	its various and layered figurative dimensions.	text. The paper shows some ability to decipher and grasp the way literary language operates differently from other discourses.	
Mechanics (1, 33%)	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)
Element 1 (1, 100%)	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	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	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	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	

Rubric			
Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
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.	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.	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.	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				
Element 1 (1, 100%)	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the	The writing demonstrates an ability to summarize analytically a piece of criticism or theory, identifying and highlighting the thesis, approach,	The writing is able to grasp the main thesis or approach of the critical or theoretical work,	The writing shows little ability to comprehend or critique the critical

Rubric

Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
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.	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.	though it may be more repetitive than a digested critical summary. The critique shows a limited ability to assess the piece.	or theoretical piece and may more or less frequently lapse into improper paraphrase.

5. *Assignment Demonstrating Awareness of Diverse Perspectives*

In this assignment, students submit evidence that they can critically assess 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

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
Element 1 (1, 100%)	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 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	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	At this stage, the writing shows little to no ability to understand diversity or

Rubric

Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pt)
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.	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.	culture-specific origins and that properly comprehending the work entails comprehending the culture from which it derived.	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:

Literary Analysis

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Argument	<u>6</u>	<u>6</u>	<u>3</u>	0	3.20	4	0.75
Structure	<u>6</u>	<u>6</u>	<u>2</u>	0	3.29	4	0.70
Mechanics	<u>6</u>	<u>5</u>	<u>2</u>	<u>1</u>	3.14	4	0.91



Literary History

	Target (4 pts)	Acceptable (3 pts)	Developing (2 pts)	Unacceptable (0 pts)	Mean	Mode	Stdev
Level of Mastery	<u>8</u>	<u>5</u>	<u>2</u>	0	3.40	4	0.71



Critical Assessment of Research/Theory

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>7</u>	<u>8</u>	<u>1</u>	<u>1</u>	3.24	3	0.81



Analysis of Non-Literary Text

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>3</u>	<u>6</u>	<u>2</u>	<u>1</u>	2.92	3	0.86



Analysis of Diverse Literature

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>1</u>	<u>7</u>	<u>1</u>	<u>1</u>	2.80	3	0.75



II. RESULTS for Secondary Education/English Majors:

Literary Analysis

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Argument	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	2.88	4	1.05
Structure	<u>4</u>	<u>3</u>	<u>1</u>	<u>0</u>	3.38	4	0.70
Mechanics	<u>3</u>	<u>4</u>	<u>1</u>	<u>0</u>	3.25	3	0.66



Literary History

	Target (4 pts)	Acceptable (3 pts)	Developing (2 pts)	Unacceptable (0 pts)	Mean	Mode	Stdev
Level of Mastery	<u>2</u>	<u>2</u>	<u>3</u>	0	2.86	2	0.83



Critical Assessment of Research/Theory

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>2</u>	<u>1</u>	<u>2</u>	0	3.00	2	0.89



Analysis of Non-Literary Text

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>2</u>	<u>1</u>	<u>3</u>	0	2.83	2	0.90



Analysis of Diverse Literature

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Element 1	<u>1</u>	0	<u>3</u>	0	2.50	2	0.87



ENGLISH LANGUAGE PROGRAM

Annual Report 2013-2014

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 some courses, especially reading, 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 writing, 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.”

After changing three times in the previous twelve-month period, leadership of the ELP has stabilized with John Armour in the role of coordinator. We had no faculty retirements or resignations this year and we move into the new academic year with a staff of ten instructors, many of whom also teach in the Teaching English as a Second Language Department and Non-traditional Degree Programs. In the fall semester, we hired only one adjunct faculty member who taught two writing sections. We required no adjuncts in the spring. The individual filling the role of ELP administrative assistant resigned at the end of the December, and due to funding issues, we were unable to hire a replacement. As an alternative, we assigned a new graduate assistant to the role and this person will remain in the role through September 2014.

The English Language Program completed a number of significant changes and program enhancements during the 2013-2014 academic year. The first was the implementation of The College Board's computerized suite of placement exams. With a combined effort from the ELP, the Math Development Program, the English Department and Testing Services, the software was tested and piloted with several hundred students, cutoff scores were set, and Accuplacer's tests were implemented and used to place all incoming 2014-2015 students in their individual reading and writing courses. This project aligns with recommendations from last year's external program review.

Along with the implementation of Accuplacer, the ELP has made a major shift in the structure of the writing program, which will take effect in August 2014. Now based on skill level alone, students will be placed somewhere in a three-level sequence of writing skill development courses without taking language heritage into account. All writing (and reading) courses were renamed to remove the ESL label and the old ELP 099 Developmental Writing was eliminated at the end of the spring semester. This action will allow all students, including monolingual English speakers with poor writing skills, to enroll in more than a single skill development course. This action was taken based on findings from the previously mentioned external review.

Additionally, two new course offerings have been developed. The first is a summer bridge program, named EMERGE, that enrolls new incoming developmental students who choose to participate in the free, intensive, three-week writing workshop. The workshop culminates with the retaking of the writing placement exam and has the simple goal of building the skills necessary for the participants to advance directly into English 101 during their first regular semester. The workshop was very successful. Launched with thirty students, twenty-six students completed the program and 65% of those advanced to English 101. The second new course offering, which will launch in Fall 2014, is a "Stretch English" program. The program is a two-course sequence (ELP 101 and ELP 102) that will be an alternate route to fulfilling the requirements for English 101. The courses stretch the work of English 101 across two semesters to give developmental students more time to build the skills necessary to be successful college writers. Three sections of the stretch course are scheduled to be piloted in Fall 2014.

Finally, following a recommendation from the external review, the first professional development event for the English Language Program was planned and held in May. This two-and-a-half-day session focused on two areas: how to better serve our diverse student body and the development of new goals and objectives for the ELP.

I. Assessment

See section on assessment at the end of this English Language Program Annual Report.

II. Program Plan

A. Long Term Goals: Tentative 3-Year Plan

- 1) 2014-15

- a) Review the results of the newly implemented Accuplacer placement recommendations for reliability and accuracy of placements. Adjust if necessary before January 1, 2015.
 - b) Individual instructors will pilot new methods to bring high-impact teaching practices to our courses. The first step in this direction is the “stretch” English sequence that is being launched in August 2014 at El Centro and on the main campus.
 - c) Develop and get approval of formal learning outcomes and assessment methods for all courses across the Program.
 - d) Collect data in support of assessment of learning outcomes.
- 2) 2015 -16
- a) The English Language Program will hire at least one new tenure-track faculty member.
 - b) A thorough study of the curriculum will be undertaken, based on the research done for the program review and further research in order to better align our courses with the goals and outcomes of English 101 and other courses.
 - c) Implement revised measures of students’ evaluation of the Program.
- 3) 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 examined and revised to provide better metrics of our effectiveness.
 - c) 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.
 - d) The English Language Program will hire one faculty member specializing in working with Learning Disabled students.
 - e) All Developmental/ESL courses will be reviewed for modifications to better accommodate our Learning Disabled students.

B. Projected Needs

1. Faculty - This is an area where there is a deficit. The instructors who are currently teaching in the Program are serious and dedicated to their students, and many are former students in the Teaching English as a Second Language Program. However, with no tenure-track faculty members, the academic integrity of the Program could be called into question. The lack of more tenure

line faculty members also prevents the ELP from getting the respect from the rest of the University that it deserves.

2. Equipment - The only current equipment needs are the replacement of the old computers in the common space in LWH 2046 (shared by adjunct instructors and graduate assistants) and the replacement of some staff members' old, slow desktop computers.

ENGLISH LANGUAGE PROGRAM

Assessment Report 2013-2014

Submitted by John Armour

I. Goals and Outcomes

A. Program goals

1. Two of the recommendations from the external review of September 2012 were to “Envision the purpose of the program collaboratively, with stakeholders from across campus, and re-name/re-brand the program so that it reflects that vision” and to recognize that “Program Goals and Learning Outcomes need to be re-examined and revised for clarity, appropriateness, and to reflect any changes in the purpose of the program and course offerings.” These findings have been guiding our initial efforts in this area.
2. In terms of developing that purpose and vision, the mission statement of the ELP has been revamped and simplified.
 - a. The mission of the English Language Program is to prepare a diverse population of students to meet the literacy challenges of higher education and the global workplace.
3. The goals of the ELP have also been reworked and are stated as follows.
 - a. Prepare students to communicate coherently in an academic context.
 - b. Expand students' capacity for critical thinking through reading and writing.
 - c. Develop English Language Learners' listening and speaking capabilities for use in an academic setting.
 - d. Empower students by building their self-efficacy as academic readers and writers.

B. Measurement of outcomes

All courses measure the students’ success in coursework. Writing courses measure accomplishment based upon a combination of several graded paragraph and essay assignments and examinations. Reading, speaking and listening courses measure accomplishment based largely on in-class assignments, student presentations and examinations. No outside tools are currently in use.

C. Cycle Plan

- Year 1 – Goals a, b and d as they apply to writing proficiency
- Year 2 – Goals a, b and d as they apply to reading proficiency
- Year 3 – Goals a and c as they apply to listening and speaking proficiency

II. Assessing program goals and learning outcomes

A. Direct evidence:

Documented learning outcomes and measures for those outcomes will be developed in 2014-15 for all goals and courses across the Program.

B. Indirect evidence:

One of the assessment methods that has been in place for several years is an exit survey that students complete at the end of their course work in the Program—that is, at the end of ELP 099 (Developmental Writing) or ESL 120 (English Language Workshop III). The questions asked in that survey are shown in Figure 1 and the survey results for Fall 2013 through Summer 2014 are shown in Figure 2 on the next page. These data indicate a high level of student satisfaction with the ELP.

Rating A (Highest) – E (Lowest)
51. My ELP courses have taught me helpful strategies for planning my essays.
52. My ELP courses have taught me grammar skills to edit my essays and reduce my errors.
53. My ELP courses have improved my writing in my other classes.
54. My ELP courses have improved my speaking skills.
55. My ELP courses have encouraged me to participate more in class discussion.
56. My ELP courses have given me experience with working in small groups.
57. My ELP courses have improved my computer skills.
58. Overall, I would rate The English Language Program:

Figure 1 - Student Satisfaction Survey for those Exiting the Program

2013 - 2014

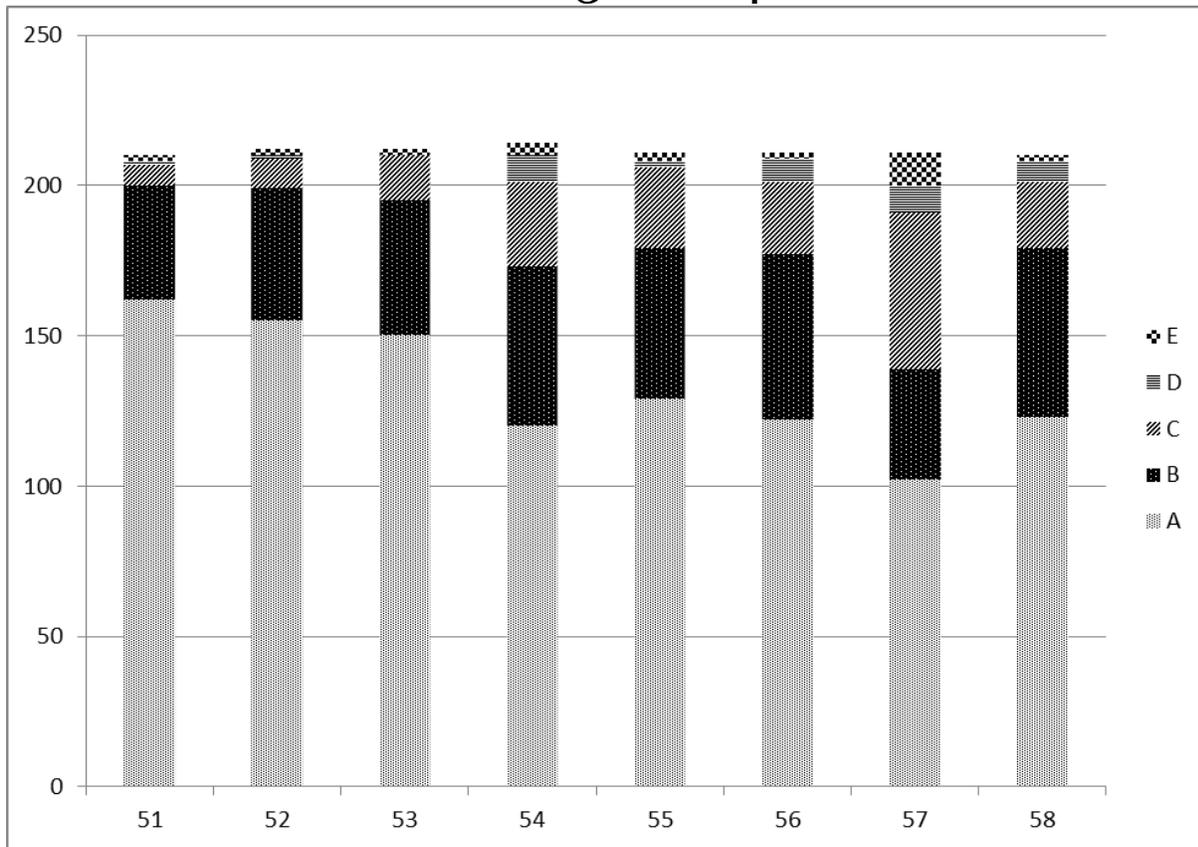


Figure 2 – Student Satisfaction Survey Results by Question

C. Feedback loop

- No changes were made in 2013-2014. All changes (as noted above) will be implemented in the 2014-2015 academic year.
 - The changes for 2014-15 were based on the external review conducted in September 2012.

D. Executive summary of assessment results

Given that the ELP is a developmental program and not a degree granting program, the Program did not participate directly in the baccalaureate goals workshops. Our goals and assessments are focused on developing basic literacy skills and preparing students to perform at the college level.

Our efforts in revamping the program and developing learning outcomes that align with the goals have been driven by the 2012 external review. These outcomes and their measurement have not been created or documented yet but are a part of the upcoming year's plan.

GEOGRAPHY AND ENVIRONMENTAL STUDIES

Annual Report 2013-2014

Submitted by Erick Howenstine

Executive Summary

Our programs remained stable through this period, with 138 undergraduate and graduate students, and an additional 61 students actively moving through two GIS Certificate programs. Five-year trends are up 13% for Geography and up 5% for Environmental Studies, and one year trends are just slightly down for all programs

	Geog	EnvSt	M.A.
F09	23	62	37
F10	32	69	40
F11	34	85	36
F12	28	76	28
F13	26	65	35

together but these data don't reflect our thriving GIS Certificate Programs. In FY13 we graduated 33 BA's, 13 MA's and 13 Certificate students.

At the end of 2012 we suddenly lost most of our faculty members: Assistant Professors Monika Mihir and Abhijit Banerjee resigned effective Fall of 2013, as did Full Time Instructors Dr. Charles Schmidt and David Jones and Instructor Libby Hill. The third and last Full Time Instructor Emily Good also retired at the end of this year. This would leave Drs. Grammenos and Storie and myself, and longtime adjunct Jerry Mostek.

The Department was able to replace Dr. Banerjee (Environmental Policy) with Dr. Caleb Gallemore, and replace Dr. Mihir (GIS) with Dr. Ting Liu who will begin Fall of 2014. Even so, we are relying heavily on adjuncts to maintain our programs. This year we did secure excellent instruction from Ribant, Flakne, Schmidt, Hill, Sherry, and Brecheisen covering 15 classes. In Fall 2014 we scheduled six adjuncts faculty members – many of them new.

Our two GIS certificates were among the first in the College. We added a required course to meet state requirements, and – and worked with the registrar, graduate admissions, and enrollment services to formalize procedures for application, matriculation, record keeping, transcripts, and printed certificates.

It has been a year of innovation, with Drs. Gallemore and Howenstine “flipping their classrooms (recording lectures to free class time for higher purposes). Emily Good, a

campus leader in online coursework, presented at a D2L conference/workshop. Dr. Grammenos revised the curriculum of G&ES 104 (Intro to Geography) for greater appeal using many online materials. We revised our web pages, like all departments, for the new site (Howenstine was on the Web Development Steering Committee).

The Department continued its Annual Awards Ceremony for graduating students, the Annual Potluck Picnic in the Fall, Graduate openhouse, and it hosted an alumni reunion at the farm of Emeritus faculty member Bill Howenstine – thanks to a GIS and alumni database only students with 100 miles graduating 1965-1997 were invited: 70 attended.

I. Assessment

Courses are assessed by students with online course evaluations every term. These typically have lower return rates than traditional surveys but richer narratives. We follow the advice of the Center for Teaching and Learning to increase response rates, with some success.

Tenure track faculty are evaluated according the DAC. Adjuncts, of which we not have many, are assessed with end-course evaluations, classroom observations. Issues which arise are discussed with the faculty member directly.

The Department has always had well-defined Goals and Objectives which we easily matched to University Baccalaureate Goals. We are beginning to parse measurable Learning Outcomes and link these to assignments in required courses.

In the coming year we intend to undertake an alumni survey, last conducted in 2007. With this we will gather information about student satisfaction with the program, employment success, and ways in which we can better prepare our graduates for the workplace or an advanced degree.

<p>Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.</p>
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II. Program Plan

A. Long term goals

We intend to use the University Baccalaureate Goals to drive improvements in our curriculum and perhaps revisions to our own goals and objectives. A substantial revision of Introduction to Geography, a General Education Course, will become the model for all sections; it takes advantage of on line tools, combines topical and regional approaches, and has been very successful attracting majors.

We will continue to invite highly qualified adjunct faculty members to offer courses in their areas of expertise until we are able to rehire budgeted Instructors of the highest caliber. We also intend to connect with Alumni with four new Google Lists and the department's FaceBook Group and FaceBook Page, which we will consolidate.

On the more innovative side, we hope to pilot a new approach to teaching, learning, and recruitment – based in part from the SENCER curriculum model --in which a course is designed around a complex problem actually facing a community organization. The organization would help recruit enrollment, students would be targeted locally, and classes would meet in the field. The idea has been encouraged by colleagues, by the College, and by Academic Affairs.

In addition to that innovative possibility, there are two current strengths which may become our fulcrum for growth in coming years: 1) Geographic Information Systems, which is already robust even without advertisement or publicity. We intend to promote our Certificates off campus in order to bring in new enrollment. 2) the second area for growth is in urban planning, making better use of our extraordinary urban location for pedagogical and employment purposes. These two initiatives go hand in hand.

B. Projected needs

Our biggest need is in personnel, replacing the three full time Instructors we have just lost, and the one part time Instructor. In addition, grant funding for the community course partnership initiative may be necessary to get it off the ground, and administrative flexibility particularly if the course is – as we intend – interdisciplinary.

Other needs include continued software support and upgrades for the labs, a room back to replace or return our storage and production spaces (BBH 207) which we loaned on a 2 year basis to the College in 2011, new chairs for our classroom BBH 202, and a bank of 20 laptops, with a secure charging station, for use in that room.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances:

Gallemore, Caleb, and Darla Munore (2013). Centralization in the global avoided deforestation collaboration network. *Global Environmental Change*, 23(5): 1199-1210. (Impact factor: 5.236)

Moeliono, Moira, **Caleb Gallemore**, Levania Santoso, Maria Brockhaus, and Monica DiGregorio (2014). information networks and power: Confronting the 'wicked problem' of REDD+ in Indonesia. **Ecology and Society**, 19(2): 9. <http://www.ecologyandsociety.org/vol19/iss2/art9/>. (Impact Factor 3.310)

Gallemore, Caleb, Rut Dini Prasti H., and Moira Moeliono. (2014). discursive barriers and cross-scale governance in Central Kalimantan, Indonesia. **Ecology and Society**, 19(2): 9. <http://www.ecologyandsociety.org/vol19/iss2/art18/>. (Impact Factor 3.310)

2. Conference Presentations:

Gallemore, Caleb (2014). "Governance inside-out: relative space and transnational efforts to limit deforestation." Midwest Political Science Association Annual Meeting. 4 April 2014. Chicago, Il.

Gallemore, Caleb, and Kristjan Jespersen (2014). Fragmentation and collaboration in REDD+ Governance - a Nodal Analysis of Indonesian Stakeholder participation. Presented at Green Asia Conference. 14-15 May 2014. Copenhagen, Denmark.

Howenstine, Erick. "Innovation for survival in the 21st century classroom." Faculty Research Symposium Northeastern Illinois University Nov. 15 2013

Gallemore, Caleb and **Erick Howenstine**. "Flipping the classroom: early Results" Learn and Lead Symposium Northeastern Illinois University Feb. 24 2014

Howenstine, Erick. "Distributed classrooms: using Chicago resources." Learn and Lead Symposium Northeastern Illinois University Feb 24 2014

Merrick, Melinda. "A time for everything: assessing learning effectiveness and student experience in an environmental interpretation service-learning setting" Faculty Research Symposium Northeastern Illinois University Nov. 15 2013.

3. Service

Dennis Grammenos led a day-long guided tour of selected sites in Chicago and lecture for an urban planning class from the University of Quebec at Montreal March 1 2014.

Erick Howenstine reviewed "Public segmentation based on risk perception of brown bear accidents," for European Journal of Wildlife Research

B. Student Achievements

Presentations, conference papers, symposiums, publications

Rachel Mandel (Env. Studies), "Examining the Perceptions of NEIU Students and Faculty Regarding the Relationships Between a Vegan Diet and Climate Change," 22nd Annual Student Research and Creative Activity Symposium. April 11, 2014

Eric Sherman (G&ES, honors) "Case Study on The 2014 Democratic Primary for Illinois House, 39th District," (Geography and environmental Studies, University Honors Program)

Brittany A. Harthan (G&ES, Honors) "A Comparative Study of Environmental Epiphanies Between the Social Disciplines of Environmental Studies and Political Science," and Giovanni P. Senes (Political Science)

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

Green Conservation Group, G&ES M.A. student **Mani Valathur** presiding, won the NEIU 2013-2014 Blue & Gold Leadership award.

C. Alumni News

Janusz Maka (B.A. Env. Studies 2013) was accepted to MBA program, Northeastern Illinois University

Lazar Ilik (M.A. 2008) was accepted to the PhD program in Geography, University of Illinois Champaign.

Michael Martinez (M.A. 1998, JD from Hamline University School of Law) received a Bronze Medal Award from the US Environmental Protection Agency Office of Water for contributions towards development of the Obama Administration's National Ocean Policy. Martinez is a Special Assistant at the United States Department of Agriculture in Washington, DC. Appointed by the White House in May 2009, currently in the USDA Office of General Counsel, Natural Resources and Environment Division. Previously, Martinez served at the Minnesota Department of Natural Resources in a variety of roles, including: litigation, legislation, water quality regulation, real estate program management, environmental policy, and project management.

Wilfredo Matamoros (M.A. 2001) et. al, published "Derivation of the Freshwater Fish Fauna of Central America Revisited: Myers's hypothesis in the twenty-first century" in *Cladistics* 10.1111/cla.12081 2014 (1-12)

Ethan Newman-Givens (B.A. Geography 2007) is Consumer Compliance Division of the Federal Reserve Bank of Chicago as a Risk Management Specialist.

Moneen Jones, (M.A. 2006, PhD Entomology U of I) became Assistant Research Professor in Division of Plant Sciences University of Missouri.

Cameron Rex (B.A. Geography 2004) received his GISP (ESRI GIS Professional Certification) and presented on mobile field applications at the American Railway Development Association Annual Conference June 2014.

Derick Anderson (B.A. Geography 2011) was promoted to Director of the Northside Housing Collaborative of the Northside Community Development Corporation in Chicago

Nick Magrisso (B.A. Env. Studies 2010) is Policy Advocate for the Natural Resources Defense Council, and regular contributor to the organization's Staff Blog: Switchboard

Michelle Jones, owner/operator of BIC Book Publications in 2013 and author of Corporate Games: Outthink the Competition and Take It All (2014).

HISTORY

Annual Report, 2013-14

Submitted by Michael Tuck

Executive Summary

The department has had two challenging years, with the loss of four faculty and the deaths of two emeriti professors. We are entering a period of adjustment and consolidation. 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.

Enrollment, Majors, Minors, MA students and Graduation

In this environment of declining enrollments at the university, and in particular the sharp declines in history/secondary education majors, our relatively steady number of majors is an achievement. We had 304 majors last year, and this year the number was 275 (or 230 by the new method of counting). This indicates to us that students are attracted to our major and we are doing a good job at meeting their needs, as our students have also been graduating at a steady rate. The same is true for minors and graduate students. Our number of minors has shrunk, as has everyone's, due to the elimination of the minor requirement. But we still have 44 minors, down from 55 two years ago. Our overall enrollments have declined, largely due to the budget cuts which reduced the number of sections offered from 53 sections in the Fall of 2012 to 46 in the fall of 2013.

Apart from numbers we are also happy to be able to boast about quality. For our undergraduate majors, in the Fall of 2013 we had 45 students who were on the CAS Dean's List. We also had 15 students inducted into the international history honor society, Phi Alpha Theta.

The department supports students with two scholarships. In April 2014 the inaugural Susan E. Rosa Memorial Scholarship (\$1000) was awarded to **Victoria Hepburn**. Victoria was an Art History major and History minor. She will be pursuing an Art History MA starting this fall at Case Western Reserve University in Cleveland. This scholarship 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. The Brommel-Lindberg Scholarship in History was split between two history majors: **Angela Curry** and **John Houkal**. They were awarded \$550 each for this school year to cover expenses at NEIU.

We had (at least) two current students accepted in advanced degree programs. **Jacob Mignanelli** was accepted to Master of Arts in Teaching Program (with a concentration

on Secondary Education and Social Studies) at the University of Pittsburgh, PA. He will also be participating in the Urban Scholars Program. **Nicholas White**, Nicholas, (BA, NEIU History 2012) was admitted to Campbell University Law School, Raleigh, NC.

Among our current MA students there were also two accepted for advanced degree programs, both at the PhD level. **Edward Byrd** was accepted into the PhD program in history at Northern Illinois University, and **Marla McMackin** was accepted to the PhD program in history at the University of Illinois at Chicago.

Three of the students in our MA program presented papers at conferences during the year, **Marc Arenberg**, **Edward Byrd**, and **Marla McMackin**. Of particular note is **Marc Arenberg's** paper, which he presented at three conferences, and for which he was awarded prizes at two of the conferences.

We are also pursuing internship opportunities for our students. The first was Christopher Meter, who served as a Military History Researcher at the Pritzker Military Museum and Library, located downtown. While the internship was unpaid, he received a fellowship through an organization called The Mission Continues, which supports veterans like Chris. We have also arranged for other internships which students will have in the coming year.

We also worked with Rene Luis Alvarez in the College of Education with the result that in February the National Council for the Accreditation of Teacher Education (NCATE), though the National Council for the Social Studies (NCSS), granted the SCED History Program "National Recognition with Conditions" which is valid through 1st February 2016.

Staffing

Among the faculty in the department, it was another strong year. Professor **Andrew Eisenberg** was on sabbatical in China, which afforded him the opportunity to conduct research and make important professional contacts. We also had three faculty members awarded leaves for this coming year: **Zachary Schiffman** will be on sabbatical in the Fall of 2014, **Francesca Morgan** will be on sabbatical for all of 2024-15, and **George Gerdow** will have an instructor leave in spring 2015. All of our tenure track faculty who were up for retention received positive evaluations.

Two noted achievements by our faculty were the Ph.D. conferred on **Nikolas Hoel** from the University of Wisconsin-Madison, August 2013, for his dissertation entitled *Christian and Buddhist Monks and Nuns: A Comparison of Seventh- through Ninth-Century Latin, Greek, and Chinese Hagiography*. Also of note was **George Gerdow's** Instructor Excellence Award in 2014 (for service in 2012-2013 academic year).

Unfortunately, we also lost three faculty members this year. **Robin Bates**, who taught 17th and 18th century European history, was let go due to a visa issue. **Mark Schmeller**, who taught 18th and 19th century American history was denied an unpaid leave and had to resign, and **Tom Hoff**, a long time adjunct instructor, lost his course

assignments due to course cuts. This has left us particularly short staffed in European history. This is demonstrated by the following comparative table:

Institution and enrollment	# of T/TT faculty in history	# in European history
NEIU—11,000	8	2
Eastern IL U.—12,000	21	7
Western IL U.—13,000	14	6
SIU-Edwardsville—13,000	18	5

We are also understaffed compared with other departments in the college who offer a major, a minor, and an MA program. Chemistry and Political Science, for example, both have 8 T/TT faculty, the same as History, yet we have a combined total of 302 majors, minors, and graduate students while they have 168 and 174 respectively.

Teaching

Teaching is our primary duty in the department, and one to which our faculty are dedicated. In addition to our courses for our majors, minors, and MA students, History faculty contribute courses for LLAS, WGS, FYE, courses cross-listed for AFAM, and teach classes at El Centro,

Students consistently report that they like our major and minor because of the flexibility. There are few required courses, and it is relatively unstructured. Without the rigid sequence of courses in other majors, our students find that they can adapt the major to their schedules more easily.

We have been fortunate in being able to diversify our course offerings by both new and veteran faculty. In European history **Nikolas Hoel** has been doing great work in plugging gaps in our curriculum, offering Byzantine History, History of England to 1688, and History of Medieval Europe. Professor **Mateo Farzaneh** has helped to globalize our course offerings, with both History of Iran and his course on Shi'ism offered in 2013-14. Professor **Christina Bueno** also created a new course to link with the Food Initiative. History of Food and Drink, which also involved a number of guest speakers to campus, was a big success and will become a regular part of the curriculum.

Research

History faculty continue to be committed to scholarly endeavors, most of which have immediate and direct influence on their classes. The most noted example was **Andrew Eisenberg's** sabbatical research in China in Fall 2013 followed by the MA readings course he taught on Modern China in spring 2014. A full list of research activities completed in this period follows. However, I do need to also explain that the field of history, perhaps more than most at the university, remains a field centered around the book. Faculty are working on research monographs which are multi-year projects, and as such do not have publications to add to the list each year. Three faculty in the department completed book manuscripts during the year—Charles Steinwedel,

Christina Bueno, and Mateo Farzaneh—which we anticipate will be published within the next year as all are under contract with university presses.

Service

Our department service is broad and expansive, encompassing community outreach, leading academic organizations, and taking an active role in reviewing scholarship. The listed service is in addition to notable service at NEIU, where we have one faculty member on the board at El Centro, two others in positions with UPI, and involvement with any number of groups and initiatives. Perhaps our most important service, though, is service to our students. The best example of this is the history honor society, Phi Alpha Theta. Over the last several years, Phi Alpha Theta has become an increasingly lively faculty/student activity, 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 four-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 History*, and brought students, faculty, administrators, friends-of-the-department together in a festive setting.

Also of note is that Professor **Mateo Farzaneh** has been very active in bringing speakers to campus this year. Through Phi Alpha Theta he brought University of Chicago professor Orit Bashkin to campus for a standing room only lecture, “Jews of Iraq: A History”. He also organized a talk by a Visiting Fulbright Scholar from Pakistan, Dr. Rukhsana Hasan, who spoke on “Muslim Women’s Rights and Empowerment,” also to an impressively large audience.

Work which straddles service and scholarship should also be mentioned. Three of our faculty members—**Francesca Morgan, Joan Marie Johnson, and Joshua Salzmänn**—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 Salzmänn 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

Our department assessment plan is in process of change. We recognize that assessment should, by definition, be an assessment of a program. However, that was difficult to achieve as we had no written program goals to assess. The first step was to create program goals which reflected the substance of our major. That took most of the spring semester, and the results are attached in an appendix. The next step was to map those program goals to the NEIU baccalaureate goals. Once that was completed, late in spring 2014, we turned toward assessment. We are currently working with **Breckie Church** to create an assessment system which gives us the feedback we need on our program, while it will be manageable. One problem has been the structure of our program. What we and our students see as a strength, the flexibility of the program with few required classes, makes it difficult to assess as students end up taking a variety of classes. The four required courses are also general education courses and many of our students take

these at community colleges and transfer them in. Thus assessing their learning in these courses might tell us about our students, but it will tell us little about our program. We are therefore working to structure an assessment which looks at the final required course, our WIP course, and one or more of the 300 level electives.

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 a new Tenure-Track faculty member in European history
- Conducting formal and comprehensive training for our departmental advisors
- Continued marketing of our MA program to attract both more students and to have enough applicants to be selective

Program Goals- Department of History, spring 2014

Students should be able to do the following:

1. Goal- Learn the basics of historical analysis

Learning outcomes/educational objectives

1. Understand the principle of change over time
2. Recognize the need to contextualize the study of the past
3. Understand the problems and limits of establishing historical causation

2. Goal- Understand the use of sources in history

Learning outcomes/educational objectives

1. Distinguish between primary and secondary sources
2. Understand the issue of authority in sources
3. Learn how to assess conflicting sources
4. Learn the proper citation of sources, and how to avoid plagiarism

3. Goal- Knowledge : learn about important periods, issues and examples,

Learning outcomes/educational objectives

1. Appreciate the complexity of experience of societies & cultures
2. Develop a foundational knowledge of US and European history to serve as background to other studies, and as a source of comparative knowledge.

4. Goal- Communicate to different audiences in a variety of ways

Learning outcomes/educational objectives

1. Orally: be able to participate in and lead discussion
2. Produce written reviews of works
3. Draft and revise a research paper

5. Goal- Craft an historical narrative and argument

Learning outcomes/educational objectives

1. Discern among different interpretations of the past
2. Recognize the use of theory in history
3. Identify and summarize other scholar's arguments
4. Generate an historical argument that is based on appropriate evidence

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Bueno, Christina.

- "Anaconda Mining Company," in *Encyclopedia of U.S. Military Interventions in Latin America*, ed. Alan Mc Pherson (Santa Barbara, CA: ABC-CLIO Books, 2013).
- "Henry Lane Wilson," in *Encyclopedia of U.S. Military Interventions in Latin America*, ed. Alan Mc Pherson (Santa Barbara, CA: ABC-CLIO Books, 2013).

Farzaneh, Mateo. Review of "God Is Beautiful and Loves Beauty," by Sheila Blair and Jonathan Bloom, *Digest of Middle East Studies*. (May 2014).

Grossman, Richard. Review of *A Call to Conscience: The Anti-Contra War Campaign*, by Roger Peace, *Hispanic American Historical Review*. (2013) 93(4): 736-738.

Johnson, Joan Marie

- Review of *Gendered Politics in the Modern South: The Susan Smith Case and the Rise of a New Sexism*, by Keira V. Williams, for *Journal of American History* (Dec. 2013).
- Review of *Newcomb College, 1886-2006: Higher Education for Women in New Orleans*, edited by Susan Tucker and Beth Willinger, for *Journal of Southern History* (Sept. 2013).

Salzmann, Joshua

- with Sarah Rose, "Bionic Ballplayers: Risk, Profit, and the Body as Commodity," *Labor: Studies in Working-Class History of the Americas* 11 (2014): 47-75.
- with Sarah Rose, "Our Nation of Bionic Workers," *Chicago Tribune*, September 25, 2013, section 1, p. 23.

Steinwedel, Charles. Review of "Jews and the State in Imperial Russia," *Kritika: Explorations in Russian and Eurasian History*, vol. 15, no. 1 (Winter 2014), 197-206.

2. Conference Presentations, Group Shows

Bueno, Christina

- “Constructing an Ancient Past: Archaeological Legislation in Porfirian Mexico,” Latin American Studies Association International Congress, Chicago, Illinois, May, 2014.
- “The Law of Monuments and the Indian Past,” Rocky Mountain Council on Latin American Studies, Durango, Colorado, April 2014.
- “Women on the March from Freedom in Washington and Puerto Rico, 1930-1963.” Seminar in Women and Gender, Newberry Library, Chicago, Illinois, September 2013.

Farzaneh, Mateo

- “A Bangle Today, a Son Tomorrow: Women’s Role in the Iran-Iraq War, 1980-1988,” UC Santa Barbara Center for Middle East Studies conference on “Children, Women, and Human Rights in the Middle East and North Africa,” April 2014.
- “Placing Shiite Jurisprudence in Iranian Historiography,” UC San Diego Center for Study of Religion conference on “Debating Reform on Islamic Thought,” April 2014.

Grossman, Richard. Chair/ Panelist: “Central American Studies: Transnational Solidarity beyond the Academy: Socially Engaged Scholars and Central America.” Conference on Latin American History/American Historical Association Conference, Washington, D.C. January 3, 2014.

Hoel, Nikolas O.

- “Global Fasting, Regional Suicide: A Comparison of Asceticism in the Hagiography of Seventh-through Ninth-Century Europe, Byzantium, and China,” Mid-American Medieval Association Conference, Columbia, Missouri, February 2014.
- “Christian and Buddhist Holy Women in the Seventh through Ninth Century: A Comparative Approach to Global Sanctity,” 49th International Congress on Medieval Studies, Kalamazoo, Michigan, May 2014.

Johnson, Joan Marie

- Paper presented, “‘Choosing to Take an Active Part in the Decisions To Be Made’: Wealthy Women, Philanthropy, and Power,” Social Science History Association, Chicago, Nov. 2013.
- Chair and Commentator, “Race, Relief, and Religion: Women Activists Confronting Injustice,” Southern Historical Association, St. Louis, November 2013.

- Papers presented, “Female Leaders in Philanthropy,” Women Leading Philanthropy Symposium, Women’s Philanthropy Institute, Indiana University Lilly Family School of Philanthropy, Chicago, April 2014.

Miller, Patrick. “Jackie Robinson for Our Time: ‘baseball’s great experiment’ in History and Memory.” Paper presented at the 15th biennial meeting of the Maple Leaf and Eagle (North American Studies) Conference, Helsinki, Finland, May 2014.

Salzmann, Joshua

- Invited lecture, “‘Beauty Pays Better than any other Commodity:’ Industry, Leisure, and Port Development in Daniel Burnham’s Chicago,” American Public Works Association Congress, Chicago, August 2013.
- “‘Beauty Pays Better than any other Commodity:’ Industry, Leisure, and Port Development in Daniel Burnham’s Chicago.” Presented at the Social Science History Association Meeting, Chicago, November 2013.

Schiffman, Zachary. Paper presented, “The Unity of History in Early Modern Europe,” Assembling the Global International Conference, Oslo, Norway, June 2014.

3. Funded grants

Johnson, Joan Marie. National Endowment for the Humanities Summer Stipend, 2013 (\$6,000).

4. Service

Grossman, Richard. Chair, Central American Section, Conference on Latin American History (2013).

Johnson, Joan Marie

- Southern Association for Women Historians: Executive Council Member, 2012-2014
- Reviewer of manuscripts for University of Georgia Press and *Journal of Women’s History*
- 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.

Miller, Patrick

- Consultant, “Sports: Leveling the Playing Field” inaugural exhibition of the *National Museum of African American History and Culture, Smithsonian Institution*, 2012-2015.
- Book Series Co-editor, *The African American Intellectual Heritage*, University of Notre Dame Press.

- Book manuscript review for University of Arkansas Press.
- Panel Organization, “The Civil Rights Movement in History and Popular Memory,” Maple Leaf and Eagle [North American Studies] conference sponsored by the University of Helsinki, Finland, May, 2014.

Morgan, Francesca and Johnson, Joan Marie

Co-directors, Newberry Library Seminar on Women and Gender, Chicago, IL

Salzmann, Joshua. Co-director, Newberry Library Seminar on the History of Capitalism, Chicago, IL

Steinwedel, Charles

- Tenure Portfolio Review and Recommendation for Prof. Chia Yin-Hsu, Department of History, Portland State University. September 2013.
- Manuscript Review for the Journal *Cahiers du monde russes*. June 2014.

B. Student Achievements

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

Arenberg, Marc. “Disease Knows no Color Line:’ The Civil Rights Movement and the Building of Community Hospital in Evanston, Illinois.” Paper presented at the Annual Conference on African American History, University of Memphis, TN, October 2013; the History Graduate Student Association Conference, Northern Illinois University, DeKalb, IL, November 2013; and the History Graduate Student Conference, Loyola University, Chicago, November 2013.

Byrd, Edward. “Play Your Number: Gambling and Politics in Chicago’s African American Community During the Prohibition Era.” Paper presented at the History Graduate Student Association Conference, Northern Illinois University, DeKalb, IL, November 2013.

McMackin, Marla. “Hull House and the Girls of Hillbilly Heaven: Gender and Social Reform in the Modern Metropolis.” Paper presented at the History Graduate Student Association Conference, Northern Illinois University, DeKalb, IL, November 2013; and the New Frontiers Graduate History Conference, York University, Toronto, February 2014.

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

Arenberg, Marc.

- Awarded the prize for best paper at the Annual Conference on African American History, University of Memphis, TN, October 2013.
- Awarded 2nd place for paper presented at the History Graduate Student Conference, Loyola University, Chicago, November 2013.

Byrd, Edward, (current MA student) accepted to Ph.D. program in History at Northern Illinois University, DeKalb, IL.

McMackin, Marla (current MA student) accepted to Ph.D. program in History at the University of Illinois at Chicago.

Mignanelli, Jacob (current BA student) accepted to Master of Arts in Teaching Program (with a concentration on Secondary Education and Social Studies) at the University of Pittsburgh, PA. He will also be participating in the Urban Scholars Program.

White, Nicholas, (BA, NEIU History 2012) admitted to Campbell University Law School, Raleigh, NC.

C. Alumni News

Jagmohan, Desmond, (NEIU History) accepted a tenure track position as Assistant Professor in the Department of Politics at Princeton University. This position begins in July 2016. From July 2014 to June 2016 Dr. Jagmohan will serve as a Research Postdoctoral Fellow at Princeton.

JUSTICE STUDIES

Annual Report 2013-2014

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 department during the past year.

Student Success

I am very proud to report that the Justice Studies department (JUST) continues to have a culture that fosters student success.

Justice Studies is the third most popular major in the College of Arts and Sciences and fifth largest in the university. In fall 2013 we had 491 declared majors, 14 Social Justice minors, and 25 Criminology minors. We also are the managing department for the interdisciplinary, Child Advocacy Studies (CAST) minor which now has roughly 100 minors, a phenomenal growth rate for a program that is less than five years old.

During the 2013 academic year (the last year for which we could obtain complete records) we graduated 105 students, which is equal to 11.5 percent of all CAS undergraduates who matriculated in this year. These numbers mean we are maintaining a fairly consistent graduation rate for our majors, with a "time to degree" rate of 4.3 years, which is only slightly above the CAS average of 4.26 years.

Within this overall picture of success, there are some unique highlights. Berhane Hailemichael and Carolyn Hodrick were the very first two recipients of NEIU's new Ronald William's Scholarship. Mr. Hailemichael was also awarded the TRIO Student of the Year Award. Christine and Christopher Babico were awarded external scholarships from the Assyrian Universal Alliance Foundation. Jordee Yanez, who graduated in December, 2013 and is currently serving in the military, was inducted into *Who's Who Among Students in American Colleges and Universities*.

Twelve majors earned the Justice Studies Scholars Award which 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." An additional 10 majors were awarded the department's Social Justice Award. Each of them has done impressive work in the community and/or on campus, demonstrating strong community leadership.

This student success is very much tied to the extra mentoring students received from dedicated faculty. This year the following faculty did independent studies with students. Dr. T. Y. Okosun worked very closely with Paw Ku, one of our Social Justice Award winners, and well as with Mark Trella. These collaborations resulted in both of them presenting their research at NEIU Annual Student Research Symposium on the topics of “Transforming Lives and Restoring Rights: Myanmar’s Journey to Democracy,” and “Analyzing the Conflict Between Genetically Modified Organisms and Human Rights,” respectively. Then Paw Ku went on to present her work at the annual conference of the Justice Studies Association in Baltimore. Similarly, Dr. Cris Toffolo did several independent studies with students, with the result that both Berhane Hailemichael and Carolyn Hodrick presented at NEIU’s Student Research Symposium on the topics of “War: Disruption of the Human Mind, a Case Study of the 2006 Eritrean-Ethiopian War,” and “Rape and Oppression of African American Women - Hidden Truths,” respectively.

Sometimes faculty mentoring continues even after graduation. Kayla Martensen, who worked with Dr. T.Y. Okosun last year and presented her research at the 2011 Justice Studies Association national conference, has moved into a leadership role within that organization and into teaching a course for our program, the fourth of our graduates to do so. We are also proud to report that other alumni are experiencing success. Information about specific graduates is listed at the back of this report.

Academic Excellence and Innovation

Again this year our exit survey (available upon request) revealed that students have a very positive perception of 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 our program’s instruction. Specific comments included:

- I was challenged but also encouraged by the Justice Studies professors.
- Justice Studies is definitely an eye opener. It made me think about life in a different way.
- The professors were so willing to get involved and make themselves available.
- I enjoyed this program tremendously. It changed my mind in a positive way. I recommend this program to anyone.
- I think Northeastern is a great school and the instructors/professors are incredibly intelligent, knowledgeable, and awesome teachers.

To ensure that students continue to find our programs valuable, JUST faculty are constantly updating the curriculum and their pedagogy. This year Dr. Rolanda West’s new course on Prisoner Reentry Systems was very warmly received by students. This course teaches how to work with those who have been incarcerated. This is on the cutting edge of the field in that shortly we are going to see a huge release of prisoners who were locked up in the 1990s under very draconian drug laws. Neither society nor the prisoners, nor their families or local communities, are ready for this; and thus getting this topic taught now is critical. This course also complements the work we do with the *Stateville Speaks* newsletter, a project that is growing in recognition due to its high quality. This is evidenced by the growing number of letters the publication receives monthly, including many from out-of-state.

Other development work done this year is going to bring several additional new classes on line next year. This included work by Dr. Adam Messinger on a new class on “The LGBTQ Community & Crime.” Another new course in the works is “Restorative and Transformative Justice.” It grew out of the academic leave Dr. June Terpstra was granted to do comparative research on the theory and practice of transformative justice in Native American communities in North America, as well as by the police in Great Britain and various agencies across the European Union. This new course will complement our existing course on Conflict Resolution. Finally, Professor Deborah Bernstein completed work on a new course on Social Justice & Mental Health. Due to this work, our department will now be selecting students for the Keegan Noone Memorial Scholarship, which provides funding for students to do work to reduce the stigma attached to mental illness, especially among students.

Helping innovations continue this year was our department’s participation in the “Reimaging Food” Innovation Summits that were run in the last 18 months out the office of the Dean of the College of Arts and Science. An example of this is the new unit Dr. Cris Toffolo developed on the human right to food, for the existing Introduction to Human Rights class. This new unit included students developing messages that can be posted in NEIU’s new garden to help educate the general public about the human right to food. As part of this unit, students enrolled in this class participated in helping to physically create the garden during NEIU’s Cesar Chavez Day of Service.

Urban Leadership

This year we were selected as one of only three departments in the College of Arts and Science to be allowed to offer our full major at the new El Centro Campus that is opening in Fall, 2014. To that end, we appointed Dr. Shelley Bannister to be our first faculty liaison on this campus and to begin the conversation about how we might develop new courses that fit with the identity and goals of this site, and we prepared to increase our number of course offerings at this location.

Another way we continued to provide urban leadership this year was to become the fiscal agent for the Prison and Neighborhood Arts Project (PNAP). We are now assisting this organization by providing stable and sustainable bookkeeping so that PNAP can attach additional outside funding to support its work of running non-credit bearing college-level courses in Stateville Prison. It is hoped that by bringing PNAP to NEIU, in the future we can expand these offerings and begin to offer them for credit.

At a more individual level, our faculty frequently work with, and do research in support of, underserved Chicagoland populations. For instance, Dr. Maria De La Torre continues her work to document the history and struggle of Chicago’s Latino community. Working with Casa Aztlan, United Front for Immigrants, and the Alliance for Immigrant Rights, she has been participating in the by-weekly meetings of the Alliance, and has helped them to organize special events such as a Public Forum in Pilsen last April. Dr. Matthews continues her critical work on reproductive rights and violence against women by continuing to serve on the board and the Chicago Abortion Fund and the national Take Back the Night Foundation.

Dr. Adam Messinger took a very active role in drafting NEIU's new policy on gender violence. And the newest member of our department who was hired to run the Child Advocacy Studies minor, Dr. Rachel Birmingham, was tapped to develop the new mandatory online training to bring all state employees into compliance with the new reporting requirements under Illinois' new Abused and Neglected Child Reporting Act. She worked with Natalie Potts, NEIU's Director of Equal Opportunity, Affirmative Action and Ethics Compliance, to develop the training that was completed by all NEIU employees.

Exemplary Faculty and Staff

Again this year, several Justice Studies faculty were honored for their excellent work. Dr. Nancy Matthews was promoted to Full Professor and Dr. T.Y. Okosun to Associate Professor; Dr. Shelley Bannister was awarded a Professional Advancement Increase; Deborah Bernstein received the Instructor Excellence Award and Audrey Natcone, the Martha Thompson Outstanding Faculty Award from Women's and Gender Studies. Also, Dr. Adam Messinger was awarded both *NEIU's Teaching Professional/Resource Professional Excellence Award*, and *NEIU's Research Communities Grant* to study LGBTQ Intimate Partner Violence and how to improve services to victims. Dr. Maria De La Torre was given an award by NEIU Committee on Organized Research to continue her work on oral histories of activism by Mexicans in Chicago.

In addition to the publications and conference talks listed at the end of this report, special mention needs to be made here of the publication of Dr. Dragan Milovanovic's 22nd book, entitled *Quantum Holographic Criminology: Paradigm Shift in Criminology, Law and Transformative Justice*. He also was invited to give two international talks, in Lithuania and Serbia respectively, the details of which are listed at the back of this report. And Dr. June Terpstra, on the strength of the work she completed during her leave in Spring 2013, was invited to Greece to give a presentation at the Second International Symposium on Restorative Justice; and, on the basis of this presentation, she was invited to be on the editorial board of a British journal.

Our department also continues to provide national leadership in several different national professional associations and organizations. Dr. Cris Toffolo continued as the co-chair of the bi-national Peace and Justice Studies Association. She also was appointed to the Priorities & Planning Subcommittee of the board of Amnesty International (USA). This small group is determining Amnesty's priorities for the 2016-2019 period. In addition, Dr. Maria De La Torre became the Membership Chair of the Justice Studies Association. In this role she is tasked with supporting membership growth, outreach, and retention. She is also a JSA's Conference Program Committee for 2014-2015, and member of the Midwest Sociological Society Professional Issues and Standards Committee, 2013-2016. Our former student and now instructor, Kayla Martensen, became JSA's Communications Director.

Fiscal Strength

Ms. Cynthia Kobel, of the Montgomery Family Foundation, continued again this year to give \$20,000 to underwrite the cost of producing *Stateville Speaks*. The publication also held its first fundraiser to further support this project.

Dr. Cris Toffolo and Dr. Shelley Bannister had donations to the department made in their names, and again this year Dr. Dragan Milovanovic contributed the proceeds from the sale of one of his books to the department. These gifts go primarily to fund several students' attendance each year at conferences to present their research.

I. Assessment

In addition to again doing an annual exit survey of all students in their final semester, assessment activities this year were two-pronged. First, along with other departments, we analyzed how our courses are aligned with and help to achieve the university's graduation goals for all students. Second, we carried out a critical examination of how, what, and how often we teach about gender and the injustices that are caused by patriarchy and sexism. Our findings are discussed in our Assessment Review Report, appearing at the end of the Justice Studies section of the Annual Report.

II. Program Plan

A. Long term goals

Given that next year we will start offering our full major at the El Centro Campus, we want to make sure that our program meets the needs of this student population, and that we have the necessary permanent faculty on site to ensure the quality of our program for the long term.

Now that a new Dean of Graduate Programs is in place, we hope to restart the conversation about developing a master's program that would meet the many requests we get each year from our majors who would like to remain with the department to do a master's degree.

B. Projected Needs

1. Faculty

Given our high number of students, we very much need additional TP faculty. We are the only large department that does not offer general education classes with the exception of JUST 109, an FYE course. Therefore, we achieve our high student numbers mostly just from our majors, who deserve to have full-time tenured faculty there to guide them. Despite this very strong need, we refrained from submitting a request for a new TP line this year, because we understand the fiscal constraints facing the university at the present time and because we acknowledge the fact that other departments have even greater needs at the present time. We hope that in the coming year we will again see an opportunity to request a new TP line, whether that be the promised line for the new El Centro campus or some other position.

2. Equipment

For the *Stateville Speaks* project we need a large table, a filing cabinet, and a computer with connectivity to a printer, plus access to a copier.

3. Other Resources

We urgently need additional space. First, we need two additional offices: one permanent office for TP faculty member Dr. Rachel Birmingham that does not leak! We need a second additional office to house our high number of part-time instructors (currently one full-time instructor shares an office with 7 part-time instructors!). Second, we would like a designated classroom so we could decorate it 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. Third, we need a meeting/work room. Fourth, we need a place for the *Stateville Speaks* and PNAP to meet and to keep files. As noted above under equipment, both projects need a large table for doing project layout, plus access to a computer with connectivity to a printer and access to a copier. Fifth, despite serving one of the largest number of majors, the chair of Justice Studies still does not have a proper chair's office. This is a problem because she frequently meets with several students at the same time, and because she stores some of the department's extra equipment. The cramped quarters do not leave a good impression on prospective majors.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances

Milovanovic, Dragan. 2014. *Quantum Holographic Criminology: Paradigm Shift in Criminology, Law and Transformative Justice*, Durham, NC: Carolina Academic Press.

2. Book Chapters, Regional Exhibitions or Performances

Encyclopedia Articles:

Martensen, Kayla, and B. Vigil, B. Jan. 2014. "Three Strikes Law," *The Encyclopedia of Criminology and Criminal Justice*. Hoboken, NJ: Wiley-Blackwell.

Milovanovic, Dragan. 2014. "Social Justice Approaches in Race, Ethnicity and Nationalism," in J. Stone, R. Dennis, P. Rizova, A. Smith and Z. Hou (Eds.) *The Blackwell Encyclopedia of Race, Ethnicity and Nationalism*, Volume 1-5. Wiley-Blackwell.

Peer-Reviewed Book Chapters:

Messinger, A.M. Jan. 2014. "Marking 35 Years of Same-sex Intimate Partner Violence Research: Lessons and Future Directions," in Peterson, D. and V.R. Panfil, eds., *The Handbook of LGBT Communities, Crime, and Justice*, Springer Science + Business Media Publishing, pp. 65-85.

Toffolo, Cris. 2013. "The International Red Cross Educates the World About International Humanitarian Law," Ch. 13 in *Peace Education from the Grassroots*, edited by Ian Harris. Charlotte, NC: Information Age Publishing Inc., 253-282.

3. Articles and Abstracts, Local Exhibitions or Performances

De La Torre, Maria. 2013. "Call them Morenos: Blackness in Mexico and Across the Border as Perceived by Mexican Migrants," *Journal of Pan African Studies*, 6:1, 241-261.

Messinger, Adam, D.A. Fry V.I. Rickert, M.K. O'Connor, N. Palmetto, H. Lessel, and L.L. Davidson. Sept. 2013. "Adolescent Relationship Violence: Help-Seeking and Help-Giving Behaviors Among Peers," *Journal of Urban Health*, 1-15.

_____, H.J. Risser, D.A. Fry, L.L. Davidson, and P.A. Schewe. July 2013. "Do Maternal and Paternal Mental Illness and Substance Abuse Predict Treatment Outcomes for Children Exposed to Violence?" *Child Care in Practice*, 19(3), 221-236.

Milovanovic, Dragan. Fall, 2013. "Postmodernism and Thinking Quantum Holographically" *Journal of Critical Criminology*, 21(3): 341-357.

_____. Fall 2013. "Quantum Holographic Critical Criminology," 5(2): 1-29.

Okosun, T.Y. and Kibiswa. Dec. 2013. "Genocide in the Democratic Republic of Congo," *Contemporary Justice Review*, 15(4): 482-493 .

Articles in National News Outlets:

Amato, Theresa. 2014. "Stop Contract Serfdom," *The Nation*, January 27.

_____, and Ralph Nader. 2014. "The Strip Mining of Legal Rights," *Trial Magazine*, April.

Matthews, Nancy A. Apr. 17 2014. "Taking Back the Night in Chicago." *Huffington Post*, http://www.huffingtonpost.com/nancy-a-matthews/taking-back-the-night-in-b_5167063.html

Terpstra, June. Mar. 2014. "Revolutionary Women Today: The Wind Beneath My Wings," *The OtherSite: Truth? Justice? Peace?* Germany.

<http://othersite.org/june-terpstra-revolutionary-women-today-the-wind-beneath-my-wings/>

4. Conference Presentations, Group Shows

Bannister, Shelley. April 2014. Discussant: 9th Annual Student Symposium, Women's and Gender Studies Association.

Birmingham, Rachel. "Child Abuse Awareness." Feb. 2014. Facilitated workshop for middle school teachers participating in a Model UN conference in collaboration with the United Nations Children's Fund. Topics included: understanding child abuse in the United States; recognizing the global exploitation of children; how food insecurity and global hunger impact children, NEIU.

_____. 2014. "Illinois Abused and Neglected Child Reporting Act Training." Main author of the university-wide training on child abuse and neglect for the

Mandated Reporter including collaboration on the production of training materials for all faculty, staff and student workers and NEIU.

- _____, & Bub, K. Nov., 2013. "Examining the Effects of Self-Regulation on Child Behavior and Academic Achievement: Differential Pathways for Development," paper presentation for Psychology Symposium at Northeastern Illinois University, Chicago, IL.
- Capeheart**, Loretta and colleague. Sept. 2013. "Resisting the Educational Industrial Complex at Public Universities," presentation given at the Critical Ethnic Studies Association Conference, University of Illinois at Chicago.
- De La Torre**, Maria. 2014. "Addressing Needs, Advocating for Rights, Seeking Transformation: Activism for Social Justice in a Mexican Community in Chicago," Justice Studies Association Annual Meeting, Baltimore, MD, May 30-June 1.
- _____. 2014. "Explaining Activism, Identity, and Leadership among Activists in a Mexican Enclave," *International Latina/o Studies Conference*, Chicago, IL, July 17-19.
- _____. 2014. "Narratives of Activism As Meaning Making Processes in Collective Action," *Midwest Sociological Society*, Omaha, Nebraska, April 3-6.
- Martensen**, Kayla. May 2014. "Envisioning Justice in an Unjust System: Searching for Transformation Inside Juvenile Detention," Paper presentation at the Justice Studies Association. Baltimore, MD.
- _____. Nov. 2013. "A New Look at Female Gangs in the 1950's: Walter Miller's *City Gangs* and its Contribution to Female Gang Research," a paper presentation at American Society of Criminology. Atlanta, GA.
- McFarlin**, Maurice, 29, March, 2014, "Sixth Grace Church Springing Forward Youth Retreat", a workshop for youth on how to conduct oneself when stopped, frisked, questioned or arrested by police for the Barbershop Rap Organization, Chicago.
- Messinger**, A.M. Nov. 2013. "Misinterpretations of IPV Research & Resulting Critiques of Feminist Theory," a regular session presentation given at the *2013 NEIU Faculty Research & Creative Activities Symposium*, Chicago Illinois.
- _____. Nov. 2013. "Marking 35 Years of Research on Same-Sex Intimate Partner Violence," a regular session presentation at the annual meeting of the *American Society of Criminology*. Chicago Illinois.
- _____. Nov. 2013. "Advancing Methodologies in Sexual Minority Intimate Partner Violence Research," a regular session presentation at the *LGBTQ Health & Wellness Conference*. Chicago Illinois.
- _____ *MEDIA COVERAGE*: This presentation was positively reviewed in a Nov. 26, 2013 *Windy City Times* newspaper article, "Talk at Health Conference Looks at Family, Romance," by Carrie Maxwell.
- _____. Dec. 2013. "LGBTQ Intimate Partner Violence Service Provision." Panelist and Organizer. *Center on Halsted*. Chicago Illinois, December.

- _____. Jan. 2014. "LGBQ Scholarship: What's Next?" invited presentation for the *IMPACT Program, Feinberg School of Medicine, Northwestern University*. Chicago Illinois.
- _____. April 2014. "Sexual Violence on College Campuses." Panelist and Organizer of opening presentation for *NEIU's Enough is Enough: Campus Violence Prevention Week*. Chicago Illinois.
- Milovanovic**, Dragan. 2014. Five-day Seminar, "Toward a Quantum Holographically Informed Critical Criminology," delivered to Vilnius University, Vilnius, Lithuania, May 5-9.
- _____. 2014. Lecture, "Quantum and Holographic Criminology," Law School Belgrade, University of Belgrade, Serbia, May 12.
- Natcone**, Audrey, April 2014. Discussant: 9th Annual Student Symposium, Women's and Gender Studies Association.
- Okosun**, T.Y. 2014. "Justice Studies versus Criminal Justice Studies: A Useful Clarification," presented at the May 29-31 Justice Studies Association Annual Conference, Baltimore MD.
- _____ and Paw Ku. 2014. "Transforming Lives and Restoring Rights: Myanmar's Journey to Democracy," presented at the May 29-31 Justice Studies Association Annual Conference, Baltimore MD.
- _____. 2014. "Transformative and Restorative Justice: Exploring their Connections to Forgiveness, Reconciliation, and Restoration," presented at the May 29-31 Justice Studies Association Annual Conference, Baltimore MD.
- Terpstra**, June. June 2014. "Indigenous Practices of Restorative Justice," Second International Symposium on Restorative Justice, Greece.

5. Funded Grants

- De La Torre**, Maria. 2014. "Oral Histories of Activism in Mexican Chicago," April, an NEIU COR (Committee on Organized Research) grant of \$4,000.00 April 16.
- Messinger**, A.M, and M. Ramirez, 2014. LGBTQ Intimate Partner Violence: Improving victim Services. \$5000 to conduct multi-state study of LGBTQ communities' perceptions and use of intimate partner violence victim services; *2014-2015 NEIU Research Communities Grant*, May

6. Service

Academic Organizations – Officer/Committee Assignments

- Martensen**, Kayla. Justice Studies Association, Communications Director, 2012-2014.

Toffolo, Cris. Board Co-Chair, Peace and Justice Studies Association (PJSA), the North American Affiliate of the International Peace Research Association (IPRA). She also sits on the following committees of the PJSA Board:

- Planning Committee for PJSA's annual bi-national conference, to be held in San Diego, California, October 17-19, 2014.
- Publications Committee, assigned to be on the editorial board of a new book series and presenting at the committee's conference workshop
- Diversity Committee, working on an initiative in Ferguson to end structural violence in the wake of the killing of Mike Brown.

Editorial Boards

Milovanovic, Dragan. *International Journal for the Semiotics of Law, Critical Criminology.*

_____. *(Re)-Turn: A Journal of Lacanian Studies.*

_____. *GlassHouse Press.*

Okosun, T.Y. *Contemporary Justice Review (CJR)*

_____. *International Research Journal of Arts and Humanities (IRJAH),*
University of Jamshoro, Pakistan.

Terpstra, June. Independent Academic Research Studies (IARS), peer reviewed journal on youth voices, United Kingdom.

Toffolo, Cris. *Peace and Change: A Journal of Peace Research.*

Manuscript Reviewer:

Matthews, Nancy A. Reviewer of *Upstream Allies: Men's Work to Stop Violence Against Women* for Oxford University Press.

Milovanovic, Dragan. *International Journal for the Semiotics of Law*

_____. *Journal of Critical Criminology (2)*

_____. *Journal of Theoretical and Philosophical Criminology*

Okosun, T.Y. Mar. 2014. Reviewer of *Proclivity to Genocide: Northern Nigeria Ethno-Religious Conflict, 1966 to Present* for Lexington Books.

Toffolo, Cris. Reviewer for the new book series on innovations in peace studies, Cambridge Scholars Press.

Community Service

Bernstein, Deberah. Continues to do volunteer pro bono work for abused women.

Capeheart, Loretta. Illinois chapter of the American Association of University Professors, Committee A and the State Council. On April 26th she and another

colleague presented on “The John Boyle Tenure Travesty” at the organization’s annual conference, North Central College, Naperville.

Korda, Catherine. Peterson School (the local CPS elementary), President of the Parent Advisory and the Vice-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.

Okosun, T.Y. Served as a doctoral dissertation mentor to several students at Nova Southeastern University, Florida.

West, Rolanda. Alternative Education Research Institute (a program focusing on education with formerly incarcerated men and women), Board of Directors.

B. Student Achievements

Discussed above in Executive Summary.

C. Alumni News

Bielecki, Tracy. (graduated 2009) is currently enrolled in the Masters in Public Administration at UIC with a dual concentration in Non-Profit Management and Financial Management.

Dias, Jason. (graduated 2012) is pursuing a law degree at John Marshall law school, and is working with the CPS law department.

Lopez (re **Avelar**), Dagmara. (graduated 2010) Recently was promoted to Outreach and Training Coordinator for Illinois Coalition for Immigrant and Refugee Right

JUSTICE STUDIES

Assessment Report

Submitted by Cris Toffolo

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.
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Assessment Committee: Justice Studies Professors Shelley Bannister, Rachel Birmingham, Maria De La Torre, and Adam Messinger.

Over the past academic year 2013-2014, a Department committee met to review the Department learning goals, objectives, and criteria, which are extensive and ambitious.

We determined that we should look more closely at one of the goals during the academic year and assess how we were meeting that goal as a Department.

We chose to focus on Goal A. 1: At the completion of their studies, Justice Studies students are expected to “Understand concepts, principles, methods re: Root causes (structural and systemic) of economic and social injustice, oppression, inequalities, discrimination, and other harms.” In this goal, we specify inequities based on race, class, and gender. After a lengthy discussion and some concern expressed by several members of the department, we chose to focus our analysis on gender.

Justice Studies students are not required to take a course that focuses on gender and sexism. There are several regularly offered, taught mostly by Women’s and Gender Studies Core Faculty members whose home department is Justice Studies (Bannister, Bernstein, Matthews, and Natcone). The purpose of assessing this goal is to determine if we are covering this topic sufficiently to meet the Department’s learning objectives.

Our first step was to look at the required courses in the Justice Studies major: JUST 101: Introduction to Social Justice; JUST 202: WIP, Justice and Inequality; JUST 241: Research Methods in Justice Studies; 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. In *our second step*, with the able assistance of Department staff member Bashir Siddiqui, we collected a representative sample of syllabi for these courses. Numerous faculty members teach sections of each of the required courses and we do not require them to all follow the same course syllabus. We do require each of the faculty to include the individual course goals as adopted by the Department teaching faculty. Those goals include gender in the list of inequalities, where inequality is the subject matter of the course.

Our third step was to examine the syllabi and determine if gender is appropriately considered in each of the required Justice Studies courses. Our examination of the syllabi showed that in JUST 101, 202, 301, 345, and 350, gender (in conjunction with the other inequalities of race and class) are included for specific coverage. We agreed as a committee that JUST 241 was not a site for teaching specifically about the effects of sexism and gender, although it is clear from our informal conversations that faculty teaching 241 rely upon student learning in JUST 101 (which is a prerequisite for JUST 241) to discuss research methods in the context of oppression and inequality.

Our findings: Syllabi for the required courses include reading assignments and texts that include gender as a major factor in the creation of social justice. We determined that we would like to have more information about how the topic of gender is introduced in the courses. Our next step, which we will pursue in the coming academic year, is to create a questionnaire to give to the faculty who teach required courses to determine the different methods they use to present information and to discuss sexism and gender. We hope to be able to determine best practices for teaching about gender across the Department. We may also decide 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 and gender issues.

LATINO AND LATIN AMERICAN STUDIES

Annual Report 2013-2014

Submitted by Dr. Christina Gómez

Executive Summary

This academic year the Latino and Latin American Studies (LLAS) Program began its second year of offering a major and minor in the College of Arts and Sciences. The LLAS major supports the university's mission to prepare a diverse community of students for leadership and service in our region and in a dynamic multicultural world. The Latino population currently consists of approximately 53 million people in the United States, or about 1 in 6 Americans; 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. 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.

The 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. The major promotes research, training and engagement in the complex histories, cultures and politics of Latinos and Latin America. As such, the LLAS major is essential to understanding contemporary and historic issues of Latinos and Latin America in an increasingly multicultural U.S.

Dr. Christina Gómez (Sociology) continues serving as the LLAS Coordinator. Under her direction she 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 and President regarding LLAS initiatives and needs.
- Promotes the LLAS Foundation account.

- Actively supported the co-sponsorship of numerous activities in the University with other programs and departments.
- Supported student organizations collaboration with LLAS.
- Worked with Summer Transition Program (STP) in offering a LLAS 101 sections for incoming students.
- Advised a student group on campus, Undocumented, Resilient and Organized (URO), which supports undocumented students at NEIU.

Faculty Awards/Honors

- **Dr. Christina Gomez** – Delta Tau Lambda Sorority, Kappa Chapter Diamond Award Recipient (fall 2013)

LLAS Student Accomplishments--Fall 2013 Dean's List

Amanda Levine
Erika Felix
Martha Casillas

Numerous events and programs were organized and co-sponsored by the Latino and Latin American Studies program that contributed to the larger NEIU community, including:

Fall 2013

- Organized “*How We Study: Issues of Methodology in Latino and Latin American Studies*” speaker series (Gabriel Cortez, Wilfredo Alvarez, Christina Bueno, Ana Nieves, Erica Meiners).
- Co-sponsored the 4th Annual Salute to Latinas – *Their Journey Is Our Journey: Mujeres Latinas Paving the Way for New Generations* organized by Delta Tau Lambda Sorority – Kappa Chapter.
- Co-sponsored with Northeastern’s Undocumented Students Project, Student Union, and Event and Conference Services *A Forum on Race: Ni Vencidos, Ni Vendidos!* organized by URO.
- Organized an Open House to promote the LLAS program.
- Organized presentation by the Coalition of Immokalee Workers and the Student/Farmworker Alliance about corporate social responsibility, community organizing and sustainable food.
- Co-sponsor of a Chicago Poet/Writer’s Conference organized by World Languages and Cultures.
- Co-sponsor of the screening of *Colegas (Buddies)* organized by World Languages and Cultures as part of Chicago’s Mostra IV Brazilian Film Series.
- Co-sponsored with African and African American Studies and Women’s and Gender Studies a welcome reception for new faculty.

Spring 2014

- Co-sponsored with the Latino Resource Center, Women’s Resource Center and the Feminist Collective student group the screening of *Las Muertes Chiquitas*

(Little Deaths): An Unfinished Story of Pleasure and Violence organized by Women's and Gender Studies in celebration of International Women's Day.

- Organized The Chicanas of 18th Street panel discussion at El Centro.
- Sponsored reading by Jose Angel N. of his book *Illegal: Reflections of an Undocumented Immigrant*.
- Co-sponsored with Communication, Media & Theatre Department *Mexico: Reporters Against Silence* organized by the Latino Resource Center.
- Organized "Brown Bag" session featuring Imani Beard. Her discussion focused on her Afro-Latina identity/personal & academic choices/challenges and was part of NEIU's Black Heritage Month celebration.
- Organized "Brown Bag" session featuring Julia Gutierrez. Her discussion focused on her Latina identity/personal & academic choices/challenges and was part of NEIU's HERstory Month celebration.
- Co-sponsored with Art, Anthropology and World Languages and Cultures *Beyond Stephens and Catherwood: Ancient Mesoamerica as Public Entertainment in the Early 19th Century* a lecture by Dr. Khiristaan Vilella (Santa Fe University of Art and Design).
- Participation of nine LLAS majors in the NEIU 22nd Annual Student Research & Creative Activities Symposium.
- Co-sponsored with AFAM, Sociology, Justice Studies, World Languages and Cultures, WGS, Women's Resource Center and the LGBTQA Resource Center the 7th Annual Activist Graduation celebration

Program

- Final two of four course releases were taken by Drs. Brandon Bisbey and Rene Alvarez for the development of new course Queer Latin American Narrative and Cinema to be cross-listed with WGS, WLC and ENG) and a new course about Latino Education in the U.S., respectively.
- Two new LLAS courses received University Approval:
 - Introduction to Oral History for Communities
 - Latinos and Immigration
- Two sessions of LLAS 101 were taught as part of the Summer 2013 Summer Transition Program.
- First two LLAS majors graduated this Spring 2014: Spencer Bronson, Martha Casillas.
- First steps taken to foster relationship/linkage with Morton College
- Recommendation to Dean of CAS re Christina Gomez continuing as LLAS Coordinator.
- 2013-14 Academic year was the first time LLAS 290 and LLAS 391/92 were successfully taught.
- Strengthening of relationship with the Latino Resource Center and its new director.

Internally, LLAS promoted the collaboration of faculty and students in all of its events and activities. The LLAS Advisory Board met each semester to discuss programing, the

new major, student activities, and direction for the Advisory Board. Student and faculty accomplishments continue to rely on the superb organizational, communication, writing, and budgetary skills of **Ann Botz**, our program Administrative Assistant.

I. Assessment

With the approval of the LLAS major beginning Fall 2012 assessment of the program will be an ongoing activity. This academic year there were six LLAS minors and two majors who completed their studies at NEIU 2013-2014:

6 Minors graduated –

- Magaly Arteaga
- Jessica Fuentes (Cum Laude)
- Crystal Garcia
- Rebeca Medina
- Juan Morales
- Erica Ordinario (Cum Laude)

2 Majors graduated -

- Spencer Bronson
- Martha Casillas

During the academic year 2013-2014

of Minors = 27

of Majors = 13

of LLAS Courses Offered = 13 courses/231 students enrolled

of Cross-listed Courses Offered = 51 courses/1045 students enrolled

This year there were six LLAS minors who completed their studies at NEIU. Last year there were four graduates and in the previous year there were seven. We've seen an increase in the number of LLAS minors. Currently, there are twenty-seven minors.

II. Program Plan

A. Long term goals

We believe that the LLAS program can become 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. Program Plan Requirements/projected needs

1. Need for more faculty

Currently there are twenty-one 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. 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.

2. Book Chapters, Regional Exhibitions or Performances

Daysi Diaz-Strong, **Christina Gómez**, Maria Luna-Duarte, **Erica Meiners**, "Out for Immigration Justice: Thinking through Social and Political Change," in *Youth Resistance Research and Theories of Change* edited by Eve Tuck and K. Wayne Yang, Routledge Press, Fall 2013.

Schroeder-Rodriguez, Paul. Teoría del Nuevo Cine Latinoamericano: de la militancia al neobarroco." *Valenciana* [Guanajuato, Mexico] 6.12 (2013): 129-54. Print.

3. Articles and Abstracts, Local Exhibitions or Performances

Bueno, Christina. Anaconda Mining Company," in *Encyclopedia of U.S. Military Interventions in Latin America*, ed. Alan Mc Pherson (Santa Barbara, CA: ABC-CLIO Books, 2013).

Bueno, Christina. "Henry Lane Wilson," in *Encyclopedia of U.S. Military Interventions in Latin America*, ed. Alan McPherson (Santa Barbara, CA: ABC-CLIO Books, 2013).

4. Conference Presentations, Group Shows

Bisbey, Brandon. "Chicago's Spanish-Language Literature: Fiction/Literatura de Chicago en español: Narrativa." 129th Annual Modern Language Association Convention. Chicago, Illinois. January 9-12, 2014.

Bisbey, Brandon. "Humor y género en la reescritura del México imaginario: Brenda Berenice de Luis Montaña y 'La jota de Bergerac' de Carlos Velázquez." 129th Modern Language Association Annual Convention. Chicago, Illinois. January 9-12, 2014.

Bisbey, Brandon. "El humor en la literatura mexicana." XXXII International Congress of the Latin American Studies Association. Chicago, Illinois. May 21-24, 2014.

Bisbey, Brandon. "El humor y el género en La hermana secreta de Angélica María de Luis Zapata." XXXII International Congress of the Latin American Studies Association. Chicago, Illinois. May 21-24, 2014.

Bueno, Christina. "Constructing an Ancient Past: Archaeological Legislation in Porfirian Mexico," Latin American Studies Association International Congress, Chicago, Illinois, May, 2014.

Bueno, Christina. "The Law of Monuments and the Indian Past," Rocky Mountain Council on Latin American Studies, Durango, Colorado, April 2014.

Bueno, Christina. "Women on the March from Freedom in Washington and Puerto Rico, 1930-1963." Seminar in Women and Gender, Newberry Library, Chicago, Illinois, September 2013, paper commentator.

Gaytán, Francisco X. and Valencia, Mark. "College Success Courses –How Do They Affect Latino Students?" American Association for Hispanics in Higher Education Conference, Costa Mesa, California, March 6-8, 2014.

Gaytán, Francisco X. "All Latino, All Good? Benefits and Challenges in Having a Cohort of All Latino Graduate Students in an Educational Leadership Program Focused on Latino Issues in Higher Education." American Association for Hispanics in Higher Education Conference, Costa Mesa, California, March 6-8, 2014.

Gaytán, Francisco X. Jajou, Ashor A., and Bocanegra Eduardo, “Making art and creating hope for gang-affiliated Latino youth.” 12th Annual Alumni of Color Conference, Harvard University Graduate School of Education, Cambridge, Massachusetts , February 28-March 1, 2014.

Gaytán, Francisco X. “The Role of Hispanic Serving Institutions in Increasing Opportunity for Latino Students.” Illinois Latino Council on Higher Education (ILACHE) Annual Conference, Roosevelt University, Chicago, Illinois, March 21, 2014.

Gaytán, Francisco X. “Working with Young Latino Men & Latino Masculinity.” The Chicago School of Professional Psychology, The Latino/a Mental Health Providers Network Training, Chicago, Illinois, March 28, 2014.

Gómez, Christina. “Mixed: Multiracial Student Narratives,” Paper presented at the annual meeting for the Midwest Sociological Society, Omaha, Nebraska, April 5, 2014.

Gómez, Christina. “Pursuing the Ph.D. – From Beginning to End,” Workshop presented at the 12th Annual Latino Higher Education Leadership Institute, HACU, Chicago, Illinois, October 26, 2013.

Gómez, Christina. “Myths, Lies, and Truths: Immigration Bill SB744,” 19th Annual Equity in Action Heritage Conference, Northeastern Illinois, Chicago, Illinois, October 7, 2013.

Gómez, Christina. “Perceptions: Race and the Formation of Stereotypes,” Keynote address at the NAACP Chapter at Dartmouth College, Hanover, New Hampshire, August 15, 2013.

Gómez, Christina. “Understanding the Social Construction of Race & Ethnicity,” Lecture presented at the Summer Enrichment at Dartmouth program, Dartmouth College, Hanover, New Hampshire, July 1, 2013.

Perlow, Olivia and **Capeheart, Loretta.** “Resisting the Educational Industrial Complex at Public Universities.” Panelist at the annual meeting for the Critical Ethnic Studies Association, Chicago, Illinois, September 19-21, 2013.

Nieves, Ana. “The Non-western Curriculum at the Urban/Commuter Campus.” Midwest Art History Society, St. Louis, Missouri, April 3 – 5, 2014.

Nieves, Ana. “Beyond Iconography: The Application of Reflectance Transformation Imaging in the Study of Nasca Valley Rock Art Sites (Rio Grande de Nasca Drainage, Department of Ica, Peru).” Society for American Archaeology, Austin, Texas, April 23 – 27, 2014.

Stockdill, Brett. “Careers Transformation: The Marketplace Value of Diversity and Inclusion.” Northwestern University Neighbors Immortal Life and Ethics Panel. Northeastern Illinois University. Chicago, Illinois, October 29, 2013.

Stockdill, Brett. “Chicago Police Torture: Bearing Witness Project.” Midwest Sociological Society Annual Meeting. Omaha, Nebraska. April 4, 2014.

5. Funded Grants/Awards

Gomez, Christina. Delta Tau Lambda Sorority, Kappa Chapter Diamond Award Recipient

6. Service

Bueno, Christina.

- XIV Conference of Mexican, United States and Canadian Historians of Mexico , planning committee for conference to be held at the University of Chicago, Chicago, Illinois, September 2014.
- Reviewer/referee: *The Americas*
- Reviewer/referee: Oxford University Press
- Reviewer/referee: Routledge/Taylor and Francis

Gomez, Christina.

- Reviewer, Social Forces, spring 2014.
- Evaluator, National Endowment for the Humanities Awards for Faculty, summer 2014.
- Board Member, Chicago Area Women’s History Council.
- 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, NH, summer 2013.
- Reviewer of Senior Portfolios for Pedro Albizu Campos High School, spring 2014.

Nieves, Ana.

- Director of rock art research project: Early Horizon and Early Intermediate Period Rock Art of the Nasca Valley (Department of Ica, Peru). July. The project was authorized by the Dirección Nacional de Cultura de Ica on July 9, 2013 and was funded by a Dumbarton Oaks Project Grant and an NEIU Summer Stipend.

B. Student Accomplishments

Student Conference Presentations

- **Casillas, Martha.** “Indigenous Movements in Bolivia and Guatemala.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.
- **Flores, Carina.** “Perception and Knowledge on the Issue of Domestic Violence.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.
- **Flores, Teresa.** “Aversive Racism and Issues of Social Identity.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.

- **Garcia, Rocio, M.** “Deferred Action for Childhood Arrivals: Perceptions and Experiences of DACA Applicants.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.
- **LeVine, Amanda, M.** “Misinterpretations of Women and Nutrition: Examining Latinas in the Midwest.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.
- **Maldonado, Juan.** “Ethnic Self-Identification Among Latinos/Hispanics.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.
- **Mata, Gabriela.** “Latinos Affiliated in Greek-Letter Organizations: How Do Fraternities and Sororities Influence Latino Students Both Academically and Professionally?” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.
- **Vargas, Diana.** “The Representation of Skin Color in Telenovelas.” NEIU 22nd Annual Student Research & Creative Activities Symposium, April 11, 2014.

LINGUISTICS

Annual Report 2013-2014

Submitted by Richard W. Hallett

Executive Summary

The Linguistics Department continues to have one of the largest graduate programs in the College of Arts and Sciences (CAS). Moreover, the MA in Linguistics still serves as a bridge to various Ph.D. programs. During the 2013-2014 academic year, three recent MA graduate students in Linguistics were accepted into other graduate programs: one in the Linguistics Ph.D. Program at the University of Hawai'i (with a generous stipend), one in the Ph.D. Program in Learning Sciences at the University of Illinois at Chicago, and one in the M.Phil. Program in Linguistics at Cambridge University. (See Section III.B.2. below.) One of our current graduate students received an honorable mention at the Barcelona International Film Festival for a screenplay she wrote while pursuing her MA in Linguistics here at Northeastern. (See Section III.B.2. below.) The current graduate students in the MA Program are quite engaged in research. During the 2013-2014 academic year they gave presentations at conferences in Illinois, Indiana, Minnesota, and Texas. (See Section III.B.1. below.) In short, the Department's graduate program continues to excel in scholarship.

The Linguistics minor and MA provide coursework leading to elementary and secondary level endorsement in English as a Second Language, Early Childhood Education, Elementary Education, Secondary Education, the Master of Science in Instruction, and the MAs in Teaching and Reading. The minor also provides coursework to fulfill elective requirements in a number of other NEIU programs, e.g. Anthropology, Philosophy, English, World Languages and Literatures, the new Global Studies Program, etc. Linguistics offers 20 sections total of two General Education courses per academic year (LING-110, Lexicology, and LING-120, Language and Human Behavior) as well as two sections of LING-109, First Year Experience: Language and Diversity in Chicago, per year. LING-120 also satisfies the Illinois State Human Relations Requirement. Along with LING-110, LING-120 also serves as one of only six areas in the Humanities requirement of the General Education Program. The Linguistics Department is committed to scheduling at least one tenured/tenure-track professor to teach one section of LING-120 each semester.

I. Assessment

The Linguistics Department is currently undergoing an external review. Results of the Department's self-study support the Department's claim of excellence of delivery of Linguistics courses. 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., in a quantitative way, we have relied primarily on student evaluations of our classes. When the Department still used only paper-based, in-class evaluations conducted at the end of each semester, it asked our students to rank their linguistics professors/instructors in terms of their 1.) effectiveness of instruction, 2.) ability to interest them in the learning process and their development of critical thinking, and 3.) fair and respectful treatment. The students could rank each statement “excellent,” “above average,” “average,” or “poor.” According to the Department Application of Criteria, the category of teaching, which accounts for 60% of promotion and tenure, states that a tenure-track faculty member must increase from receiving a minimum of 70% in the first two rankings (i.e. “excellent” or “above average”) for each statement in their first year of teaching to a minimum of 85% in the first two rankings for tenure. Linguistics instructors must improve from a minimum of 80% in the first two rankings for each statement to 85% in the first two rankings for each statement after they have taught in the department for more than five years. The faculty consistently meet and exceed these criteria.

A survey of the alumni of the MA Linguistics program yielded responses of great satisfaction. Many respondents reported that they were working on or had completed their doctoral degrees and had taught for the Abu Dhabi Education Council, BIR Training Center, the College of Lake County, Delhi University, DePaul University, Elgin Community College, Georgetown University, Harold Washington College, the Illinois Institute of Technology, Indiana State University, Michigan State University, Myongji University, National Autonomous University, Northern Illinois University, Northeastern Illinois University, Oakton Community College, Truman Community College, Purdue University at Calumet, the University of California at Los Angeles, the University of Illinois at Chicago, University of Illinois at Urbana-Champaign, the University of North Texas at Dallas, the University of Ontario Institute of Technology, the University of South Florida, the University of Southern California, the University of Texas at El Paso, the University of Wisconsin at Eau Claire, the University of Wisconsin at Milwaukee, USEK in Santiago, and Yale University. The alumni had overwhelming praise for the Linguistics Department.

Given the need for linguists who can teach English and other languages, linguists who can document and preserve endangered languages, linguists who can translate and interpret other languages for international commerce and national security, and linguists who can work with a wide array of language disorders, the economic future for our students who minor and/or receive their MA in Linguistics is quite bright.

II. Program Plan

A. Long term goals

The Linguistics Department continues to strive for growth in both our undergraduate minor and our unique MA through the further development and offering of courses that exhibit currency and rigor while inspiring our students to think critically about language. We project growth in our enrollment as linguistic issues and concepts become ever more important and relevant to our students' lives. Accordingly, the Linguistics faculty members will maintain devoting time and energy to research and its application to teaching. The Department hopes to foster our existing community partnerships and create new opportunities for internships and service learning for our undergraduate and graduate students. Currently, Linguistics is discussing the development of new interdisciplinary minors with other programs – one with English and World Languages and Cultures, another with the College of Business, and another with the College of Education, all of which require a syntactician/semanticist and a phonologist. These minors will address the needs of NEIU students to enter the workforce as teaching or business professionals with knowledge of and skills in the role of language and culture in the workforce.

B. Projected needs

1. Faculty

With only three full-time tenured faculty members, the Linguistics Department is understaffed.

There is programmatic need for at least two new hires. First, the Department needs a new tenure-track faculty member who focuses on syntax and semantics, specifically on the interplay and interdependency across different levels of grammatical structure. This new focus on interrelatedness has implications for many other parts of the field such as language acquisition, psycholinguistics, and artificial intelligence. Second, the Department needs to hire a tenure-track assistant professor who focuses on phonetics and phonology, especially as these areas apply to speech synthesis, speech recognition, and speech pathology. The added feature of the first proposed hire for the syntax-semantics position is the potential for teaming up with Computer Science to consider new cross-listed offerings in the area of computational linguistics. There is a niche in the job market for individuals who have training in both the structure of language (syntax and semantics in particular) and have programming skills/knowledge. The second hire would allow for the Department to create a (possibly interdisciplinary) in speech pathology, a specific area of employment that has one of the largest growth potentials in the marketplace.

2. Equipment

The Linguistics Department continues to suffer from a lack of space. In addition to requesting at least one more office near the tenured faculty members' current offices, the Linguistics Department also requests funding to develop a student academic lounge in which a computer and software as well as a library of linguistics texts and journals will be housed. This lounge will serve as a community gathering and study space in which students can interact with one another and with faculty. It will also provide a

permanent dedicated space for meetings of the Linguistics Research Group, the newly founded Linguistics student club, and the Linguistics Colloquia.

3. Other Resources

To continue serving our students as well as to promote our program and recruit new students, the Linguistics Department requests funding for Graduate Assistantships and Merit Tuition Waivers. As the number of students in both our MA and undergraduate minor programs continues to increase and as more students undertake research for the purpose of presentation and publication, we require funding to help our students progress to timely graduation and prepare themselves for a variety of career opportunities. This funding will reward students on need-based and merit-based criteria.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters

Kaplan-Weinger, J. & Hoffman, Y. (2014). Testimonies of Jewish Holocaust survivors: Characterizing narratives of resistance and resilience. In Khiterer, V. (Ed.) *The Holocaust: Memories and history* (102-127). Newcastle upon Tyne: Cambridge Scholars.

2. Articles and Abstracts

Book Contributions:

Hallett, J., & Hallett, R.W. (2013). Political identity gone viral: Indian and international H1N1 Cartoons. In Hasnain, Imtiaz, Sangeeta Bagga-Gupta, and Shailendra Mohan (eds.), *Alternative Voices:(Re)searching Language, Culture, and Identity*. Newcastle, UK: Cambridge Scholars. 120-151.

Book Reviews

Hallett, J. (2013). (invited book review) *Dreams and Realities: Developing Countries and the English Language* (British Council 2011). *Journal of Multilingual and Multicultural Development*, DOI:10.1080/01434632.2013.803762.

Hallett, R.W. (2013). (invited book review) *Chutnefying English: The phenomenon of Hinglish* (Kothari and Snell, eds.) *Indian Linguistics* 74:3-4, 141-142.

3. Conference Presentations

Refereed International Conference Presentations

Hallett, J. (2014). Star Spanglish banter: Harnessing students' linguistic expertise. 129th Annual Modern Language Association Convention, Chicago, IL (January 9-12).

Hallett, R.W. (2014). Constructing and reconstructing national identity through/for tourism. *Approaches to Identity in Language* (a British Association for Applied Linguistics/Cambridge University Press Applied Linguistics Seminar), Cambridge, UK (June 26-27).

Hallett, R.W. (2013). Improving business communication across languages and cultures: Teaching the sociolinguistics of tourism. Seventh International Conference on Discourse, Communication and the Enterprise, Beijing, China (October 18-20).

Hallett, R.W. (2013). "Mastify your life": A discourse analysis of a guide to crossing into Indian English. Fifth Crossing Over International Symposium, Cleveland, OH (October 11-13).

Hoffman, Y., & **Kaplan-Weinger, J.** (2014). Oral histories of Holocaust survivors and their descendants: Memory and meaning in the intergenerational transmission of resilience and identity. International Oral History Conference, Jerusalem, Israel (June 8-10).

Russe, S.J., & **Kaplan-Weinger, J.** (2013). A time to mourn, a time to dance: Exploring the caregiver journey through literature. Western Michigan University Medical Humanities Conference, Kalamazoo, MI (September 29-30).

Refereed National Conference Presentations

Hallett, J. (2013) Teaching American dialects. The American Dialect Society/Fifty-fifth Annual Midwest Modern Language Association Convention, Milwaukee, WI (November 7-10).

Refereed State Conference Presentations

Konopka, K. (2013). Community cartography project. Faculty Summer Institute, University of Illinois-Urbana/Champaign.

Refereed Local Conference Presentations

Hallett, J. (2013). Just below the surface: Linguistic ideologies in the urban classroom. Northeastern Illinois University Fourth Annual Faculty Research and Creative Activities Symposium, Chicago, IL (November 15).

Invited Presentations

Mahootian, S. (2013). Language policy and language use in multilingual societies. Institute for Intercultural Education, Free University of Berlin, Berlin, Germany (October).

Mahootian, S. (2013). Managing multiple grammars. Institute for Intercultural Education, Free University of Berlin, Berlin, Germany (October).

4. Service

Richard W. **Hallett** reviewed Fulbright applications from scholars in Poland who want to research in the United States (Fall 2013), Fulbright applications from scholars in the US who want to research/teach overseas (Summer 2013), and Fulbright applications from Russian students who want to pursue graduate studies in linguistics in the United States (Summer 2013). He also served on the Boren Awards Review Committee (Spring 2014)

5. Funded Grants

Kaplan-Weinger, J., & Stockburger, I. (2014). Language and identity in Chicago Latin@ communities. NEIU Research Community Grant.

B. Student Achievements

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

Aigotti García, Emilia (2014). The distribution of phonemic vowel length in Chiwere. The Thirty-third Annual Society for the Study of the Indigenous Languages of the Americas (SSILA), Minneapolis, MN (January 5).

Aigotti García, Emilia (2014). Early signs of phonological code choice: A case study of infant intonation patterns. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Al Haddad, Balsam (2014). *To Kill a Mockingbird*: A discourse analysis of prejudice. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alamri, Sarah (2014). Code Switching among Arabic speakers. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alamri, Sarah (2014). Ideology and identity construction through children's stories. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alasasleh, Majed A. (2014). Vocabulary acquisition and language learning for Arabic-speaking students in the US. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alasfour, Alaa (2014). Code-switching in computer-mediated discourse: The case of Instagram. Illinois Language and Linguistics Society (ILLS) conference, Urbana, IL (April 5).

Alasfour, Alaa (2014). Code-switching in computer-mediated discourse: The case of Instagram. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alasfour, Alaa (2014). Hijab in metaphors: A cross-linguistic analysis. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alazmi, Adel (2014). Martin Luther King, Jr. "I have a dream" NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Almajashi, Mastourah (2014). The linguistic choices and stylistic strategies used in "I have a dream." NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Almohissen, Ahlam (2014). Analyzing Saudi comics. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alsherefy, Mohammed (2014). Discourse analysis of *Where the Wild Things Are* by Maurice Sendak. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Altamimi, Turki (2014). A semiotic analysis of *How to Focus*. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Alzahrani, Alhassan (2014). Analyzing Martin Luther King, Jr.'s "I have a dream" speech from a critical discourse analysis perspective. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Bagies, Arej (2014). Anas's identity and ideology. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Bakula, Pegi (2014). "He is igra-ing on the computer": Linguistic variation in bilingual codeswitching. The Fourteenth Annual Graduate Symposium at Purdue University School of Languages and Cultures, West Lafayette, IN (March 7-8).

Bakula, Pegi (2014). An ethnographic study of art school photographers. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Bakula, Pegi (2014). Language alternation among native proficiency bilinguals. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Bonais, Rawan (2014). The single system hypothesis vs. the separate development hypothesis in early bilingual development. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Bonais, Rawan (2014). Support for the separate development hypothesis: Evidence from a morphosyntactic development in Arabic/English children. Twenty-second Annual Symposium on Language and Society (SALSA), Austin, TX (April 11-12).

Borawski, George (2014). Fukushima nuclear incident: Disasters in the media. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Brokamp, Ryan (2014). Language and identity among Latin@ speech communities in Chicago. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

El Haimour, Amal (2014). Language choice in Morocco: Multiple languages, multiple identities. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Gordon, Zachary (2014). Argument structure in Modern Hebrew clausal possession. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Gordon, Zachary (2014). Implications of generative frameworks for language acquisition. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Harthi, Jaber (2014). Polysemy and perceptual verbs. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Holtz, Rachel (2013). The function of repetition in discourse community initiation: A case study of peer tutoring in the Center for Academic Writing. Midwest Writing Centers Association Biennial Conference, Skokie, IL (October 18).

Holtz, Rachel (2014). The language of discourse community initiation: A case study of linguistic repetition in the WAC Writing Center. Conference on College Composition and Communication, Indianapolis, IN (March 21).

Jaén, Melissa (2014). Light up on *In the Heights*: A critical look at the construction of Dominican-American identity on the Great White Way. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Jones, James L. (2014). Tongue twisters, the morpheme, the syllable, and the acquisition of Mandarin tone in learners. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Katzenberg, Joel (2014). The influence of cable news on identity and ideology. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Kmetz, Amanda A. (2014). The use of sound symbolism in creating brand names. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Kopczak, Michael (2014). Interpreting “Support Our Troops” within public discourse. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Major, James (2014). Word play: Informing culture through video game translations. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

McCauley, Monica Marie (2014). Mechanisms of lexical acquisition: A self-reported case study of a late middle-age subject. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Molina, Courtney (2014). Gender roles in cigarette advertisements. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Pardee, Heather (2014). The many functions of discourse particles in Chiwere. The Thirty-third Annual Society for the Study of the Indigenous Languages of the Americas (SSILA), Minneapolis, MN (January 5).

Pardee, Heather (2014). Age-related variety of utterance in child directed speech. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Popoca, Rubi (2014). Bilingual identity and ideology in the pre-K classroom. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Rajkovich, Sonja (2014). The syntax and semantics of dative [gi-] in Chiwere: A preliminary investigation. The Thirty-third Annual Society for the Study of the Indigenous Languages of the Americas (SSILA), Minneapolis, MN (January 5).

Revaz, Vanessa (2014). English as a “glocal” language in Swiss advertisement: Functions and attitudes. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Revaz, Vanessa (2014). “In touch with your time”: Functions and values of English in Swiss advertisement. Pop Culture Association/American Culture Association (PCA/ACA) Conference, Chicago, IL (April 17).

Salgado, Jr., Herman (2014). A discourse analysis of lexicons and concepts in business versus metaphysics on improving one’s professional life. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Sebai, Amira (2014). Identity construction through teaching ESL class. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Sipes, Peter T. (2013). Classical commentary DIY. Dickinson College Commentaries (<http://blogs.dickinson.edu/dcc/2013/01/21/classical-commentary-diy/>), posted January 21).

Sipes, Peter T. (2014). Distributed knowledge of word frequency. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Sipes, Peter T. (2014). Fight the power: How to attack a king and not lose your head. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Smith, Karen (2014). Vertitivity and motion verbs in Chiwere. The Thirty-third Annual Society for the Study of the Indigenous Languages of the Americas (SSILA), Minneapolis, MN (January 5).

Smith, Karen (2014). A visual semiotic analysis of *Pedro & Me*. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Takahashi, Nana (2014). Language of Alzheimer's: A discourse analysis of conversations with Alzheimer's patients. NEIU Twenty-second Annual Student Research and Creative Activities Symposium, Chicago, IL (April 11).

Vinci-Minogue, Debra (2014). Review of Walsh's (2013) Classroom discourse and teacher development. *Linguist List* 25:1573 (<http://linguistlist.org/issues/25/25-1573.html>), posted April 3).

2. Acceptance to graduate or professional school; other honors/scholarships/awards, but only if from organizations other than NEIU.

Henke, Ryan has accepted an offer to start the Ph.D. Program in Linguistics at the University of Hawai'i at Manoa in the fall of 2014. He received a generous stipend to do so.

Holtz, Rachel was accepted to the Ph.D. Program in Learning Sciences at the University of Illinois at Chicago.

Pardee, Heather was accepted to the MPhil Program in Research in Second Language Education at Cambridge University in England.

Rajkovich, Sonja received an Honorable Mention for her screenplay for "Nagasaki" at the Barcelona International Film Festival in 2014.

C. Alumni News

Maria Teresa **Bonfatti Sabbioni** (MA, Linguistics 2012) is a Ph.D. student in linguistics at the University of Wisconsin-Milwaukee (UWM). In the summer of 2013 she received a grant from UWM to attend the Summer Institute of Linguistics in Ann Arbor. In 2014 she was awarded the Chancellor's Award from the Department of Linguistics at UWM. At the Twelfth Worldwide Forum on Education and Culture in Rome, Italy, she co-presented a paper, "Italian folk linguistics: Regional variation, perceptions, and attitudes," in December 2013.

Dana **Cole** (MA Linguistics, 2008) presented at the Border Studies Conference: Crossing Borders in Cleveland in October, 2013, and gave a virtual presentation at the International Technology, Education and Development (INTED) conference in Valencia, Spain in March 2014. She also gave a presentation at the Popular Culture Association/American Culture Association (PCA/ACA) conference in Chicago in April 2014.

Jenny **Coulter Zuluaga** (MA Linguistics, 2005) is the Senior Program Manager for the Chicago GEAR UP Alliance at the Center for College Access and Success at Northeastern Illinois University.

Dustin **De Felice** (MA Linguistics, 2005) co-authored a paper in *De Linguis* in 2013 and a chapter that appears in *Building online communities in higher education institutions: Creating collaborative experience*, ed. by Carolyn Stevenson & Joanna Bauer in 2014. He also edited a book on teaching with technology in 2013, published a book review on eLanguage, and co-presented three sessions at the Center for Language Teaching Advancement at Michigan State University.

Galini V. **Gkartzonika** (MA Linguistics, 2012) presented a paper titled "Kaliarda, the Greek gay variety: Sexual orientation and language use," at the Twenty-first Annual Lavender Languages and Linguistics Conference at American University in Washington, DC, February 14-16, 2014.

Jill **Hallett** (MA Linguistics, 2006) is an instructor at Illinois Institute of Technology, Northeastern Illinois University, and the University of Illinois. In 2014 she received the Founders' Emergent Scholar Award from the International Society for Language Studies and the Language Studies Foundation.

Diana **Jamrozik** (MA, Linguistics, 2013) presented a paper, "Naming and name signs in American Sign Language" at the American Anthropological Association (AAA) Meeting in Chicago in November 2013. She is an associate professor and chair of the Department of ASL-English Instruction at Columbia College in Chicago.

Ryan M. **Kasak** (MA, Linguistics 2011) is a Ph.D. student in linguistics at Yale University. In 2013 he was awarded half of the Bernard J. Brommel Scholarship for doctoral work. Dr. Brommel personally informed him that he was the first graduate student in linguistics to win the award. In 2014 he received a Phillips Fund for Native American Research grant from the American Philosophical Society. In the summer of

2014 he taught classes on Mandan at the Mandan Hidatsa Arikara (MHA) Summer Institute at Sitting Bull College in Fort Yates, ND.

Stacey **Kruger** (MA Linguistics, 2012) is a Rossier Dean's Fellow (Research Assistant) at the Rossier School of Education at the University of Southern California.

Andrzej **Lewandowski** (MA Linguistics, 2012) is an accomplished certified medical translator who founded Lewandowski Certified Translation Services (LCTS).

Jessica **Madsen** (MA Linguistics, 2006) has been hired as the Academic Director of a new English program for K-12 students that is being developed by an EdTech company based in Saudi Arabia.

Tatjana **Mulina** (MA Linguistics, 2008) is an instructor in the English Language Program at Purdue University Calumet in Hammond, Indiana.

Paul **Quaintance** (MA Linguistics 2009) is an instructor in the English Language Program at Purdue University Calumet in Hammond, Indiana.

Jessica **Rangel** (MA Linguistics, 2003) is on active duty in the United States Coast Guard's International Port Security Program.

Eman **Saadah** (MA Linguistics, 2002) is the director of the Arabic program and a lecturer in linguistics at the University of Illinois-Urbana/Champaign. In the summer of 2014 she served as the associate director of the Summer Institute for the Languages of the Muslim World (SILMW).

Jason **Safranek** (MA Linguistics, 2010) works for the Abu Dhabi Education Council (ADEC) teaching English to native Emiratis.

Marco **Shappeck** (MA Linguistics, 2003) is an assistant professor of teacher education at the University of North Texas at Dallas. During the 2013-2014 academic year he co-presented papers at the American Association for Applied Linguistics and the National Council of Teachers of Mathematics conferences.

John Evar **Strid** (MA Linguistics, 1998) is an assistant professor of Education Literacy at Northern Illinois University. In 2014 he presented a paper, "Advocating for bilingual children," at the annual Illinois Teachers of English as a Second Language/Bilingual Education convention and another paper, "Multilingualism for all: Refocusing the debate about L2 learning" at the BrazTESOL convention in João Pessoa, Brazil.

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 2013-2014

Submitted by Lidia Filus and Paul O'Hara

Executive Summary

Student Success

The Dept. of Mathematics takes pride in the ongoing accomplishments of its students. This year we are happy to report that three of our students have been accepted into Ph.D. programs beginning Fall 2014. Maryam Khan, after a summer internship at Argonne National Laboratories, will attend Arizona State University (Tempe) to start a PhD in Applied Mathematics in Life and Social Science. Agustin Flores will be heading off to Rice University for his PhD in statistics after a summer research project at University of Chicago. Jared Scott will start a Ph.D. program in Biomedical Engineering at The University of Michigan (Ann Arbor). In addition, Hayley Suits has accepted a Science Undergraduate Laboratory Internship (SULI) at Los Alamos National Laboratories, which will begin this September.

Also five students, Victor Czubatiuk, Alejandro Sanchez, Jr., Peter Stilling, Daniel Pranjic, Mitchell Y Isoda presented at NEIU Student Research Symposium. The faculty sponsors for these presentations were Professors Mubayi, Cordell and Filus, respectively. In addition, thirty nine students attended SACNAS in San Antonio, TX, October 3-6. Five of these were from our department. Two posters were presented.

Overall during the academic year 2013- 14 we graduated 29 majors and 13 with a Master degree. Also during the Fall 2013 and Spring 2014 semesters, the department provided 99 courses at the 100-level (2248 students) , 21 sections at the 200-level (387 students), 23 sections at the 300-level (448 students), 6 sections at 400- (graduate) level (57 students), which gives a grand total of 149 sections serving 3140 students. All of this attests to the Academic Excellence of our program.

Academic Excellence and Innovations

This year Professors Mubayi, Filus, and Hibdon organized two workshops. The first took place from December 13-14, 2013 and focused on Mathematical and Statistical Modeling with Applications in Economics, Social & Health Sciences. The second was on the topic of Mathematical and Statistical Modeling with Applications in Medicine & Public Health. It took place from May 9-10, 2014. Both were very successful with over twenty students participating in each workshop, and with speakers coming from Arizona State University, Vardex Laser Solutions LLC, Purdue University, Physician-Patient Alliance for Health & Safety, and the Warsaw School of Economics.

Another important accomplishment this year was the procurement by Prof Mubayi of an NIH Minority Access to Research Center (MARC) grant. This grant will provide mentoring and opportunities to underrepresented students in the sciences, to conduct research with Northeastern Illinois University (NEIU) faculty.

Some notable innovations have been the involvement of Profs Cordell, Bird and Hibdon with EMERGE – the Summer Bridge Program in Math which will be launched in July 2014. They have been busy working throughout the Spring semester on the planning, recruiting, and implementation of this program. Also the department initiated this year a department Open House both in Fall 2013 and Spring 2014.

ACCUPLACER has been implemented and is now used for the Math Placement Test.

Exemplary Faculty

Building on the work done of previous years, faculty members have distinguished themselves in teaching, research and service, and also in acquiring grants.

Prof. Mubayi's research achievements have been outstanding. He has coauthored and published six papers; was invited to give nine presentations at symposia and workshops throughout the world; is a co-investigator of an NIH Minority Access to Research Center (MARC) grant (2014-2019); and he co-organized nine other workshops/mini-symposia and panel discussions. His international recognition is growing.

Prof. Cordell was the Advisor, Mentor and Skill Enhancement Workshop Coordinator, NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences, 2014-2018. She is the (PI) recipient of five grants, related to student success and learning. She is also coordinator of the EMERGE Summer Program mathematics component, Spring 2014-present, assisted by Dr. Katy Bird and Dr. Joe Hibdon.

Prof. Cofer won a Faculty Excellence Award this year for teaching. She also continued her involvement in the *Chicago Teacher Partnership Program (CTPP)*, a federally-funded five year grant awarded to NEIU, University of Illinois in Chicago, National Louis University, and Loyola University.

To summarize, during the 2013-2014 academic year, the faculty members have been the recipients of eight new grants (Cordell 5, Mubayi 3), in addition to the two that we already have received. Overall, they have published or submitted for publication twelve journal articles (Cordell 3, Filus 1, Gwanyama 2, Mubayi 6). There are three books in preparation (Cofer, O'Hara, Zeng). Also, eight faculty members presented invited and/or contributed talks to a total of twenty five national and international conferences (Bird 1, Cordell 7, Filus 1, Hibdon 2, Mubayi 9, O'Hara 1, Polyashuk 1, Zeng 3). Two faculty members arranged ten workshops or panel discussions (Mubayi 10, Filus 3 (coorganized)). All of this attests to the high quality of their research and dedication to NEIU. We are very proud of our research accomplishments.

Urban and International Leadership

Prof. Anuj Mubayi is a recognized leader in the field of Epidemiology and Mathematical Biology and as part of that recognition he holds adjunct appointments in MCMSC, The Arizona State University, Tempe; the Dept. of Mathematics, The University of Texas-Arlington; Dept. of Epidemiology & Biostatistics; Associate Research Scientist, Prevention Research Center, Berkeley; REU Program Faculty, Mathematical and Theoretical Biology Institute; Adjunct Professor, Department of Mathematics, Clemson University, South Carolina.

Prof. Filus is currently serving on two editorial boards and is a reviewer for two academic journals. She was a member of two organizing committees for international conferences this year and, indeed, is currently a member of the international committee organizing a 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. O'Hara serves on the board of the International Association of Relativistic Dynamics and as a referee for the Foundations of Physics and Journal of Applied Physics and Optics. He also conducts an informal monthly gathering on Religion and Science with a group of graduate students from the University of Chicago.

Prof. Hibdon is an advisor to the NEIU SACNAS chapter which won an award for its work with on-campus clubs.

Enhanced Operations

Prof. Filus participated in the 650th Anniversary Celebration of the Jagiellonian University (JU) in Krakow, Poland in May, 2014; was invited to the jubilee by the Rector of the JU, Dr. Wojciech Nowak.

Prof. Wrinkle was appointed as the Associate Dean of the Graduate College.

Undergraduate Program Committee Activities

A number of actions were undertaken by the Undergraduate Program Committee:

- Created a three year plan for upper level undergraduate courses in Mathematics.
- Submitted proposals on class schedules for Summer 2014, Fall 2014, and Spring 2015 to Mathematics Department Chair.
- Created a set of alternative individual plans for completion of Mathematics Major Program for prospective freshmen.
- Designed, reviewed, and adopted Curricular Maps for Math Major Program, both for concentration in Applied Mathematics, and for concentration in Teaching Secondary Mathematics.
- Designed and submitted Projection Grids for 4-year completion of Mathematics Major Program for each concentration.
- Based on last year's assessment of our undergraduate programs in Mathematics, continued to work on reforming the programs: prepared proposals for revised titles/course descriptions for Math 312, Math 331, Math 332, Math 338, and Math 339. This included newly devised course goals and objectives.

- Continued to discuss Core Curriculum issues. More specifically, the committee suggested Math 275 as an interdisciplinary course, and Math 370 as a research course in the framework of Core Curriculum.
- Proposed creating Capstone research courses in Mathematics of each concentration with various number of credit units.
- Proposed to introduce an alternative WIP course.
- Proposed to create a version of Math 340, Computing for Mathematicians, course, for Mathematics Majors with concentration in Secondary Mathematics while keeping the current Math 340 as a course for Majors with concentration in Applied Mathematics.
- Approved a proposal on mandatory MEWP participation for students enrolled in MEWP courses who either had to repeat the course or who received a “C” in a prerequisite course.

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.

I. Assessment

As last year, the faculty members have been doing informal assessments across our courses and programs, through observations of student aptitudes, retention levels and discussions with colleagues. In addition, a formal assessment plan has been put in place for evaluating the MTHE program and an exit survey created.

Also, the Undergraduate Committee Program has an ongoing assessment of the entire undergraduate program. Specifically, as a follow through to last year’s assessment of our undergraduate programs in mathematics, the committee continued the work on reforming the programs. This included the preparing of proposals for revised titles/course descriptions for Math 312, Math 331, Math 332, Math 338, and Math 339, including newly devised course goals and objectives.

Ongoing assessment continues of the MS program. Student's mathematical problem solving abilities and skills are assessed through the MS comprehensive exam which is tailored towards problem solving. This goal is also encompassed in the preparatory review sessions conducted by Prof. Gwanyama. Another goal that requires students to demonstrate their ability to effectively communicate mathematical concepts is achieved by completing an MS project under the supervision of a faculty member and to the satisfaction of three faculty members. The student enrolls in up to 3cr. hours of the course Math 495 [Projects in Mathematics] that counts toward the completion of this project. The successful outcome is a confirmation of having achieved this goal. A sample of these projects can be found below under student achievements.

Program Goals and Learning Outcomes Mapped to University
Baccalaureate Goals—see separate volume.

II. Program Plan

A. Long term goals

Last year Prof. Wrinkle, who was then the assessment coordinator, met with the advisors to put together a formal plan for the undergraduate mathematics major and to develop strategies for understanding what our students are learning. We have begun implementing these strategies. The undergraduate committee has been revising the program, while keeping in mind the need to apply “mathematical knowledge to other scholarly disciplines or to areas of mathematics other than the one being studied” (cf. last year’s report). This can be seen in the new undergraduate modeling course that has been developed (Math 374) and also in the applied statistics course (Math 275) which caters for the human and biological sciences. The other goal of effectively applying mathematic knowledge and demonstrating the ability to communicate is achieved through various projects that students have to submit both at the undergraduate level (cf. (Math 251, Math 275, Math 339 and Math 374) and at the graduate level (Math 495). We hope to continue with the ongoing implementation of this plan.

B. Projected needs

1. Equipment: More up-to-date computer equipment for instructors.
2. Other Resources: Bigger travel fund.
3. Two new tenured line positions, with one in statistics. Currently, there is no resident statistician in the department.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Publications

Sarah Cordell

- 2014 Oppland-Cordell, S., & Martin, D. B. *Identity, power, and shifting participation in a mathematics workshop: Latin@ students’ negotiation of self and success.* Mathematics Education Research Journal, 1-29 (2014).
- 2013 Oppland-Cordell, S. *Mathematical and racial identity co-construction in multiple sociopolitical contexts: A case study of a Latina undergraduate student from an urban community.* Journal of Urban Learning, Teaching, and Research.
- 2013 Oppland-Cordell, S. *Race-place in mathematics participation: Latina/o undergraduate students’ negotiations of racialized spaces and identities.* In A. Castro Superfine & M. V. Martinez (Eds.) Proceedings of the 35th Conference of the International Group for the Psychology of Mathematics Education (PME), Chicago, IL: PME.

Lidia Filus

- 2014 *Parameter Dependence in Stochastic Modeling-Multivariate Distributions.* J. Filus and Lidia Filus, Applied Mathematics, Vol. 5, No. 6, pp 928-940 (2014).

Anuj Mubayi

- 2014 *Nonlinear Optimization Model for the Control of Leishmaniasis in Bihar, India Using Insecticide Intervention*. Kaushik K. Gorahava, Jay M. Rosenberger, Anuj Mubayi. Proceedings of the 2013 Industrial and Systems Engineering Research Conference. A.Krishnamurthy and W.K.V. Chan, eds. <http://www.xcdsystem.com/iserc2013/finalpapers/734.pdf>
- 2013 *Antiretroviral therapy and pre-exposure prophylaxis: combined impact on HIV transmission and drug resistance in South Africa*. Abbas UL, Glaubius R, Mubayi A, Hood G, Mellors JW. J Infect Dis. 2013 Jul 15;208(2):224-34.
- 2013 *Influence of environmental factors on college alcohol drinking patterns*. Bani R, Hameed R, Szymanowski S, Greenwood P, Kribs-Zaleta CM, Mubayi A. Math Biosci Eng. 2013 Oct-Dec;10(5-6):1281-300.

Wagala Gwanyama

- 2014 *A note on the uniform step method and the composition theorem for magic squares*. W. Gwanyama. International Journal of Mathematics and Computation (IJMC), Vol. 24, No. 3, (2014).
- 2014 *Solved problem 993 suggested in MAA- The College Mathematics Journal*. (Acknowledgment published in MAA – The College Mathematics Journal, Vol 45, no. 1, 61-61(2014).

2. Conference Presentations

Katherine Bird

- 2014 Bird, K. & Oppland-Cordell, S. (March, 2014). *The craftier side of math*, Pedroso Center, Northeastern Illinois University, Chicago, IL.

Sarah Cordell

- 2014 Oppland-Cordell, S., Allen, N., & Echevarria, R. (May, 2014). *Peer leaders' and peer leader volunteers' perspectives of their involvement in a mathematics workshop program: An exploration of motivations and outcomes*. Paper presented at the Third Annual Peer-Led Team Learning International Society Conference, Carson, CA.
- 2014 Oppland-Cordell, S. (April, 2014). *Latina/o students' trajectories of participation in an Emerging Scholars workshop*. Paper presented at the TODOS strand of the Annual Meeting of the National Council of Teachers of Mathematics, New Orleans, LA.
- 2014 Anderson, C. Oppland-Cordell, S., & Sanborn, K. (April, 2014). *Students' perceptions of the use of technology in their developmental mathematics coursework*. 22nd Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL.
- 2014 Sanchez, A., Stilling, P., Pranjic, D., & Oppland-Cordell, S. (April, 2014). *Underrepresented stem majors' perspectives of experiences supporting their*

mathematical success. 22nd Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL.

- 2014 Bird, K. & Oppland-Cordell, S. (March, 2014). *The craftier side of math*, Pedrosa Center, Northeastern Illinois University, Chicago, IL.
- 2013 Oppland-Cordell, S. (November, 2013). *Race-place in mathematics participation: Latina/o undergraduate students' negotiations of racialized spaces and identities*. Paper presented at the 35th Conference of the International Group for the Psychology of Mathematics Education, Chicago, IL.
- 2013 Sanchez, A., Stilling, P., Pranjic, D., & Oppland-Cordell, S. (September, 2013). *Underrepresented mathematics majors' perspectives of motivations for their mathematical success*. SCSE 5th Annual Research Symposium, Northeastern Illinois University, Chicago, IL.

Lidia Filus

- 2014 L. Filus and J. Filus, 3rd Stochastic Modeling Techniques and Data Analysis International Conference, Lisbon, Portugal, June 11-14, 2014, invited presentation *Parameters Estimation Methods for the "Enforced Regression" Problem*.

Joe Hibdon

- 2013 Hibdon, J. SACNAS National Conference, San Antonio, TX, October 4, 2013, *The Effect of Gravity on Flames and the Development of Computation Models for Extinction*,
- 2013 HACU National Conference, Chicago, IL, October 27, 2013. *Science Immersion: Mentoring The Next Generation of Scientist at USDA*.

Anuj Mubayi

- 2013 Workshop on "Mathematical Epidemiology and Differential Equations" (under the NPDE-TCA programme of DST, Govt. of India), IIT Patna, July 8-13, 2013. *"Modeling Tropical Disease: Models for Leishmaniasis and Chagas Diseases Parasites"*
- 2013 Program on Computational Methods in Social Sciences (CMSS) Opening Workshop. SAMSI, North Carolina, August 18-22, 2013.
- 2013 MBI Young Researchers Workshop, The Ohio State University, August 26, 2013.
- 2013 The Fourth International Conference on Mathematical Modeling and Analysis of Populations in Biological Systems, Texas Tech University, October 4-6, 2013. *"Modeling ecological and evolutionary risks in the dynamics of Trypanosoma cruzi strains in sylvatic hosts"*.

- 2013 Annual Faculty Research & Creative Activities Symposium, Northeastern Illinois University, November 15, 2013. “*Neglected Infectious Diseases: Mathematical Modeling and Its Control.*”
- 2013 Workshop on Theoretical and Mathematical Epidemiology, Johannesburg, South Africa, March 3-6, 2014. “*Vector Borne Tropical Diseases: An Applications of Mathematical Modeling Methods*”
- 2013 The First Short Course on Mathematical Sciences in Obesity. Birmingham, Alabama. May 5-12, 2014
- 2014 XSEDE@Arizona HPC Workshop, Tempe. March 31-April 1, 2014

Paul O’Hara

- 2014 International Association for Relativistic Dynamics (IARD 2014), June 9-13, 2014, Storrs, U. Conn. *Relativistic Brownian Motion.*

Marina Polyashuk

- 2013 Third Workshop on Mathematical and Statistical Modeling of Complex Systems, NEIU, Dec 2013. *Armchair Baseball Manager: Talking Baseball Strategies.*”

Zhonggang Zeke

- 2013 NEIU Faculty Research Symposium, November 15, 2013, *How to Factor a Polynomial* at the NEIU Faculty Research Symposium;
- 2014 Joint Mathematical Meetings, January 16, 2014. *Numerical Factorization of Polynomials.*

3. Grants:

Tanya Cofer

- 2009-2014 (Co-NEIU Director) Chicago Teacher Pipeline Project grant, federal grant collaboration with UIC, Loyola and National Louis University. \$15,000,000.

Sarah Cordell

- 2014 Advisor, mentor and skill enhancement for Coordinator Workshop, NU-STARS for Northeastern Illinois Student Training in Academic Research in the Sciences, 2014-2018.
- 2014 Principal Investigator, Underrepresented STEM majors’ perspectives of experiences supporting their mathematical success, \$5,000, Research Community Award, 2014.
- 2014 Principal Investigator, Underrepresented STEM undergraduate and graduate students’ perspectives of experiences supporting their mathematical success, \$4,900, Student Center for Science Engagement and U.S. Department of Education, 2014.

- 2014 Principal Investigator, Underrepresented STEM majors' perspectives of experiences supporting their mathematical success, \$4,000, Committee on Organized Research Award, 2014.
- 2013 Principal Investigator, How identity contributes to mathematical success: Exploring how underrepresented undergraduate mathematics majors negotiate their identities in their mathematical trajectories, \$3,900, Student Center for Science Engagement and U.S. Department of Education, 2013.
- 2011-2016, 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

Anuj Mubayi

- 2013 Submitted (with Professor Frederick R. Prete and Professor Aaron E. Schirmer) a proposal for Fall 2013 Research Community Grant: "Circadian and Metabolic Modulation of the Neural Networks Underpinning Visual Sensitivity and Object Recognition in the Sister Taxa Mantodea (Praying Mantises) and Blattodea (Cockroaches)" Applied Mathematics undergraduate, Jared Scott, is being funded through this grant (Status: funded).
- 2013 Submitted (with Professor Lidia Filus, and Dr. Daniel Romero) a proposal for SCSE summer research program through title III: "Commonly Neglected Considerations: The Importance of Close Friends, Group, and Environmental Influences on Substance Use, Abuse and Onset behaviors via Social Networking Techniques and Twitter Data"; Applied Mathematics undergraduate, Carl Nadela, is being funded through this grant (Status: funded)
- 2014 NU NEIGHBORS is a strategic collaboration with the ultimate goal of reducing and eliminating cancer disparities, which are prominent in Chicago (\$1.2M) NIH Minority Access to Research Center (MARC) grant (co-investigator; PI NEIU faculty) 2014-2019. Brief description: Provide mentoring and opportunities to underrepresented students in the sciences, to conduct research with Northeastern Illinois University (NEIU) faculty (\$2.1M)
- 2011-2015 NU-Northeastern Illinois Guild for Health Behavior Oncology Research & Science (PI). The Robert H. Lurie Comprehensive Cancer Center of Northwestern University (RHLCCC-NU) and Northeastern Illinois University (NEIU). 12/01/2011-11/30/2015 . NU NEIGHBORS is a strategic collaboration with the ultimate goal of reducing and eliminating cancer disparities, which are prominent in Chicago (\$1.2M)

4. Service

Tanya Cofer

Part of the writing team and “key leader” for the submission for the Chicago Community Trust Strengthening Teacher and School Leader Preparation grant. The grant covers mathematics, literacy, and science.

Created a research group that includes current and former MA students, Brittany Granquist, and Emily McCaffrey. The group started working this summer. Its goal is to develop materials to enhance math courses for teachers, study, and assess these materials.

Lidia Filus

- (1) Co-organized (with Professors Mubayi, Zbigniew Krysiak and Pawel Bartoszczuk from Warsaw School of Economics, WSE), The Third Workshop on Mathematical Modeling of Complex Systems with Applications in Economics & Social and Health Sciences, December 13-14, 2013.
http://www.neiu.edu/~amubayi/homemubayi/Workshop_Dec13.html
- (2) Co-organized the 4th Workshop on Mathematical and Statistical Modeling with Applications in Medicine & Public Health on May 9-10, 2014
- (3) Serves on the Editorial Board of the *Universal Journal of Mathematics and Mathematical Science*
- (4) Serves on the Editorial Board of the *Scientific Research of the Institute of Mathematics and Computer Science*, Czestochowa University of Technology.
- (5) Reviewed for *IEEE Transactions on Reliability*
- (6) Reviewed for *Applied Mathematical Modeling*.
- (7) Member of the Program Committee of the IVth International Scientific Conference on Entrepreneurship Opportunities and Challenges that took place on June 11, 2014
- (8) PARCC 301: June 6, 2014, part of NEIU group of representatives participating in the *Assessment Clinic for High Education* workshop, College of Du Page, Glen Ellyn, IL.
- (9) Member of program committee of the International Conference: New Trends in Management in the 21st Century-Cross-Atlantic Perspective that took place on June 12-13, 2014 at the Czestochowa University of Technology, Poland.
- (10) Member of the International Scientific Committee which organizes *the 6th International Conference on Risk Analysis (ICRA 6)* which will take place on May 26-29, 2015 in Barcelona, Spain.
- (11) President of the Chicago Chapter of Kosciuszko Foundation and member of its National Advisory Council.
- (12) President of the Council of Educators in Polonia.

Philip Wagala Gwanyama

- (1) Community Service Volunteer: Prof. Gwanyama volunteered and supervised a mathematics project for an OCC student in his Glenview community: Sherly

Lande's project was titled "*A Simple Logistic Equation Model for the Population of Haiti*" that she Presented at the 2014 Skyway STEM Poster Presentation of Friday 4/25/2014 at Morton Illinois.

Anuj Mubayi

- (1) Co-organized Workshop "Neglected Tropical Diseases" at American Institute of Mathematics (AIM), Aug 11-15, 2014.
- (2) Co-organized (with Professor Lidia Filus, and Professors Zbigniew Krysiak and Pawel Bartoszczuk from Warsaw School of Economics, WSE), The Third Workshop on Mathematical Modeling of Complex Systems with Applications in Economics & Social and Health Sciences, December 13-14, 2013.
http://www.neiu.edu/~amubayi/homemubayi/Workshop_Dec13.html
- (3) Panelist at 2013 Field of Dreams conference, Mesa, AZ., Nov 1-3, 2013.

Paul O'Hara

- (1) Refereed for Foundation of Physics Journal
- (2) Referred for Journal of Applied Physics and Optics.
- (3) Member of organizing committee for IARD

B. Student Achievements

Presentations

- **Victor Czubatiuk** gave a presentation entitled *Health Disparities and Cancer Risks in Neiu Students: an Understanding from Quantitative Approaches*.
- Alejandro Sanchez, Jr.(McNair Scholar Program), Peter Stilling, and **Daniel Pranjić** (Mathematics) presentation was entitled *Understanding Stem Majors' Perspectives of Experiences Supporting Their Mathematical Success*.
- **Mitchell Y Isoda** presented *Traffic at O'Hare Airport: A Queueing Model*.

Acceptance to Graduate School and other honors

- **Agustin Flores** will attend Rice University to start his PhD in statistics, beginning Fall 2014.
- **Maryam Khan** will attend Arizona State University to start her Ph.D. in Applied Mathematics in Life and Social Sciences, beginning Fall 2014.
- **Jared Scott** will attend University of Michigan to start his Ph.D. in Biomedical Engineering, beginning Fall 2014.
- **Agustine Flores** will undertake a research project at University of Chicago during Summer 2014.
- **Maryann Kham** accepted a summer internship at Argonne National Laboratories.
- **Hayley Suitts** accepted a Science Undergraduate Laboratory Internship (SULI) at Los Alamos National Laboratories, beginning September 2014.

MATHEMATICS DEVELOPMENT

Annual Report 2013-2014

Submitted by Stevan Ranney

Executive Summary

The Mathematics Development Program enrollment for fall-spring 2013-2014 was 1546 compared to 1905 in 2012-2013. This represents a 19 % decrease in enrollment from last year. Approximately 80 % of fall 2013 freshman required at least one developmental mathematics course. Course success rates (A–C grades) ranged from 62.1 % to 64.0 %. Course retention rates (excluding W, I grades) ranged from 87.0 % to 89.0 %. There is increasing concern for the retention of under-prepared students enrolled in Math 090 and Math 091. Enrollment management has consistently met student demand while maximizing classroom and budget resources.

Since our return to the College of Arts and Sciences, there have been changes made to the Math Development Program. Most instructors now 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. Math Development now offers an online course (for 092), where students must come onto the campus for tests only. One instructor encouraged students to work ahead and complete two courses (091 and 092) in one semester. Approximately 7% of the students did so.

Math placement has been a sore point at the university for years. Placing students based on old math ACT scores has resulted in many students repeating courses, when they should have been studying foundations. An Accuplacer test has been developed and will be implemented during the STP and EMERGE summer programs. It should improve placement considerably.

Though there have been some changes in instruction delivery in the classroom, the curriculum has been stable. In fact, the Math Development curriculum has remained relatively unchanged for the past 10-15 years. The Math Department, responding to this reality, has been seeking a tenure-track professor to oversee curriculum development. In this regard, there were a series of meetings (in Fall 2014) to discuss the curriculum, covering such items as stretch courses, separating STEM-track students from others, accelerating students into Math 112 and 113, and many other topics. Nothing resulted from these discussions, other than an agreement that any changes must be empirically-

based, with parameters for success (and failure).

I. Assessment--See section at the end of this report.

II. Program Plan

Our goals for 2014-2015 are to find a professor to work with us to accomplish the following:

- a) Establish a system of measurement that we can use to gauge the effects of curriculum and course delivery changes;
- b) Use that measurement system to identify variables that influence student success, then make adjustments to the program accordingly;
- c) Work with other departments to identify the math skills required for students to succeed in their areas, as it applies to Math Development;
- d) Monitor and adjust the ACCUplacer Placement Testing Program;
- e) Develop an Intervention Strategy and Policy for students who are (chronically) repeating classes

University Strategic Planning: Action Steps for fiscal year 2015

Strategic Goal One: Student Success

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.
2. 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

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.

- Implement the ACCUplacer Testing Placement Program in 2014.
- Work to develop an Instructional Intervention Strategy for Students Repeating Courses.

Strategic Goal Four: Exemplary Faculty and Staff

Maintain a climate of scholarship and professional development. Continue to provide professional development experiences for faculty.

Accomplishments in 2013-2014

Since our return to the College of Arts and Sciences, there have been changes made to the Math Development Program. Most instructors now 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. Math Development now offers an online course (for 092), where students must come onto the campus for tests only. One instructor encouraged students to work ahead and complete two courses (091 and 092) in one semester. Approximately 7% of the students did so.

Math placement has been a sore point at the university for years. Placing students based on old math ACT scores has resulted in many students repeating courses, when they should have been studying foundational mathematics. An Accuplacer test has been developed and will be implemented during the STP and EMERGE summer programs, then used for all incoming freshmen. It should improve placement accuracy, which will positively influence success and retention. When we have enough results, we will 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, once a Math professor becomes involved in this process, there will be a periodic Program Assessment process and deliverable.

MATHEMATICS DEVELOPMENT

Assessment Report 2013-2014

Submitted by Stevan Ranney

Enrollment Data

The following tables show the total enrollment for Math Development for the years 2008 through 2014.

Table 1: Enrollment Data in Developmental Mathematics: Seven Year Trend

<u>FY Year</u>	<u>Math 090</u>	<u>Math 91</u>	<u>Math 092</u>	<u>Total</u>
2008	437	845	1017	2299
2009	388	777	1020	2185
2010	408	750	1006	2164
2011	432	788	1025	2245
2012	189	644	1036	1869
2013	270	717	918	1905
2014	292	464	790	1546

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. Compared to 2008, our 2014 enrollment was 33% 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. 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.

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.

Year	Math 090	Math 091	Math 092
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 %

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.

Year	Math 090	Math 091	Math 092
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 %

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 four years prior.

At this point, we need to identify changes in Math Development placement scores and curriculum that occurred over the past seven years, such as replacing lowest test scores, changing placement bands, use of online homework, et. al. Though that data had not been documented, we will try to recreate as much of it as possible for the next annual report.

2013-2014 Mathematics Development Grade Distributions

	A	B	C	D	F	I
Math 090	20%	24%	20%	3%	20%	0%
Math 091	17%	20%	23%	5%	20%	2%
Math 092	14%	21%	27%	5%	22%	1%

MUSIC & DANCE

Annual Report 2013-2014

Submitted by R. Shayne Cofer

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 performances and positive media attention to Northeastern Illinois University.

With recruitment as a primary goal, the department applied for and received two Innovation Grants totaling \$80,000 for the purpose of bolstering student recruitment. The first grant is to provide private and small group lessons to Chicago Public School students. The second grant allows placement of faculty ensembles in area high schools to perform and discuss music opportunities at NEIU. This year the department partnered with Lincoln Park High School and Maine East High School to provide applied lessons as part of the grant. Additional recruitment activities included distribution of materials to local high schools, participation at the Illinois Music Education Association Conference (IMEA) in Peoria, IL, participation at the Mid-west Band and Orchestra Clinic and the NEIU Open Houses.

The department hosted the second annual Chicago Piano Festival under the direction of Professor Dr. Susan Tang. Held in August 2013, the Festival included students ranging in age from 9th grade through college and included workshops and lectures by NEIU piano faculty. This annual event is designed to provide a community service for local pianists and to raise the profile of our piano program for the purpose of recruitment. This summer 2014 we are adding a String Festival in conjunction with the Piano Festival

Department faculty continued to be highly visible at international, national, and local levels. Major artistic performances included: Mr. Collin Anderson's performances as bassoonist in the Attacca Woodwind Quintet; Mr. Brian Groner's performances as conductor Fox Valley Symphony; Mr. Greg Sarchet's performances as bassist with Lyric Opera of Chicago, Chicago Philharmonic, Chamber Opera Chicago, and the Chicago Opera Theater; Dr. Travis Heath's performances with the Brass Roots Trio; Dr. Rose Sperrazza's performances as artistic director and clarinetist with the Chicago Clarinet Ensemble; and Dr. Venetia Stifler's artistic direction choreography for Concert Dance, Inc., with performances at NEIU and The Ravinia Festival.

The Chicago Brass Festival in March 2014, under the direction of Dr. Travis Heath, was a particular highlight for the department. There were many outstanding performances including the nationally renowned ensemble Boston Brass, internationally renowned trombonist Gordon Wycliffe, and professional trumpeter Rex Richardson. In addition to the Chicago Brass Festival, there were excellent performances by the Chicago Clarinet Ensemble under the direction of Dr. Sperrazza. These high quality events provided regional, national, and international recognition for NEIU.

Large and small music ensembles continued to grow in size and quality over the past year. The NEIU Wind Ensemble, jazz bands, string 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 NEIU events such as the NEIU Civil Service awards, the College of Education Mentor's Reception, and the NEIU Faculty Authors Event, among others.

I. Assessment

All 6 music programs were revised to meet NASM accreditation standards in 2009. The department continues to assess the effectiveness of these curricular changes in anticipation of our upcoming review by the National Association of Schools of Music in 2015. We are currently assessing the 2009 program changes and are writing a self-study.

I. Department of Music Program Goals

Program Goals and Learning Outcomes Mapped to University
Baccalaureate Goals—see separate volume.

Assessments of departmental goals are embedded in program curricula through testing and evaluation of each component in each course. See separate volume for Department of Music assessment goals, courses, and performance indicators.

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.

II. Assessing program goals and learning outcomes:

Results of the December 2013 jury were as follows:

N =98

75% received a grade of A
15% received a grade of B
10% received a grade of C
0% received a grade of D or lower

Results of the May 2014 jury were as follows:

N =93

78% received a grade of A
 12% received a grade of B
 10% received a grade of C
 0% received a grade of D or lower

Results indicate that the vast majority of music students are achieving the highest level of B or A in authentic performance assessment.

Music Education Assessment

Music education assessment is completed each year for the Illinois State Board of Education (ISBE). Results reported to the state are as follows:

I. Candidates Information:

Number of candidates admitted to educator preparation program and enrolled between Sept. 1, 2012 and August 30, 2013.

	Traditional	Online	Alternative
Number of candidates	8	0	0

Number of candidates who have completed the program between 9/01/2012 and 08/30/2013

	Traditional	Online	Alternative
Number of candidates	3	0	0

II. State Tests

1. Program Content-Area Test (Test # 143)

Check if no one took this test this academic year:

Assessment type: Paper pencil	Traditional		Online		Alternative	
	2012-2013	2013-2014	2011-2012	2012-2013	2011-2012	2012-2013
Total Test	277	276				
Average sub-scores						
1	281	273				
2	278	276				
3	270	289				
4	271	281				
5	282	261				

Number of candidates who took: 3

Number of candidates who passed: 3 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)

Check if no one took this test this academic year:

Assessment type: Paper pencil	Traditional		Online		Alternative	
	2013-2014	2012-2013	2012-2013	2011-2012	2012-2013	2011-2012
Total Test	267	266				
Averages Sub scores						
1. Foundations, characteristics and assessment	263	269				
2. Planning and delivering instruction	271	284				
3. Managing the learning environment	260	265				
4. Collaboration, communication and professionalism	268	269				
5. Language arts	277	274				
6. Educational technology	261	269				
7. Constructed response Assignment	266	245				

Number of candidates who took: 3

Number of candidates who passed: 3 Pass Rate % (Computer generated): 100%

Number of candidates who did not pass on the first try: 0

Purpose

Section 25.115 (h) of the 23 Illinois Administrative Code states, “Each recognized educational unit shall submit a separate annual program report for each approved program to the State Superintendent of Education, in a format defined by the State Superintendent, no sooner than October 1 and no later than November 30. Subject-area designations (see Section 25.100(a) of this Part) shall be considered separate programs for reporting purposes.”

**ISBE ANNUAL PROGRAM REPORT
LOCAL ASSESSMENTS**

Institution	Northeastern Illinois University
Program	Music
Academic Year	2013-2014

1. Assessment of Content Knowledge

- a. Provide a concise description of the assessment, including when it is given and an overall description of who is assessed.

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
- Practical Issues

- b. Provide a related rubric or scoring guide

The rubric below is used to both evaluate and assign a numerical score to the candidates on Content Knowledge.

Portfolio Grading Rubric

Systematic and Thorough Method of Organization	30 points
Artifacts/Evidence from Subtopics of Categories*	50 points
Professional and Clean Presentation	20 points

* Subcategories include: History of Music Education, Beginning Instrumentalists, Beginning Singers, Music Literacy, Lesson Plans, Unit Planning, National Standards, State Goals, Music Concepts, Transpositions, Method Books, Comprehensive Musicianship through Performance, Philosophy, Advocacy, Publicity/Recruiting, Handbooks, Booster Club Warm-up Books, Literature, Score Study, Rehearsal Process, Rehearsal Routines, Teaching Technique, Intonation, Balance/Blend, Concert Programming, Contests and Festivals, Marching Band, Jazz Band, Technology in Music Education, Teaching Students to Practice, Evaluation and Grading, The Rehearsal Room/Facilities, Music Library, Inventory, Uniforms, Classroom Management/Motivation/Discipline, Instrument Maintenance, Pedagogy, Changing Voices Method, Assessment, Teaching Diverse Students, Instructional Delivery, and the Teaching of: Composition, Music Theory, Music History and Music Appreciation.

- c. Provide a data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must summative.

Data Table of Content Knowledge

Key

C # = Candidate

Scores = As assessed by professors of SCED 303I and SCED 303:V

Target Score = 95-100

Acceptable = 85-94.9

Unacceptable = 84.9 and below

3 Candidates Assessed and Passed, Pass rate – 100%

		C 1	C 2	C 3	Mean	Range
Systematic and Thorough Method of Organization	30 pts	30	30	28	29.3	28 - 30
Artifacts/Evidence from Subtopics of Categories	50 pts	50	50	46	48.6	46 - 50
Professional and Clean Presentation	20 pts	20	20	18	19.3	18 - 20
Total	100 pts	100	100	92	97.3	92 - 100

- d. Provide a discussion of data results

The data shows the our students are achieving at the target or acceptable scores in their Assessment of Content Knowledge as assessed through the Music

Program Portfolio. The overall mean score was 97.3, clearly within the target score range. When dissecting the data through range two of our three candidates scored at the target range and the third scored in the acceptable range. It is clear through the scoring that the candidates proved through artifacts and evidence that they have content knowledge in the areas of Musicianship, History, Theory, Fundamentals, Philosophy, Pedagogy, Content Area Literacy, and Practical & Contemporary Issues in Education.

- e. How is this assessment aligned with National and/or State standards? eg: IPTS, NCTM, ACEI, IL content standards

The assessment of Content Knowledge is aligned to Illinois Professional Teaching Standard 2 – Content Knowledge.

- The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

The assessment of Content Knowledge is aligned to the National Association of Schools of Music Competencies Item 1 – Common Body of Knowledge and Skills, Item 3 – Desirable Attributes, Essential Competencies and Professional Procedure.

- Item 1 – Common Body of Knowledge and Skills
 - #1 Performance, #2 Musicianship Skills and Analysis, #3 Composition/Improvisation, #4 History and Repertory, and #5 Synthesis
- Item 3 – Desirable Attributes, Essential Competencies and Professional Procedure

2. Initial Program Assessment of Candidates' Ability to Plan Instruction or Advanced Program Assessment of Candidates' Ability to Plan an Appropriate Environment

- a. Provide a concise description of the assessment, including when it is given and an overall description of who is assessed.

The University Supervisor formally assesses initial program candidates on Ability to Plan Instruction during 5 student teaching observations over the 16-week clinical experience. At the final observation, last week of the Clinical Experience, the University Supervisor completes the Final Student Teaching Observation Assessment. The assessment of candidates' Ability to Plan Instruction comes from items 7-9 on the final student teaching observation evaluation. The supervisor directly observes the candidates while they are teaching and assesses them on their Ability to Plan Instruction through the following criteria:

- Item 7 – Creates and presents differentiated lessons and activities that meet the developmental and individual needs of diverse learners. *Candidate uses student data to plan lessons that allow for variation of individual learning needs.*
- Item 8 – Develops and implements short- and long-term plans to achieve the expectations for student learning. *Candidate develops and implements short- and long-term learning experiences based on knowledge of students' individual needs, effective instructional strategies, and district and Illinois learning standards.*
- Item 9 – Plans for ongoing student growth and achievement. *Candidate utilizes a wide range of information and instructional strategies to plan for ongoing student growth and achievement.*

b. Provide a related rubric or scoring guide

The rubric below is used to both evaluate and assign a numerical score to the candidates on their Ability to Plan Instruction.

- **Exceeds Expectations [4]** = Demonstrates this behavior at an exemplary level and without the need of any support
- **Meets Expectations [3]** = Demonstrates this behavior competently, benefitting from the occasional support or professional development
- **Needs Improvement [2]** = Demonstrates this behavior with moderate support/prompting
- **Below Expectations [1]** = Needs significant support in this area, atypical of a beginning teacher

c. Provide a data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must be summative.

Data Table of Candidate Scores/Results

Key

C # = Candidate

Item # = Correlates to Item number of assessment, please see 2 a. above for the description of the area assessed

Scores = As assessed by the University Supervisor during the Final Student Teaching Evaluation

Target Score = **Exceeds Expectations [4]**

Acceptable = **Meets Expectations [3]**

Unacceptable = **Needs Improvement [2] Below Expectations [1]**

3 Candidates Assessed and Passed, Pass rate – 100%

	Item 7	Item 8	Item 9
C 1	3	3	3
C 2	4	3	3
C 3	4	4	4
Mean	3.6	3.3	3.3
Range	3-4	3-4	3-4

- d. Provide a discussion of data results

The data collected shows that candidates have met or exceeded expectations and have reached a range of acceptable or target outcomes in their Ability to Plan Instruction. Data for item 7 shows that candidates created and presented differentiated lessons and activities that met the developmental and individual needs of the diverse learners and that they used student data to plan lessons that allowed for variations due to individual learning needs of the students they taught in their clinical experience. Item 8 data shows a range of acceptable to target for meeting or exceeding expectations when they developed and implemented short- and long-term plans for student learning based on knowledge of students' individual needs balanced by effective instructional strategies and led by district and Illinois learning standards. The last item of assessment, item 9, again shows acceptable and target scores for the candidates ability to plan for ongoing student growth and achievement by having utilized a wide range of information and instructional strategies. The data suggests that the preparation of the candidates' in their music education and education courses are preparing them to plan differentiated instruction that focuses on individual student success.

Note has been taken that the mean scores for these three indicators are 3.3, which identifies that more candidates are near a score of acceptable rather than target. Although we feel we are successful in our program area we will continue to investigate how more of our students can move toward the target score.

- e. How is this assessment aligned with National and/or State standards? eg: IPTS, NCTM, ACEI, IL content standards

The assessment of Candidates' Ability to Plan Instruction is aligned to Illinois Professional Teaching Standard 3 – Planning for Differentiated Instruction.

- The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

The assessment of Candidates' Ability to Plan Instruction is aligned to the National Association of Schools of Music Competencies Item 3 – Desirable Attributes, Essential Competencies and Professional Procedure

- D. (3) The ability to assess aptitudes, experiential backgrounds, orientations of individuals and groups of students, and the nature of subject matter, and to plan educational programs to meet assessed needs.

3. Clinical Practice Assessment

- a. Provide a concise description of the assessment, including when it is given and an overall description of who is assessed.

The University Supervisor formally assesses the candidates during five student teaching observations over the course of the 16-week clinical experience. At the final observation, in the last week of the Clinical Experience, the University Supervisor completes the Final Student Teaching Observation Assessment. The assessment is based on the Illinois Professional Teaching Standards and assesses the following:

A. TEACHING DIVERSE LEARNERS

- Item 1 – Recognizes the impact of his/her personal perspectives and biases on teaching and makes adjustments accordingly in order to maintain a respectful learning environment. *Candidate designs a respectful learning environment through reflection on his/her own perspectives and biases.*
- Item 2 – Connects instruction to each student’s strengths, interests, prior learning, language, culture, and social/emotional needs. *Candidate uses student data to design instruction that connects to student background.*

B. CONTENT AREA AND PEDAGOGICAL KNOWLEDGE

- Item 3 – Demonstrates knowledge of major concepts and modes of inquiry central to the subject areas taught. *Candidate demonstrates knowledge of major content in the subject area(s) taught.*
- Item 4 – Has command of an array of content area literacy strategies to make all subject matter accessible to each student. *Candidate uses several research-based, content-area-related literacy strategies to help each student learn.*
- Item 5 – Creates learning experiences that allow each student to integrate knowledge, skills, and methods of inquiry from various subject areas. *Candidate makes visible and purposeful connections among disciplines.*
- Item 6 – Develops/uses curricula that encourage each student to see, question, and interpret ideas from multiple perspectives. *Candidate uses more than one strategy to teach the same content.*

C. PLANNING FOR DIFFERENTIATED INSTRUCTION

- Item 7 – Creates and presents differentiated lessons and activities that meet the developmental and individual needs of diverse learners. *Candidate uses student data to plan lessons that allow for variation of individual learning needs.*
- Item 8 – Develops and implements short- and long-term plans to achieve the expectations for student learning. *Candidate develops and implements short- and long-term learning experiences based on knowledge of students' individual needs, effective instructional strategies, and district and Illinois learning standards.*
- Item 9 – Plans for ongoing student growth and achievement. *Candidate utilizes a wide range of information and instructional strategies to plan for ongoing student growth and achievement.*

D. LEARNING ENVIRONMENT

- Item 10 – Creates a safe and nurturing learning community in which diversity is valued and each student's individual characteristics are respected. *Candidate knows students by name, and treats each student respectfully and equitably.*
- Item 11 – Applies principles of effective classroom management by using a range of strategies that promote cooperative relationships and a positive learning environment. *Candidate creates clear, positive expectations and procedures for communication and behavior to promote cooperation and learning.*

E. INSTRUCTIONAL DELIVERY

- Item 12 – Enhances learning through the use of a wide variety of instructional strategies, materials, technologies, and resources that promote and reflect active learning. *Candidate uses a variety of instructional materials in creative ways to enhance active learning, supplementing as indicated by students' needs and interests.*
- Item 13 – Manages the resources of time and space to engage each student actively in productive learning. *Candidate varies use of time and space to match the desired learning outcome(s).*
- Item 14 – Uses questioning and discussion strategies to engage students in critical thinking and problem-solving. *Candidate demonstrates the ability to ask various levels of questions and to stimulate discussion.*

F. READING, WRITING, AND ORAL COMMUNICATION

- Item 15 – Effectively integrates technology to support, enhance, and enrich each student’s learning. *Candidate uses various forms of technology appropriate to learning in the content area in his/her instruction.*
- Item 16 – Communicates effectively with students and adults verbally and through print and electronic writing. *Candidate speaks and writes in grammatically correct, contextually appropriate language.*

V G. ASSESSMENT

- Item 17 – Uses a variety of assessment tools (formal and informal) to evaluate the outcomes of her/his teaching and student learning. *Candidate evaluates, develops, and applies formal and informal assessment tools with consideration of technical adequacy, timeliness, and appropriateness to the individual and context.*
- Item 18 – Makes use of student assessment/performance data to design, modify, and differentiate instruction. *Candidate generates, applies, and reflects on valid and representative assessment data for the purpose of individualizing instruction.*
- Item 19 – Draws from a repertoire of assessment strategies to flexibly and sensitively facilitate each student’s highest learning potential. *Candidate adjusts plans and instruction based on each student’s responses and unexpected situations.*

H. COLLABORATIVE RELATIONSHIPS

- Item 20 – Collaborates appropriately, effectively, and respectfully with others. *Candidate interacts cooperatively with parents, guardians, families, school colleagues, and members of the community.*
- Item 21 – Participates in planning as a collegial activity in order to foster each student’s cognitive, physical, linguistic, and social and emotional development. *Candidate’s planning is done in consultation with the cooperating teacher.*
- Item 22 – Works collaboratively with school colleagues and supervisors by accepting constructive feedback and implementing suggestions. *Candidate evidences growth by incorporating feedback from others.*

I. PROFESSIONALISM, LEADERSHIP, AND ADVOCACY

- Item 23 – Exhibits professional behavior by incorporating constructive feedback and engaging in ongoing professional development. *Candidate accepts constructive feedback, utilizes existing resources,*

and seeks out additional resources to refine her/his teaching practices.

- Item 24 – Exemplifies professional and ethical behavior in all situations. *Candidate demonstrates professional and ethical behavior and respects each student’s privacy and confidentiality of information when consulting with students, teachers, parents, and other school professionals.*
- Item 25 – Provides evidence of reflection, self-assessment, and learning as ongoing processes. *Candidate reflects on his/her professional practice, and identifies strengths and weaknesses and ways to address them.*

b. Provide a related rubric or scoring guide

The rubric below is used to both evaluate and assign a numerical score to the candidates on all areas within the Clinical Experience Final Assessment.

- **Exceeds Expectations [4]** = Demonstrates this behavior at an exemplary level and without the need of any support
- **Meets Expectations [3]** = Demonstrates this behavior competently, benefitting from the occasional support or professional development
- **Needs Improvement [2]** = Demonstrates this behavior with moderate support/prompting
- **Below Expectations [1]** = Needs significant support in this area, atypical of a beginning teacher

c. Provide a data table of candidate scores/results including number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must be summative.

Data Table of Candidate Scores/Results

Key

C # = Candidate

Item # = Correlates to Item number of assessment, please see 3 a. above for the description of the item assessed

Scores = As assessed by the University Supervisor during the Final Student Teaching Evaluation

3 Candidates Assessed and Passed, Pass rate – 100%

Clinical Practice Assessment Data

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13
C 1	4	3	4	3	3	3	3	3	3	4	4	2	3
C 2	4	3	4	3	4	3	4	3	3	4	4	4	3
C 3	4	4	4	4	4	4	4	4	4	4	4	4	4
Mean	4	3.3	4	3.3	3.6	3.3	3.6	3.3	3.3	4	4	3.3	3.3
Range	4	3-4	4	3-4	3-4	3-4	3-4	3-4	3-4	4	4	2-4	3-4

	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25
C 1	3	4	4	3	3	3	4	4	3	4	4	4
C 2	3	4	3	3	3	2	4	4	4	3	4	4
C 3	4	4	4	4	4	4	4	4	4	4	4	4
Mean	3.3	4	3.6	3.3	3.3	3	4	4	3.6	3.6	4	4
Range	3-4	4	3-4	3-4	3-4	2-4	4	4	3-4	3-4	4	4

d. Provide a discussion of data results

The data above represents the scores earned by the candidate as assessed by the University Supervisor. The range of the mean scores of all 25 items is 3.3 – 4, within the range of means it suggests that the average of students have been meeting expectations or exceeding expectations on the Clinical Practice Assessment. The candidates on the whole are prepared and competent in the following areas of the assessment: Teaching Diverse Learners, Content and Pedagogical Knowledge, Planning for Differentiated Instruction, Learning Environment, Instructional Delivery, Reading/Writing/Oral Communication, Assessment, Collaborative Relationships, and Professionalism/Leadership/Advocacy.

As we breakdown the data further and look at range of scores alone, the range of scores for nine of the items where all candidates have achieved the target score of 4 (exceeding expectations) and fourteen items fall in the range of 3-4, acceptable-target (meeting-exceeding expectations). There are two items that include one candidate in each item that scored an unacceptable level 2 (needs improvement).

The scores of 2 in Item 12 and Item 19 suggest a failure on the part of the candidates or the teacher preparation program; however the statistical significance of those two scores creates a skewed since there are only three candidates. Candidate #1 scored a 2 (needs improvement) on Item 12 and Candidate #2 scored a 2 (needs improvement) on Item 19. These scores represent a very small portion of the 25 Item Assessment. Statistical insignificance aside, it behooves us to understand the factors that led to those scores and discuss the remedial work Candidates #1 and #2 participated after the Final Clinical Practice Assessment in order to pass their clinical experience.

Probable factors of the scoring include: the addition of a new University Supervisor in the year 2012-2013 and that evaluators high set of expectations, the cooperation level of the candidates cooperating teacher and the materials and technologies available to the candidate in their urban clinical practice experience, and the candidates work ethic and desire to achieve and/or understanding or ability to use their knowledge effectively. Since there was only one [2] score in those categories it may be suggested that there is not a failure among the University program and since both candidates were teaching in the same school the likely hood of school placement is not a primary cause. The evidence pointed toward the candidate and their knowledge and ability to implement in the classroom so the plan of action to have to participate in remedial work.

Candidates that scored a 2 (needs improvement) were required to complete remedial work that began with participating in a self-assessment to facilitate greater understanding of the particular item at the unacceptable level. Because their level was at (needs improvement - demonstrates this behavior with moderate support/prompting) they had shown evidence with the particular skill or task but needed support or prompting.

This self-assessment included defining the item and understanding it from a knowledge level, writing about how their teaching did not reach the target goal, creating a plan for future success and meeting with their University Supervisor to discuss all content of the remedial process. Only upon the recommendation of the University Supervisor that the student completed the remedial process to a satisfactory level did the candidates pass their clinical practice assessment in those areas.

- e. How is this assessment aligned with National and/or State standards? eg: IPTS, NCTM, ACEI, IL content standards

The Clinical Practice assessment aligns to all nine of the Illinois Professional Teaching Standards.

The Clinical Practice assessment is also aligned to the National Association of Schools of Music Specialization Competencies and Teaching Competencies of Item 3 – Desirable Attributes, Essential Competencies, and Professional Procedures.

4. Initial Program Assessment of Candidates' Impact on Student Learning or on Advanced Program Assessment of Candidates' Ability to Provide a Supportive Environment for Student Learning

- a. Provide a concise description of the assessment, including when it is given and an overall description of who is assessed.

The University Supervisor formally assesses the candidates' Impact on Student Learning during five student teaching observations over the course of the 16-week clinical experience. At the final observation, in the last week of the Clinical Experience, the University Supervisor completes the Final Student Teaching

Observation Assessment. The assessment of Candidates' Impact on Student Learning comes from items 2, 17 – 19 on the final student teaching observation evaluation. The supervisor directly observes the candidates while they are teaching and assesses them on their Impact on Student Learning on the following criteria:

- Item 2 – Connects instruction to each student's strengths, interests, prior learning, language, culture, and social/emotional needs.
Candidate uses student data to design instruction that connects to student background.
- Item 17 – Uses a variety of assessment tools (formal and informal) to evaluate the outcomes of her/his teaching and student learning.
Candidate evaluates, develops, and applies formal and informal assessment tools with consideration of technical adequacy, timeliness, and appropriateness to the individual and context.
- Item 18 – Makes use of student assessment/performance data to design, modify, and differentiate instruction. *Candidate generates, applies, and reflects on valid and representative assessment data for the purpose of individualizing instruction.*
- Item 19 – Draws from a repertoire of assessment strategies to flexibly and sensitively facilitate each student's highest learning potential.
Candidate adjusts plans and instruction based on each student's responses and unexpected situations.

b. Provide a related rubric or scoring guide

The rubric below is used to both evaluate and assign a numerical score to the candidates on their Impact on Student Learning.

- **Exceeds Expectations [4]** = Demonstrates this behavior at an exemplary level and without the need of any support
- **Meets Expectations [3]** = Demonstrates this behavior competently, benefitting from the occasional support or professional development
- **Needs Improvement [2]** = Demonstrates this behavior with moderate support/prompting
- **Below Expectations [1]** = Needs significant support in this area, atypical of a beginning teacher

c. Provide a data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must summative.

Data Table of Candidate Scores/Results

Key

C # = Candidate

Item # = Correlates to Item number of assessment, please see 4 a. above for the description of the item assessed

Scores = As assessed by the University Supervisor during the Final Student Teaching Evaluation

3 Candidates Assessed and Passed, Pass rate – 100%

	Item 2	Item 17	Item 18	Item 19
C 1	3	3	3	3
C 2	3	3	3	2
C 3	4	4	4	4
Mean	3.3	3.3	3.3	3
Range	3-4	3-4	3-4	2-4

- d. Provide a discussion of data results

The data on Candidates' Impact on Student Learning shows an overall competence in our candidates' Ability to Impact Student Learning through connecting instruction to each student's strengths, interests, prior learning, language, culture, and social/emotional needs, using a variety of assessment tools to evaluate the candidates outcomes through student learning, making use of data from students to plan instruction, and drawing from a repertoire of assessment strategies to facilitate student learning potential. The range of means is 3 – 3.3 which suggests that our program is preparing students to meet expectations. The range is 3 – 4 for three of the four items and 2 – 4 for Item #19. As we discussed earlier in this report [3 d] the incidence of an unacceptable score of (Needs Improvement [2] = Demonstrates this behavior with moderate support/prompting) the one candidate with that score was required to do remedial work. The remedial work consisted of a self-assessment included defining the item and understanding it from a knowledge level, writing about how their teaching did not reach the target goal, creating a plan for future success, and meeting with their University Supervisor to discuss all content of the remedial process. Only upon the recommendation of the University Supervisor that the student completed the remedial process to a satisfactory level did the candidate pass their clinical practice assessment in Item #19.

- e. How is this assessment aligned with National and/or State standards? eg: IPTS, NCTM, ACEI, IL content standards

The Initial Program Assessment of Candidates' Impact on Student Learning aligns to Illinois Professional Teaching Standard 1 – Teaching Diverse Learners and Standard 7 – Assessment.

5. Assessment of Dispositions

- a. Provide a concise description of the assessment, including when it is given and an overall description of who is assessed.

The University Supervisor formally assesses the Dispositions of Candidates during five student teaching observations over the course of the 16-week clinical experience. At the final observation, in the last week of the Clinical Experience, the University Supervisor completes the Final Student Teaching Observation Assessment. The Assessment of Dispositions is extrapolated from items 20 – 25 on the final student teaching observation evaluation. The supervisor directly observes the candidates while they are teaching and assesses them on their disposition on the following criteria:

- Item 20 – Collaborates appropriately, effectively, and respectfully with others. *Candidate interacts cooperatively with parents, guardians, families, school colleagues, and members of the community.*
- Item 21 – Participates in planning as a collegial activity in order to foster each student’s cognitive, physical, linguistic, and social and emotional development. *Candidate’s planning is done in consultation with the cooperating teacher.*
- Item 22 – Works collaboratively with school colleagues and supervisors by accepting constructive feedback and implementing suggestions. *Candidate evidences growth by incorporating feedback from others.*
- Item 23 – Exhibits professional behavior by incorporating constructive feedback and engaging in ongoing professional development. *Candidate accepts constructive feedback, utilizes existing resources, and seeks out additional resources to refine her/his teaching practices.*
- Item 24 – Exemplifies professional and ethical behavior in all situations. *Candidate demonstrates professional and ethical behavior and respects each student’s privacy and confidentiality of information when consulting with students, teachers, parents, and other school professionals.*
- Item 25 – Provides evidence of reflection, self-assessment, and learning as ongoing processes. *Candidate reflects on his/her professional practice, and identifies strengths and weaknesses and ways to address them.*

b. Provide a related rubric or scoring guide

The rubric below is used to both evaluate and assign a numerical score to the candidates on their Disposition.

- **Exceeds Expectations [4]** = Demonstrates this behavior at an exemplary level and without the need of any support
- **Meets Expectations [3]** = Demonstrates this behavior competently, benefitting from the occasional support or professional development
- **Needs Improvement [2]** = Demonstrates this behavior with moderate support/prompting

- **Below Expectations [1]** = Needs significant support in this area, atypical of a beginning teacher

c. Provide a data table of candidate scores/results including the number of candidates who took the assessment, the range and mean of the scores and the pass rate. Do not include individual candidate names as the data must summative.

Data Table of Candidate Scores/Results

Key

C # = Candidate

Item # = Correlates to Item number of assessment, please see 4 a. above for the description of the item assessed

Scores = As assessed by the University Supervisor during the Final Student Teaching Evaluation

3 Candidates Assessed and Passed, Pass rate – 100%

Assessment of Dispositions Data

	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25
C 1	4	4	3	4	4	4
C 2	4	4	4	3	4	4
C 3	4	4	4	4	4	4
Mean	4	4	3.6	3.6	4	4
Range	4	4	3-4	3-4	4	4

d. Provide a discussion of data results

The data for Disposition of Candidates is very encouraging with a high incidence of target scores (4 – Exceeds expectations) presented. Other scores presented are two incidences of an acceptable score (3 – Meets expectations) which gives a range of 3-4 or a range of means of 3.6 – 4. These scores suggest that our classes and programs are creating a professional disposition evidenced in our candidates. Under the IPTS Standard of Collaboration the data shows that our candidates collaborate appropriately, effectively, and respectfully with others, participate in planning as a collegial activity in order to foster each student’s cognitive, physical, linguistic, and social and emotional development. Under the IPTS Standard of Advocacy/Leadership/Advocacy the data shows our candidates worked collaboratively with school colleagues and supervisors by accepting constructive feedback and implementing suggestions, exhibited professional behavior by incorporating constructive feedback and engaging in ongoing professional development, exemplified professional and ethical behavior in all situations, and provided evidence of reflection, self-assessment, and learning as ongoing processes.

Our program has assessed candidates on their disposition in this manner for recent years but it has been our desire to create more longitudinal data that will be more helpful in guiding students throughout their time completing the program and we have launched a new assessment of disposition program in the spring of 2013. We will be sharing the results with you in our 2013-2014 Annual Report.

- e. How is this assessment aligned with National and/or State standards? eg: IPTS, NCTM, ACEI, IL content standards

The Initial Program Assessment of Candidates' Impact on Student Learning aligns to Illinois Professional Teaching Standard 8 – Collaborative Relationships and Standard 9 – Professionalism, Leadership, and Advocacy.

- Standard 8 – Collaborative Relationships. The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.
- Standard 9 – Professionalism, Leadership, and Advocacy. The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

For each pass rate below 80% or sub-score below 240, please provide a discussion of your plan.

Assessment of Professional Teaching:

Delivery Mode	Assessment Result	Discussion of Plan (500 character max)

(The results page will be generated for you based on the sub-scores entered for the program content-area test and assessment of professional teaching. Only those sub-tests with a pass rate below 80% or a sub-score below 240 will appear. If this screen appears, provide comments in the textbox(es) that address your intervention plan or plan for helping candidates improve in those sub-areas. When completed, "Save" and continue to "changes" .)

III. Program Evaluation/Program changes

Describe how program faculty review assessment data throughout the program (content knowledge, pedagogical knowledge [planning and student growth], clinical experience, and dispositions) (5000 character max).

The Music Education faculty meet at the end of every semester to hear a 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. The Music Education faculty meet during the summer as well in order to develop and change our local assessments in response to the data collected for the Annual Report and other data collection tools for our department.

Executive summary:

All senior music education students passed the State of Illinois Music Content and Basic skills examinations required for certification

All senior music education student portfolios passed and met music education outcomes

All senior music education students passed student teaching and met criteria, lesson planning, and music education outcomes

All undergraduate music majors passed playing performance juries and, therefore, met performance outcomes

II. Program Plan

A. Short Term Goals:

- Recruit new and more advance students
- Hire new tenure track voice faculty
- Expand summer community piano program entitled The Chicago Piano Festival to include Strings
- Strengthen the string program
- Develop new methods of advertising concerts in the Chicago area

B. Long Term Goals:

1. Hire one full-time tenure-track faculty member in, strings, percussion, and guitar.
2. Continue to recruit advanced level student musicians

III. Accomplishments

Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Heath, Travis

- Principal Trumpet. (July 2013). Camerata Chicago European Tour.
- Smetanova Litomyšl Festival (Smetana's Litomyšl Festival). Litomyšl, Czech Republic
Smetanuv Dum (Smetana's House)

- Les Dimanches Musicaux de La Madeleine. Église de La Madeleine, Paris, France
- Festival de la Vézère. Salle de l'Auzelou, Tulle, France
- Église Notre Dame de La Nativité. La Garde, Marseille, France
- Fête de la Musique (International Day of Music). Porte de Bandol, Marseille, France
- Festival Ultrapadum. Abbazia di Morimondo, Milan, Italy
- Solo Trumpet. (April 2014). In concert with the Brass Roots Trio. Rumson, NJ

2. Book Chapters, Regional Exhibitions or Performances

Heath, Travis

- Solo Trumpet. (Feb. 2014). J.S. Bach *Brandenburg 2nd Concerto*. Harper College, Palatine, IL
- Solo Trumpet. (Dec 2013). J.S. Bach *Magnificat in D major*. Valparaiso University, Valparaiso, Indiana
- Solo Trumpet. (Oct. 2013) G.P. Telemann *Concerto in D major*. Barrington Presbyterian Church. Barrington, IL
- Principal Trumpet. (Oct. 2013) Metropolis Orchestra. Dixon, IL

Heitzinger, Robert

- Master Clinician. (July, 2013) Vocal Master Class at the Young Artist Training Program “Opera Training Institute of Chicago”. Chicago, IL.
- Vocalist. (November, 2013). Baritone/bass soloist for “Requiem” music by Gabriel Fauré; Downers Grove Choral Society, Paul Grizzell, conductor. Downers Grove, IL.
- Vocalist. (November, 2013) Illinois State Music Teacher Association Recital. Chicago, IL.
- Vocalist. (April, 2014) Light Opera Works Annual Spring Benefit. Glenview, IL

Owen, Christopher

- Conductor. (2014). Techny Festival. Northbrook School District, Techny, IL.
- Chorus Master. (2014). Mozart Requiem. VOX 3 and Lakeview Orchestra, Chicago, IL.

Sperrazza, Rose

- Orchestral Musician. (2013). Celtic Woman *Home for Christmas* Tour. The Venue at Horseshoe Casino, Hammond, IN.
- Chamber Musician (2013). Swannanoa Chamber Music Festival. Warren Wilson College, Swannanoa, North Carolina. Additional performances in Charlotte, North Carolina.

Stifler, Venetia

- International Ravinia Festival, Highland Park, Illinois, June, 2013. Performance of Stifler’s original choreography.
- Mesirov Presents, featuring Stifler’s choreography, September 2013.

- Guest Artist performance of original choreography, NEIU, Student concert, March 29, 2014.
- Community Dance Program offers low cost classes to the community. Classes are offered year round

Tang, Susan

- Pianist. (2014) Performer for Community Arts Gala. Irving Park United Methodist Church, Chicago, IL.
- Pianist. (2014) Performer for Korean Consulate. Cultural Center, Chicago, IL.
- University, Chicago, IL.
- Lecturer. (2014). Mozart...to Pedal or Not to Pedal: The Art of Dynamic Pedaling. Chicago Area Music Teacher Association, Piano Forte, Chicago, IL.
- Lecturer. (2014). Classical Era...to Pedal or Not to Pedal: The Art of Dynamic Pedaling. Northshore Music Teacher Association, Music Institute of Chicago, Winnetka, IL.

3. Articles and Abstracts, Local Exhibitions or Performances

Chang, Peter

- NEIU String Showcase, November 12, 2013

Cowan, Kathy

- Vocalist/Actor. (2012). Featured soloist in *Music Mad*, by Adam Whiteman, Big Chicago Productions, 6 month run, Chief O'Neill's Theater Space, Chicago, IL
- Conductor (2012) Conducted Old Town Women's Choir as guest artists in Reggio MacLaughlin's *National Tap Day Show*, Old Town School of Folk Music, Chicago, IL
- Vocalist (2012) Soloist/co-creator in *Wild Irish Women* with Theresa Choske, Irish American Heritage Center, Chicago, IL
- Vocalist (2012). Ensemble and solo vocalist for the High Holidays at Temple Shalom, Chicago, IL
- Vocalist (2012) Soloist singing self-created Molly Maguire score, opening for Betsey Means' *Mother Jones*, Irish American Heritage Center, Chicago IL
- Vocalist. (2012). Solo presentation of *Celebrating Samhain*, at Irish Books and Media festival, Irish American Heritage Center, Chicago, IL
- Producer/Director/Vocalist (2012). *A Celebration of Samhain*, featuring students, colleagues and guest artists, Northeastern Illinois University, Chicago IL
- Vocalist (2012) Featured Soloist, Elmhurst College World Music Festival, Elmhurst, IL
- Vocalist (2012) Soloist and backup singer for *Citternity* by Joseph Sobol, Kiltartan Road Productions, Chicago, IL
- Vocalist (2012) Featured guest artist, album concert release, *Citternity*, by Joseph Sobol, Chicago, IL
- Vocalist (2013) Soloist and creator of *Songs of the Scots Irish in Appalachia* from traditional to contemporary, Women's Music Club, Wilmette, IL

- Vocalist (2013) Guest artist in *The Keane Machine*, Kathleen Keene, producer, at the Irish American Heritage Center, Chicago, IL
- Vocalist, co-producer (2013). Solo and ensemble singing in *The Joyce of Music*, Northeastern Illinois University, Chicago IL
- Vocalist (2013) Irish Day, Chicago Children’s Museum, Chicago, IL
- Vocalist (2013) Soloist, *A Women’s Salon*, Northeastern Illinois University, Chicago, IL
- Vocalist (2013) Guest artist/participant in *Lady Gregory and the Imagination of the Republic*, Celtic Women International, IAHC, Chicago, IL

Heath, Travis

- Solo Trumpet. (Sept. 2013). Faculty Recital. Northeastern Illinois University, Chicago, IL
- Solo Trumpet. (Oct. 2013). Elyse Mach Tribute. Northeastern Illinois University, Chicago, IL
- Solo Trumpet. (March 2014). World Premiere: *Concerto for Trumpet and Wind Ensemble* by Michael Mikulka. Northeastern Illinois University. Chicago, IL
- Trumpet. (Sept. 2013). Lake Forest Symphony Orchestra. Lake Forest, IL
- Trumpet. (Dec. 2013). Deck the Halls at Old St. Pat’s. Metropolis Orchestra. Chicago, IL
- Principal Trumpet. (April 2014). Park Ridge Civic Orchestra. Park Ridge, IL
- Principal Trumpet. (May 2014). L. Bernstien *Chichester Psalms*. Metropolis Orchestra and the St. Charles singers. Oak Park, IL
- Principal Trumpet. (May 2014). Camerata Chicago. May Orchestra Series. Fourth Presbyterian Chicago, IL, Techny Towers Northbrook, IL. United Lutheran Oak Park, IL.

Heitzinger, Robert

- Grant Park Music Festival, (July, 2013) “A Rodgers and Hammerstein Celebration”, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (July, 2013) “Songs of Passion and Praise” Choral a cappella program, conducted by Christopher Bell; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (August, 2013) “Mass in E-flat” music by Franz Schubert, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Ravinia Music Festival, (August, 2013) “The Lord of the Rings: The Two Towers” music by Howard Shore, Chicago Symphony Orchestra conducted by Ludwig Wicki; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (June, 2014) “Roméo et Juliette” music by Hector Berlioz, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Grant Park Music Festival, (June, 2014) “Glagolitic Mass” music by Leoš Janáček, conducted by Carlos Kalmar; Choral ensemble member. Chicago, IL.
- Vocalist. (November, 2013). Baritone Recitalist with Pianist Kay Kim; “Benjamin Britten at 100: A Celebration of His Vocal Music”. Northeastern Illinois

University. Chicago, IL.

- Symposium Presenter. (November, 2013). Faculty Research and Creative Activities Symposium. “Benjamin Britten at 100”. Northeastern Illinois University. Chicago, IL.
- Vocalist. (January, 2014). Baritone soloist for “Songs and Poems of the Scotts Masters, Burns, Stevenson, and Scott”; Kathy Cowan, faculty recital. Northeastern Illinois University. Chicago, IL.
- Vocalist. (November, 2013). Soloist on Music Faculty Recital. Northeastern Illinois University. Chicago, IL.
- Master of Ceremonies. (December, 2013). Passavant Cotillion, Northwestern Memorial Hospital Women’s Board. Chicago, IL.
- Vocalist. (March, 2014). Soloist on “Women Composers Concert”. Northeastern Illinois University. Chicago, IL.
- Vocalist. (April, 2014). Character of “Gontran” in “La Vie Parisienne”, music by Jacques Offenbach, directed by Sasha Gerritson. Northeastern Illinois University. Chicago, IL.
- Faculty Excellence Award. (2014). Winner in the area of Creative Activities/Research, Northeastern Illinois University. Chicago, IL.

Kim, Kyung-Hoon (Kay)

- Guest Lecturer - Northwestern University, “Chamber Music with Piano” (2/4/14)
- Guest Lecturer - Chicago Clarinet Ensemble, “Preparation for your first rehearsal” (2/26/14)
- Chamber Music Faculty: Northwestern University, Adjunc (since 2012)
- Adjudicator: Midwest Conservatory of Music: Concerto Competition (1/20/14)
- Chair of Competition Planning Committee 2013: Sejong Music Competition (Since 2009)
- Chicago Symphony Orchestra: Subscription concerts (2/20, 21, 22, 25/14)
Conductor: Cristian Macelaru, Sopranos: Sasha Cooke and Jennifer Zeltan and Principal Players of CSO
- Ravinia Festival
Violinist: Fumiaki Miura, IMG artist, Winner of Hannover International Violin Competition (8/28/13)
- Concert Dance Inc.: Venetia Stifler, Artistic Director: Christina Kaloyanides, Soprano (6/5/14)
- Dame Myra Hess Concert Series at Chicago Cultural Center/WFMT
Violist: Arianna Smith (6/11/14)
- Chicago Philharmonic Orchestra: Subscription Concert (2/16/14)
Orchestral Pianist
- Revelation Concert Series at Pick-Staiger Hall
Harmonica: Howard Levy, multiple Grammy Awards Winner (4/4/14)
- Northwestern University, Guest Artist Recitals
Karen Pierson, Professor, Ohio State (1/13/14)
Peter Kolkay, Vanderbilt, Lincoln Center Chamber Music Society (1/14/14)

- Nancy Goeres, Principal Bassoon, Pittsburg Symphony (1/21/14)
 William Ludwig, Indiana University at Bloomington (2/10/14)
- Chicago Flute Society, Guest Artist Recitals
 Demarre McGill, Principal Flute, Dallas Symphony (10/20/13)
 Lorna McGhee, Principal Flute, Pittsburgh Symphony (5/18/14)
 - International Tuba and Euphonium Conference, Bloomington, IN
 World Premiere of Trio for Horn, Tuba and Piano 'Vast and Furious' by James Stephenson: French Horn: Gail Williams Northwestern University, Tubist (Steven Campbell, Minnesota Symphony Orchestra)
 - Alessi International Trombone Seminar, Tuscaloosa, AL (7/27-8/1/13)
 Official Festival Pianist
 - Chicago Symphony Orchestra viola audition finals (1/27/14)
 - National Brass Band Association: National Convention Solo Competition, Grand Rapids, MI (4/11/14): Collaborative Pianist for Chicago Brass Band members
 - American Spanish Dance and Music Festival (6/12/14): Ensemble Espanole's Classical Spanish Music and Dance Concert

Laughlin, Tina

- Performance. (July, 2013). Played percussion in an orchestra backing Broadway star Idina Menzel, Aurora, IL.
- Performance. (July, 2013). Played percussion in the Park Ridge Fine Arts Symphony, Park Ridge, IL.
- Performance. (August, 2013). Played drumset in the orchestra for Light Opera Works production of "Cabaret", Evanston, IL
- Performance. (September, 2013). Played percussion in the Chicago Philharmonic at Ravinia with the Los Angeles Master Chorale, John Adams' "The Gospel According to the Other Mary", Highland Park, IL.
- Performance. (Sept., 2013). Played percussion in Fulcrum Point New Music Project's "Concert for Peace" at Pritzker Pavillion, Millennium Park, Chicago, IL
- Performance. (September, 2013). Played percussion in Chicago Sinfonietta, Naperville, IL and Chicago, IL
- Performance. (October, 2013). Played timpani in Chicago Sinfonietta with Ballet West at the Auditorium Theater, Chicago, IL
- Performance. (October, 2013). Played percussion in the Elgin Symphony, Elgin, IL
- Performance and Lecture. (October, 2013). Gave a masterclass and performed in a percussion trio at North Park College, Chicago, IL
- Performance. (November, 2013). Played percussion in Lake Forest Symphony, Grayslake, IL
- Performance. (November, 2013). Played percussion in Chicago Sinfonietta, Naperville, IL and Chicago, IL
- Performance. (November, 2013). Played percussion in Fulcrum Point New Music Project, Chicago, IL
- Performance. (November, 2013). Played percussion in the Chicago Philharmonic.

- “Legend of Zelda: Symphony of the Goddess” at the Chicago Theater, Chicago, IL
- Performance. (December, 2013). Played percussion in Metropolis Symphony “Deck the Halls” at Old St. Pat’s Church, Chicago, IL
- Performance. (December, 2013). Played percussion in the Elgin Symphony, Elgin, IL
- Performance. (December, 2013). Played percussion in the orchestra for Light Opera Works production of “Annie Get Your Gun”, Evanston, IL
- Performance. (January, 2014). Played percussion in the Lake Forest Symphony, Grayslake, IL
- Performance. (January, 2014). Played percussion in Chicago Sinfonietta, Naperville, IL and Chicago, IL
- Performance. (February, 2014). Played percussion in Ars Viva, Skokie, IL
- Performance. (February, 2014). Played percussion in Fulcrum Point New Music Project, Chicago, IL
- Performance. (March, 2014). Played percussion in Metropolis Symphony “Siamsa Na Ngeael” with Martin Sheen, Chicago, IL
- Performance. (March, 2014). Played percussion in the Chicago Philharmonic with the Houston Ballet at the Auditorium Theater, Chicago, IL
- Performance. (April, 2014). Played percussion in the Illinois Philharmonic Orchestra, Chicago, IL
- Performance. (May, 2014). Played percussion in Ars Viva, Skokie, IL
- Performance. (May, 2014). Played percussion in Chicago Sinfonietta, Naperville, IL and Chicago, IL
- Performance. (May, 2014). Played percussion in the Lake Forest Symphony, Grayslake, IL
- Performance. (June, 2014). Played percussion in the orchestra for Light Opera Works production of “Damn Yankees”, Evanston, IL
- Performance. (June, 2014). Played percussion in the Park Ridge Fine Arts Symphony, Park Ridge, IL

Linsner, Arthur

- (1/15/14 – 2/9/14). 33 performances on tenor trombone with the Paramount Theatre orchestra for a production of *42nd Street* (including a television and a radio broadcast for WGN).
- (3/22/14, 3/24/14). 2 performances on tenor trombone with the Chicago Sinfonietta.

Owen, Christopher

- Conductor. (2013). Choral Kaleidoscope: Chamber Singers and University Chorus Concert, Northeastern Illinois University, Chicago, IL.
- Conductor. (2013). Dark Night of the Soul: Chamber Singers and University Chorus Concert, Northeastern Illinois University, Chicago, IL.
- Harpsichordist. (2013). Faculty Recital, Northeastern Illinois University, Chicago, IL.

- Conductor. (2014). An Eclectic Evening: Chamber Singers and University Chorus Concert, Northeastern Illinois University, Chicago, IL.
- Vocal Coach. (2013). “On the Shoulders of Giants” CANTUS Vocal Ensemble Fall 2013 Tour, Minneapolis, MN and Rockford, IL.
- Vocal Coach. (2014). “Dvorak: Coming Home” CANTUS Vocal Ensemble Spring 2014 Tour, Minneapolis, MN.
- Vocal Coach. (2014). “Covers” CANTUS Vocal Ensemble, Minneapolis, MN.

Ruiz, Irma

- Presenter, Guest Artist, Associate Artistic Director, Choreographer, Producer. (2013-2014). “Tales of Spain/Historias de España”, Multimedia lecture concerts for elementary and high school students. Northeastern Illinois University Auditorium, 8 concerts, lectures with Associate Artistic Director and performances.
- Presenter, Associate Artistic Director, Choreographer, Performer. (2013). Concierto Familiar/Family Holiday Concert, Northeastern Illinois University Auditorium. 1 concert.
- Associate Artistic Director, Choreographer, Producer. (2013-2014). Spain’s Dancing Rhythms (EE & Urban Gateways) Chicago, Waukegan, Wilmette, Burbank, Skokie, Orland Park, Naperville, Wood Dale, Lockport, Lincolnshire, Wheeling/ 18 Lecture-Performances
- Presenter, Guest Artist, Founder, Associate Artistic Director, Choreographer, Producer. (2013). American Spanish Dance Festival Flamenco Passion Gala Concerts. North Shore Center for the Performing Arts, Skokie, IL. 3 Concerts
- American Spanish Dance and Music Festival 2012 37th Anniversary Celebration / Professor, Artistic Director, Faculty. (2012). American Spanish Dance and Music Festival Independent Study Course, Northeastern Illinois University. 57 classes
- *Associate Artistic Director, Instructor and Faculty. (2013). American Spanish Dance and Music Festival Independent Study Course, Northeastern Illinois University, J Building Studios. Credit and non-credit day and evening classes and workshops.*
- Associate Artistic Director. Choreographer, Presenter. (2014). American Spanish Dance Festival Classes and Workshops, Northeastern Illinois University, J Building Studios. Neoclassical, Regional/Folklore, Clasico Español Level II, Clasico Español Level III, Beginners Flamenco, Flamenco Level I, Flamenco Level II, Flamenco Level III, Flamenco Evening Master Class.
- Associate Artistic Director, Instructor and Faculty. (2013). Ensemble Español Community Workshop Classes, Northeastern Illinois University, J Building studios. Evening community dance classes.
- Instructor, Faculty. (2013-2014). 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. (2013). Tales of Spain, Dana Center for the Humanities, St. Anselm College, Manchester, NH. Lecture with Associate Artistic Director and performance.

- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Tales of Spain, Casella Theater, Castleton State College, Castleton, VT. 1 master class and 1 performance.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Tales of Spain, Stevenson High School, Lincolnshire, IL. 2 concerts.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Tales of Spain, Old Town School of Folk Music, Chicago, IL. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2014). Duende Flamenco Music & Dance Concert, Old Town School of Folk Music, Chicago, IL. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2014). Showcase, Symphony Space, New York, NY. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Showcase, New York City Center, New York, NY. 2 concerts.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Flamenco Performance, Dana Center for the Humanities, St. Anselm College, Manchester, NH. 1 concert.
- Associate Artistic Director, Choreographer, Instructor, Performer. (2013). Flamenco Performance, Casella Theater, Castleton State College, Castleton, VT. 1 concert.
- Associate Artistic Director, Choreographer (2013). Thunder Bay Symphony Orchestra, Thunder Bay, Ontario. 1 Performance.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance, Stevenson High School, Lincolnshire, IL. 1 Performance.
- Associate Artistic Director, Choreographer. (2014). Schaeffer Auditorium, Kutztown, PA. 1 Performance.
- Associate Artistic Director, Choreographer, Performer, Guest Artist. (2014). Chicago Flamenco Festival, Instituto Cervantes, Chicago, IL. 1 concert.
- Associate Artistic Director, Choreographer, Performer, Guest Artist. (2014). Chicago Flamenco Festival, Old Town School of Folk Music, Chicago, IL. 1 performance.
- Associate Artistic Director, Choreographer, Performer, Guest Artist. (2013). Global Rhythms, Anthanem Theater, Chicago, IL. 1 performance.
- Associate Artistic Director, Choreographer, Presenter, Producer. (2013-2014). Ensemble Español Spanish Dance Youth Company Performances, Providence St. Mel, Gordon Tech High School, Ensemble Español Gala, Northeastern Illinois University: World Day of Dance, Francis Park School, Skokie Festival of Cultures, North Shore Center For The Performing Arts, Northeastern Illinois University Holiday Concert, Northeastern Illinois University Tales of Spain. Community performances.
- Associate Artistic Director. (2013-2014). After School Matters. Steinmetz High School and Northeastern Illinois University, Chicago, IL. Classes and 5 performances.
- Associate Artistic Director. (April – May 2014). Ebinger Elementary School Residency, Ebinger Elementary School, Chicago, IL. In-school and after school classes and 3 performances.

- Associate Artistic Director. (2013-2014). Belmont Cragin Elementary School Residency, Belmont Cragin Elementary School, Chicago, IL. In-school classes and 1 performance.
- Associate Artistic Director, Choreographer, Performer (2014). Chicago Latino Film Festival, Instituto Cervantes, Chicago, IL. 1 concert
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance, Wynmoor Theater, Coconut Creek, FL. 1 performance.
- Associate Artistic Director, Choreographer, Performer. (2014). Flamenco Performance, Coral Lake Auditorium, Boynton Beach, FL. 1 performance.
- Associate Artistic Director, Choreographer, Performer. (2014). Classical Musical Recital, Northeastern Illinois University, Chicago, IL. 1 performance.
- Associate Artistic Director, Choreographer, Performer, Guest Artist. (2013). Chicago Dancing Festival, Museum Contemporary Art, Chicago, IL. 3 performances.
- Associate Artistic Director, Choreographer, Performer, Guest Artist. (2013). Chicago Dancing Festival, Pritzker Pavillion, Auditorium Theater, Chicago, IL. 2 performances.
- Associate Artistic Director, Producer. (2013). Residency. Ballet Chicago, Chicago, IL.
- Associate Artistic Director, Choreographer, Performer. (2013-2014). Master Class. Casella Theater, Castleton, VT. 2 classes.
- Associate Artistic Director, Choreographer, Instructor. (2013). Master Class. Lauer's Park Elementary School, Reading, PA. 1 class.
- Associate Artistic Director, Choreographer, Performer. (2014). Opening Performance. American College Dance Festival, Northeastern Illinois University, Chicago, IL. 1 performance.
- International Dance Panelist. (2014). American College Dance Festival, Northeastern Illinois University, Chicago, IL.
- Numerous articles, Reviews & Stories / Chicago & International Media / Print, Internet, Radio, and Television.
- Inclusion in Sobre Las Olas: A History of Flamenco in The United States, Documentary by Carolina Loyola-Garcia (2013).

Sperrazza, Rose

- Orchestral "Pit" Musician. (2014). *Damn Yankees*, Light Opera Works. Evanston, IL. Clarinet and Tenor Saxophone.
- Chamber Musician. (2014). World Premiere of *Invincible Summer* by Leo Schwartz. Performed with John Bruce Yeh and members of the Chicago Clarinet Ensemble. Northeastern Illinois University, Chicago, IL.
- Principal Clarinet. (2014). Spring Choral Concert with Festival Choir. First Presbyterian Church of Deerfield, Deerfield, IL. Southminster Presbyterian Church of Arlington Heights, IL. Clarinet and Bass clarinet.
- Chamber Musician. (2014). Harper College Chamber Winds. Palatine, IL.
- Orchestral "Pit" Musician. (2013). *H.M.S. Pinafore*, Light Opera Works. Evanston, IL.

- Orchestral “Pit” Musician. (2013). Cabaret, Light Opera Works. Evanston, IL. Clarinet and Alto Saxophone.

Tang, Susan

- Pianist. (2013) Recital with Nicole Cabell, Jewel Box Series. Northeastern Illinois University, Chicago, IL.
- Pianist. (2014) Demo recording “Midi” an opera by Lew Spratlan. WFMT, Chicago, IL.

Torosian, Brian

- Received an NEIU Instructor Excellence Award for 2011-2012 in Sept., 2013.
- Presented a free guitar master class available for NEIU guitar/music majors and the public. This event provides an opportunity for past and present NEIU students as well as students preparing auditions for NEIU to play for Dr. Torosian and each other over the summer months, NEIU, July 18, 2013.
- Performed in a concert honoring Dr. Elyse Mach, NEIU, October 29, 2013.
- Performed a solo classical guitar recital for the Second Sunday Concert Series at McHenry County College on November 10, 2013.
- Performed in the NEIU Department of Music Faculty Showcase Recital on November 14, 2013.
- Performed a solo classical guitar recital at Wheaton College on January 28, 2014.
- Composed the music for Chicago-based theater company Commedia Beauregard’s presentation of Machiavelli’s “The Mandrake,” performed at the Raven Theatre January 11-February 9, 2014. The play was directed by NEIU Faculty, Lisa Cantwell.
- Performed at the Annual Retiree Reception, NEIU, June 2, 2014.
- Performed with Ensemble Español, NEIU, June 12, 2014.
- Performed with Chicago Opera Theater, Merle Reskin Theatre, May 31-June 8, 2014.

4. Conference Presentations, Group Shows

Heath, Travis

- Director and Founder. (March 2014). Chicago Brass Festival. 6th annual festival and two-day event on the NEIU campus featuring the Grammy winning talent of Wycliffe Gordon, Re-Birth Brass Band, along with Rex Richardson, and Robbert Vos, from Norway.

Stifler, Venetia

- American College Dance Festival, March, 2014, presented works for critical review.
- Hosted the American College Dance Festival – Central Region Conference, March 19-22, 2014, on the NEIU campus. Five Hundred students from twenty-three colleges attended.
- Producer, Artistic Director, Ruth Page Dance Series 2013-14 season, sponsored by NEIU. Brings professional dance concerts to campus.

Tang, Susan

- Presenter. (2014). Classical Era...to Pedal or Not to Pedal: The Art of Dynamic Pedaling. Music Teacher National Association National Conference, Marriott Hotel, Chicago, IL.
- Presenter. (2013). Mozart...to Pedal or Not to Pedal: The Art of Dynamic Pedaling. Illinois Music Teacher Association State Conference, Northeastern Illinois

5. Funded Grants

Stifler, Venetia

- Ruth Page Foundation (\$15,000 to fund the Ruth Page Dance Series at NEIU)
- Driehaus Foundation (\$5000 to fund original choreography by Stifler)

6. Service

Chang, Peter

- Review of Sean Williams' textbook proposal, Oxford University Press. May 27, 2014

Heitzinger, Robert

- Board member Chicago Chapter, National Association of Teachers of Singing (2013-2014). Chicago, IL.
- Adjudicator, Student Performance and Service Awards Competition, North Park University School of Music. (February, 2014). Chicago, IL.
- Co-chair. (April, 2014). Co-chair and Master of Ceremonies for the National Association of Teachers of Singing High School Classical Division competition. Elmhurst College. Elmhurst, IL.

Stifler, Venetia

- Member, American College Dance Festival, a national academic organization for student and faculty development in the field of dance.

Tang, Susan

- MTNA Young Artist Competition Chair. (2013) Music Teacher National Association.
- ISMTA Collegiate Competition Chair. (2013) Illinois Music Teacher Association.
- Member/host. (2013) Illinois Music Teacher Association State Conference.
- Adjudicator. (2014) Roberta Salver Competition, Chicago Area Music Teacher Association.
- Adjudicator. (2014) Sonatina Festival, Northshore Music Teacher Association.

Torosian, Brian

- Current President of the Chicago Classical Guitar Society, various volunteer services and duties, Summer 2013-Spring 2014.
- Adjudicated the Wilson Center Guitar Competition, Milwaukee, August 2013.
- Performed and lectured at Roosevelt High School (January 30, 2014) and Maine East High School (February 25, 2014).

B. STUDENT ACHIEVEMENTS

- **Adekale, Elizabeth.** (April, 2014). Admitted to a Doctor of Music program at Claremont Graduate University. Claremont, CA.
- **Adekale, Elizabeth.** (April, 2014). Research and Creative Activities Symposium: “Christian Hymnody: Its Influences on African American Spirituals and Contemporary Christian Music”. Northeastern Illinois University. Chicago, IL.
- **Amble, Jodi Jean.** (March, 2014). Research and Recital: “Singer Storyteller: A Text-Based Approach to Singing”. Northeastern Illinois University. Chicago, IL.
- **Amble, Jodi Jean.** (April, 2014). Research and Creative Activities Symposium: “Singer Storyteller: A Text-Based Approach to Singing”. Northeastern Illinois University. Chicago, IL.
- **Bland, Erica.** (March 2014). Winner, Brommel-Ratner Voice Scholarship. Northeastern Illinois University. Chicago, IL.
- **Beltran, Luis** (2013). Brommel Perez Scholarship.
- **Beltran, Luis, Abigail Ventura** (2014). American College Dance Festival, Madison, WI.
- **Carlson, Alaina.** (April, 2014). Winner, Evanston Music Club Competition. Evanston, IL.
- **Chen, Caroline; Guerrero, Arelys; Hernandez, Miguel; Kostencki, Elizabeth; Rodzen, Jessica** (2013). Collaborative performance with students from Lawrence University. Bjorklunden campus, Door County, WI.
- **Falasz, Robyn.** (March, 2014). Senior Voice Recital. Northeastern Illinois University. Chicago, IL.
- **Haynes, DaRell.** (March, 2014). First runner-up, National Association of Teachers of Singing Artist Awards. St. Louis, MO.
- **Hayes, DaRell.** (March, 2014). Second place, Spasojevich Cultural Heritage Award. Northeastern Illinois University. Chicago, IL.
- **Hernandez, Miguel; Kostencki, Elizabeth; Pawelek, Konrad** (2013). Performers at The Wall Speaks Project. Northeastern Illinois University, Chicago, IL.
- **Hernandez, Miguel** (2013). Participated in Solo Competition adjudicate by member of the Lyric Opera Orchestra. Northeastern Illinois University, Chicago, IL.
- **Leonard Perez**, was awarded a full scholarship to The Ruth Page Foundation School of Dance to further his advanced training. Also received a scholarship to the Ballet Theater of Harlem.
- **Mullings, Ahriel.** (April, 2014). Junior Voice Recital. Northeastern Illinois University. Chicago, IL.
- **Pawelek, Konrad** (2014). Awarded \$10,000 scholarship for graduate studies at Roosevelt College.
- **Pawelek, Konrad** (2013). Collaborative performance with Rose Sperrazza. Park Ridge Community Church, Park Ridge, IL.
- **Pickering, Paul** (2014). Concerto Competition Winner. Northeastern Illinois University, Chicago, IL.

- **Strauss, Gregory** (April 2014) (student of Travis Heath) Thesis Lecture Recital. *Teaching Transposition to Trumpeters*. Northeastern Illinois University. Chicago, Il
- **Toliusis, Mark** (April 2014) (student of Travis Heath). Thesis Lecture Recital. *Up in the air: Intra-oral effects on trumpet tone, flexibility, and range*. Northeastern Illinois University. Chicago, Il
- **Ventura, Abigail** (2013). Brommel/Komaiko/Perez Scholarship.
- NEIU Jazz Combo traveled to China to perform at the 2014 Beijing International Jazz Festival as well as exchange activities at the Northeastern University of China, and tour of two other cities. May 12-25, 2014

C. STUDENT/ALUMNI RECOGNITION

- **Jose Lomeli** - NEIU guitar student performed in a master class for the Segovia Guitar Series, Northwestern University, January 18, 2014.
- **Krieger, Lyz** - hired by Elements Dance Company as a principle dancer.(2013-14)
- NEIU guitar student **Sean Jeon** won Second Place in the Society of American Musicians Collegiate Guitar Competition, Music Institute of Chicago, March 2, 2014.
- **Michael Miles** - NEIU alumnus was featured in the Chicago Tribune, April 27, 2014.
- **Matthew Smith** - NEIU graduate student performed numerous reception events on campus including the “Meet The Trustees” reception, NEIU, September 19, 2013.
- **Ron Eshoo** - NEIU guitar student won Honorable Mention in the Society of American Musicians Collegiate Guitar Competition, Music Institute of Chicago, March 2, 2014.
- **Ron Eshoo** - NEIU guitar student won first place for the Joan Sachs Scholarship, NEIU, February 28, 2014.
- **Sean Jeon** - NEIU guitar student tied first place for the Vincent Oddo Memorial Award, NEIU, October 25, 2013.
- Members of the NEIU Guitar Ensemble performed on campus in a master class with NEIU Jewel Box Series guest artists Quaternaglia Guitar Quartet September 19, 2013. Members of the NEIU Guitar Ensemble also performed in a series of three master classes with various guest artists at NEIU March-April, 2014.
- Members of the NEIU Guitar Ensemble performed at the Chicago Classical Guitar Society Holiday Event at Evanston Public Library, December 1, 2013.
- Members of the NEIU Guitar Ensemble performed at the Faculty Authors Reception, NEIU, March 27, 2014.

OFFICE OF CULTURAL EVENTS

Annual Report 2013-2014

Submitted by Christie Miller

Executive Summary

The Office of Cultural Events has two employees: Director Christie Miller (full-time) and Publicity & Promotions Specialist Karl Voigt who works 50% for the Office of Cultural Events and 50% for the Department of Music and Dance. The Office of Cultural Events produces an eight concert professional concert series, 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 its programs using attendance figures, faculty, staff and student feedback and analytics tied to ticket sales, the arts mobile app and website views.

II. Program Plan

A. Long term goals

1. Continue collaborating 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. Work with Colleges and programs to promote all cultural events on campus through the new NEIU website - focusing on clarity and building an organized information source for internal and external users.
4. Continue collaborating 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 promotional help and financial assistance. In addition to our current programming we have committed financial support to the following in 2014-15:

-A film screening of new production titled *The Homestretch*, highlighting youth homelessness in Chicago and featuring a NEIU student.

- Office of World Languages and Cultures – support for 6 films in 2014-15
- Visiting Writers Series (in addition to their funding from Academic Affairs)
- Support for a speaker for Enrollment Services to aid with African-American student retention

III. Accomplishments

Due to strategic marketing efforts, programming choices and community engagement, ticket sales for the 2013-14 Jewel Box Series were up over 35%. Additionally, 80% of last year's season ticket holders renewed for 2014-15 within one month of the final concert in May.

The Office 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 produced (for the English Department) the NEIU Visiting Writers Series hosting 6 renowned authors.

The Office produced the Presidential Lecture Series with successful collaborations with the College of Arts and Sciences (Rebecca Skloot lecture) and with the President's Office with lectures by Jose Hernandez and Luis Gutierrez.

Christie Miller worked with the City of Chicago to have Northeastern Illinois University be one of the venues for the 2014 World Music Festival. The concert will take place on September 13th and be free to the public.

Christie Miller created the new Arts at Northeastern Illinois University website through the content management system provided with the NEIU site.

Christie Miller initiated a new mobile app subscription in 2013 and maintains the information, collecting cultural event info from across the campus.

Christie Miller served on the board of the North River Commission from fall 2012 through June 2014. The Office of Cultural events has sponsored several community events including the annual Albany Park restaurant crawl.

Christie Miller and Karl Voigt attended the Midwest Arts Conference in Austin, Texas in September 2013.

PHILOSOPHY

Annual Report 2013-2014

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 12-15 students per year compared with an average of 5-6 five years ago. We have gone from 12 to 45 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 year to incorporate the resources of the university into his courses and teaching. Recently he worked the "Immortal Life of Henrietta Lacks" and the Rebecca Skloot talk into his Introductory Ethics and his Medical Ethics courses. Students were asked to write papers and prepare presentations on the book and respond to the lecture by Rebecca Lacks. Dr. Milsky also gave a series of talks around campus and worked with Roosevelt High School students on topics concerning medical ethics. He helped arrange a visit for an English class at Carver Military Prep to attend the Rebecca Skloot talk. He is currently developing a philosophy of food course to work in conjunction with the Reimagining Food Initiative coming to campus next year.

Dr. Casey continues to strengthen the philosophy core by teaching courses in our history sequence as well as our upper level logic course, our senior level seminar, and some GenEd critical thinking courses. Dr. Casey's research over the last year focuses 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), into his critical thinking and logic courses.

Dr. Al Frankowski has just completed his second year in our department. He comes to us from the University of Oregon. Dr. Frankowski specializes in 19-20th Century Continental philosophy as well as Critical Race Theory. He taught courses in Post-Colonialism, Nietzsche, and Contemporary Philosophy this year. 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 an 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.

We are very proud to have successfully launched the inaugural *Inspiring TriVia: The Sarah Lucia Hoagland Lecture Series* in February. We had the honor of bringing Dr. Charles Mills of Northwestern University to campus for a talk entitled “Critical Philosophy of Race: The Challenge of Intersectionality.” The talk was so well attended that people were sitting on the floor and listening in the hallway outside the lecture hall. We were able to take several students to dinner with Dr. Mills and the whole experience was rewarding and valuable for the students, faculty, and campus alike.

We continued into the ninth year of Ethics Bowl competition by attending the 8th Annual APPE Upper Midwest Ethics Bowl at Harper College. 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 spot shy of qualifying for the Nationals. 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 university students, to prepare majors for advanced studies in their chosen field, and to help students in their various future professional activities by acquainting them with applied philosophy.

I. Assessment

We perform multiple methods of assessment in our program. We perform 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. Please 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 our 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 both assess student development and to 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 for our program.

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 are planning to change 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, and epistemology. Furthermore we are lacking in 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 two years ago.

III. Accomplishments

A. Faculty Research

1. Book Chapters and Articles

Casey, John

“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.

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

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 1st Annual Faculty Symposium, November 12, 2010.

“Non Fallacious Straw Men Arguments,” Mid South Philosophy Conference, University of Memphis, March 4-5, 2011.

Frankowski, Alfred.

“Departures: Reflections on Genocide and Necro-Politics” *Silencing Genocide Symposium*, NEIU, Oct. 2013.

“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” *2nd Annual Symposium African and African American Symposium*. Northeastern Illinois University, April 11, 2013

“The Great Evasion: Aesthetics and the Remnants of Memory.” *3rd Annual Faculty Research Symposium*. Northeastern Illinois University, November, 2012

“Poverty of the Aesthetic: Post-Racial Memory, White Violence, and the Political Significance of Mourning.” *51st Meeting of the Society for Phenomenology and Existential Philosophy*, November, 2012

Milsky, Daniel.

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 1st 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, 8th Annual APPE Upper Midwest Regional Ethics Bowl

B. Student Achievements

Some Recent Student Achievements

Czarnecki, David

Accepted into 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 4th 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.

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.

Accepted into Ph.D. Program at Marquette University to study philosophy.

Myslinski, Silvia

Accepted to John Marshall and Loyola University law schools.

Owen, Nic

Attending the Ph.D. Program in Philosophy at University of Wisconsin/Madison.

Reardon, Matthew

Accepted to U of Texas/Austin and Washington University laws schools with full funding.

Roman, Natalie

McNair Scholar 2014-2015.

Accepted to the PIKSI Summer institute at Penn State, July 2014.

Accepted to the UCSD Women in Philosophy Summer Institute July 2014.

Wiener, Sander

Accepted to multiple law schools. Ultimately chose IIT-Kent. Full funding.

PHILOSOPHY

ASSESSMENT REPORT 2013-2014

Submitted by Daniel Milsky

I. Describe program goals and outcomes

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.
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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**

II. 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.

2. *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?*
 - a. *If yes, what assessment data caused you to make the change?*

No.
 - b. *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

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 2013-2014

Paulo 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 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. This program offers classes required by many pre-professional majors. Our program attracts students from other universities locally and even nationally; in particular we have a strong attendance of UIC students. We produced 1487 SCH in the College Physics I and II sequence, an increase of 24% from summer 2013. We are studying 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 program that is in development, and has been working in collaboration with Biology, Chemistry, Earth Science, Geography and Environmental Studies on designing the interdisciplinary curriculum for this program. The program is now being considered by the Illinois Board of Higher Education (IBHE).

Dr. Srinivas continued to work as the principal investigator (with Paulo Acioli and other STEM faculty as co-P.I.s) on managing an externally funded National Science Foundation scholarship project. The program mentored, advised and engaged a cohort of scholars in the STEM disciplines of Chemistry, Earth Science, Mathematics, and Physics. The program's 18 scholars have been advised and closely mentored by the participating faculty. The majority of the scholars are scheduled to graduate within a 4-5 year period, with some planning to pursue a double major. A new grant was submitted to NSF to fund a new cohort of students. Dr. Acioli is the principal investigator (with Dr.

Srinivas and other STEM faculty as co-PIs.) on a NSF-funded grant to introduce mini-research projects in introductory science courses. 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. Dolan has been a member, editor, and chair of several University, Regional, and National committees or professional societies. 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 and Dr. Srinivas and Steve Burkland published a paper in the Journal of Molecular Modeling on the subject of bonding silver and gold atoms to nucleobases in DNA. This paper was direct result of research funded by an Extramural Associate Research Development Award (EARDA) Type G11 grant (5G11HDO49644-03) from the National Institutes of Health and administered by NEIU. Dr. Acioli presented two paper in the XXXIX Theoretical Chemists of Latin Expression (QUITEL 2013) conference. Dr. Dolan made several presentations in regional and national conferences.

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 were a substantial part of the research will be conducted.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Articles and Abstracts, Local Exhibitions or Performances:

Paulo H. Acioli and Sudha Srinivas, "Silver- and gold-mediated nucleobase bonding", *J. Mol. Mod.* **20(8)**, 2391 (2014).

2. Conference Presentations, Group Shows

P. H. Acioli and S. Srinivas, " Silver and Gold mediated nucleobases bonding", Oral presentation at the 2013 Quitel (Theoretical Chemists of Latin Expression Conference), Granada, Spain, June 30-July 5, 2013.

P. H. Acioli, S. Burkland, and S. Srinivas, "An exploration of the potential energy surface of the seven atom silver cluster and a carbon monoxide ligand", Poster at the 2013 Quitel (Theoretical Chemists of Latin Expression Conference), Granada, Spain, June 30-July 5, 2013.

Paul J. Dolan, Jr., C. Anderson, W. Thomas-Williams, J. Biancalana, "Integrated Science-Math Activities for Middle School," Illinois Science Education Conference, October 24 – 26, 2013.

Paul J. Dolan, Jr., “Fill the Box, Fill only the Box ...” – Ideas About Non-Standard Quizzes, Chicago Section American Association of Physics Teachers (AAPT) Meeting, November 16, 2013.

Paul J. Dolan, Jr. and Charles W. Smith. “The Effect of Inelastic Scattering of Charge Carriers on the Reliability of the Value of the Spin Polarization as Determined from Superconductor/Ferromagnet Point Contact Conductance Data”, American Physical Society March Meeting, Denver, CO, March 3-7, 2014.

Paul J. Dolan, Jr., “Teaching Physics Using Patterns”, Chicago Section AAPT Meeting, April 26, 2014.

Paul J. Dolan, Jr. and J. Kozminski,, “Laboratories at Many Levels”, ALPhA/BFY-inspired workshop for CSAAPT Fall Meeting, Oakton CC, November 16, 2013

3. Funded grants

Paulo Acioli and Sudha Srinivas, A Mathematics and Physical Sciences (MaPS) Cohort of Scholars Program, National Science Foundation S-STEM Program, August 2008-July 2014, \$598,003.

Paulo Acioli (PI), “Peer Enhanced Experiential Research in STEM (PEERS)”, NSF-DUE grant, October 14-September 2017, \$426,738.

4. Service

Paulo Acioli, Referee for the Journal of Physical Chemistry.

Paulo Acioli, Referee for Chemical Physics Letters.

Paulo Acioli, Referee for the New Journal of Physics.

Paulo Acioli, Referee for the New Journal of Chemistry

Paulo Acioli, Referee for Physical Review A, Physical Review B , and Physical Review Letters

Paulo Acioli, Member of the Editorial Board of ISRN Physical Chemistry (ISSN 2090-7753, doi: 10.5402/PHYSICHEM).

Paul Dolan, Board Member for the Chicago Public Schools Regional Science Fair.

Paul J. Dolan, Jr., ISPP Coordinator

Paul J. Dolan, Jr., member of the High School Committee, AAPT

Paul J. Dolan, Jr., President of Advanced Laboratory Physics Association (ALPhA)

Paul J. Dolan, Jr., Secretary of the Chicago Section of American Association of Physics Teachers (CSAAPT)

Paul J. Dolan, Jr., National Membership Chair of the Society of College Science Teachers(SCST)

Paul J. Dolan, Jr., Executive Board, CPS-SSF, Inc. (CPS-Student Science Fair, Inc.)

Paul J. Dolan, Jr., Participant & co-editor for JAUPLI, online journal for undergraduate physics labs

Paul J. Dolan, Jr., Steering Committee, Annual Illinois Student Research Conference

Sudha Srinivas, National Science Foundation Computational Chemistry Program, Division of Mathematics and Physical Sciences, Proposal Reviewer (2012-2013)

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.

B. Student Achievements

1. Presentations

B. Loeding, M. Hansen, and P. H. Acioli, "Designing Interactive Programs for Introductory Physics Courses", Poster presented at the NEIU SCSE Summer Research Symposium, Sep. 20, 2013.

M. Hansen, B. Loeding, and P. H. Acioli, "Designing Laboratory and Computer Activities for Physics Concepts", Poster presented at SACNAS (Society for the Advancement of Chicanos and Native Americans in Science) 2013, San Antonio, TX, October 3-6, 2013.

M. Hansen and P. H. Acioli, "Designing Educational Interactive Programs for Introductory Physics I & II Courses", Oral presentation at the 22nd Annual Student Research and Creative Activities Symposium, NEIU, April 11, 2014.

2. Acceptance to graduate school; other honors/scholarships/awards and Alumni News

Lynne F. Zielinski (M.Sc. in Physics '1985,) has been selected by the Astronauts Memorial Foundation (AMF), the National Aeronautics and Space Administration (NASA) and the Space Foundation as recipient of the Alan Shepard Technology in Education Award.

Zielinski, a retired physics, astronomy and space science teacher from Glenbrook North High School in Northbrook, Ill., was selected for the award for her work with the Glenbrook Aerospace Development Get-away Experiment Team (GADGET) program, which she founded 22 years ago. The program enables students to design and conduct microgravity experiments, initiate and direct aerospace and engineering research, develop spaceflight hardware and design space settlements. The GADGET program flew active experiments on six space shuttle flights, nine NASA Nike-Orion sub-orbital rockets, three Zero-G airplane flights, and four high altitude balloon missions.

Steven Won (Physics '2006), named project leader at Boston Consulting Group.

Lisa M. Del Muro (Physics 2008), coach of the 2013 Illinois State Champions of Real World Design Challenge (RWDC), an annual competition that provides high school students, grades 9-12, the opportunity to work on real world engineering challenges in a team environment.

Lisa M. Del Muro (Physics 2008) awarded a 2013 Outstanding Contribution to Education Award from Township High School District 214. The award honors Outstanding Contributor to Education at Wheeling High School. The nomination credited her leadership and strong commitment to education.

Joel Schwartz (Physics '2009), fellow of the Reach for the Stars: Computational Models for Teaching and Learning in Physics, Astronomy and Computer Science program at Northwestern University. Reach for the Stars is a GK-12 program funded by the National Science Foundation, with support from CIERA and Northwestern University.

Bryan Loeding (Physics '2013), Accepted to the Masters program in Energy Engineering at the University of Illinois at Chicago.

Blaire Sorensn (Physics Minor '2014), accepted to the Masters program in Engineering at Cornell University.

Esosa Ogbomo (Physics '2012), internship at Nokia/Microsoft in Chicago.

POLITICAL SCIENCE

Annual Report 2013-2014

Submitted by Jeffrey S. Hill

Executive Summary

After several years of strong growth, the Department of Political Science experienced its second year of decline in the number of its undergraduate majors. We still have a healthy number of majors at 134, down from the previous year but higher than it was several years ago. But we see a trend that we intend to address. To understand how to address it, we examined the reasons for the decline. There are several. Total enrollment in the university has declined, and this is going to be reflected in the departments. However, the other reason is that we have lost our chief method of recruitment. NEIU used to require students to take our course in American National Government (PSCI 216) or an exam on the Constitution. Many if not most students opted to take the course. For several years, we were offering over twenty sections of this one course in the fall and in the spring.. Our number of majors would grow, even if only one or two students in each section opted for a major in political science. With the elimination of this requirement, the number of sections of American National Government has declined to roughly five each term. The department needs to recruit more actively and is planning to do so, as outline later in this report.

Enrollment in the graduate program, on the other hand, has been steady. Even though enrollment in the Graduate College has declined, we continue to have slightly over 40 graduate students each year. We offer five graduate courses and these are generally full or almost full each term.

On the programmatic front, the Department continued to develop its course offerings at the University Center (UC) in Lake County. We held an open house at UCLC where we invited local government officials to speak on public administration and on the program. The event was well attended. We also have plans for more outreach in political science classes in the adjacent College of Lake County.

Perhaps the most significant event during the year was our presentation of Career Day. The theme this year was careers in government and public service. As before, we invited former students to discuss their careers and how to use political science and social science courses to prepare for them. The event lasted the entire day and was well attended throughout. Our thanks go to Dr. Ellen Cannon for setting up this event.

During this period, as listed below, department faculty members published seven scholarly book chapters and articles. Faculty members also delivered eleven conference presentations in 2013-2014.

Department faculty members continued to serve the NEIU community as well as to engage broader communities. Dr. Sophia Mihic co-chaired the university taskforce on General Education Reform, and served as UPI President.

Dr. Russell Benjamin was very active in service. He helped organize multiple activities for the 2012 annual meeting of the Caribbean Studies Association. He also continued his service with the American Political Science Association as a member of the Committee on the Status of Blacks in the Profession. He also was elected as chair of the Faculty senate and served as Faculty Marshall in the Fall and Spring Graduation Ceremonies.

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.

Dr. Martyn deBruyn served as an external reviewer for the sabbatical proposal of Dr. Andrew Miller, Department of Political Science, Wilkes University, Wilkes Barre, PA.

Dr. Marshall Thompson served as the coordinator of the African and African American Studies Program.

Program Goals and Learning Outcomes Mapped to University
Baccalaureate Goals—see separate volume.

I. Assessment

For our assessment activities this year, we examined syllabi to see if our courses addressed and were linked with the Department's Program Goals and Learning Outcomes. We then examined the degree to which Department Assessment measures were consistent with NEIU's Baccalaureate Goals. Since we had originally devised the Department measures to be consistent with Baccalaureate measures, we were not surprised to find congruence between the two. The results also indicate that our courses are adequately designed to reflect and communicate our undergraduate goals.

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. We are already offering four courses each term. We will continue to host and participate in events that increase our publicity. We also intend to increase our outreach directly to students in political science classes at the College of Lake County.

We also need to stabilize our enrollments.

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 will be expanding the activities of the Politics Club and encourage it to work more closely with the Pi Sigma Alpha Political Science Honor Society. We hope to attract people through increased participation in Illinois Model Government. These activities should increase our visibility on campus and attract more majors.
3. We plan to use facebook and linkedin to keep in closer touch with our alumni.

III. Accomplishments

A. Faculty Research/Creative Activities

1. 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).

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.

2. Articles

Adler, William D. and Jonathan Keller, "A Federal Army, Not a Federalist One: Regime Building in the Jeffersonian Era," *Journal of Policy History* 26:2 (April 2014): 167-187.

Adler, William D. Review of Robert P. Saldin, War, the American State, and Politics since 1898, in *Perspectives on Politics* 11:3 (September 2013): 1003-4.

deBruyn, Martyn. Book Review in *EUSA Review*. Lorena Ruano (ed.) *The Europeanization of National Foreign Policies Towards Latin America*. (London and New York: Routledge, 2013).

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 (with Itai Sened and Robert Walker). “The State, Property Rights and the Middle Class: Empirical Support for an Aristotlean Observation.” *The Indiana Journal of Political Science* 14 (2013): 61 – 85.

3. Conference Presentations

Adler, William D. , “The Secretaries of War, 1781-1860,” 2014 Annual Meeting of the Midwest Political Science Association, Chicago, IL

Adler, William D. “Presidential Politics in Historical Perspective,” Discussant, Panel at the 2014 Annual Meeting of the Midwest Political Science Association (Chicago).

Adler, William D. and Rachel F. Adler, “Party Affiliation and Social Networking in the 2012 Presidential Election,” 2013 Annual Meeting of the American Political Science Association (Chicago).

Bae, Sangmin, “Comparison of South Korea and Taiwan in Their Reconciliation with Adversaries.” Paper delivered at the National Unification Advisory Council of Korea – Chicago Chapter, Wheeling, IL, August 2013.

Bae, Sangmin, chair and discussant for the panel: “The Role of States in Human Security: International, Transnational, and Regional Perspectives.” Annual Convention of the International Studies Association, Toronto, Canada, March 2014.

Bae, Sangmin, “The Changing Practice of Capital Punishment: A Global Perspective.” Paper delivered at the International Speaker Series. College of Lake County. Grayslake, IL, March 2014.

Benjamin, Russell, “Problems With American-Led Development in Haiti.” Presentation at the Conference of the Caribbean Studies Association, Merida, Mexico, May 26-30.

Benjamin, Russell, “Confronting Conflicts: Reparations, Development, Education and Unemployment.” Panel Chair, Conference of the Caribbean Studies Association, Merida, Mexico, May 26-30.

deBruyn, Martyn. “Japan, the European Union, and the Elusive Global Human Security Partnership” International Studies Association Annual Convention. Toronto, CA, March 26-29, 2014.

deBruyn, Martyn. “The Transatlantic Trade and Investment Partnership: Prospects for States and Businesses” International Business Conference Western Europe, Chicago, IL, March 3, 2014.

deBruyn, Martyn. “From Gezi to Brussels: The Impact of Human Rights on Turkey’s EU Accession Negotiations” International Studies Association Midwest Annual Convention. St Louis, MO, November 8-9, 2013 (Presented with our MA Student Sercan Yildirim)

4. Service

Benjamin, Russell. Co-chair, Student Mentoring Committee, annual meeting of the Caribbean Studies Association, Conference of the Caribbean Studies Association, Merida, Mexico, May 26-30.

Benjamin, Russell. Chair, Sammy Younge Best Student Paper Award Committee, National Conference of Black Political Scientists.

Benjamin, Russell. Organizer, Student Breakfast (for matching graduate students and faculty in their areas of study), Conference of the Caribbean Studies Association, Merida, Mexico, May 26-30.

Benjamin, Russell, Vice-chair, McKnight Alumni Association.

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

Benjamin, Russell, elected, House of Delegates, 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.

deBruyn, Martyn. External Reviewer Sabbatical proposal Dr. Andrew Miller, Department of Political Science, Wilkes University, Wilkes Barre, PA.

Hill, Jeffrey. Trustee of the Corporation of Bishop and Trustee of the Episcopal Diocese of Chicago.

B. Student Achievements

Presentations, conference papers, symposium participation, publications

Infanzon, Amy "Causes of Human Rights Violations: The Case of Chile." Human Rights Conference, The University of Connecticut Human Rights Center, November 2013.

C. Alumni News

Anderson, Brandon, B.A., 2012, service consultant, UpRight Law.

Arabu, Edward, B.A. 2009, consultant, Arabu and Associates Consulting Group

Brennan, Bernard, M.A. 2013, B.A., 2009, Ph.D. Program in Political Science at University of Illinois at Urbana-Champaign

Doko, Betim, B.A. 2014, Financial Sales Consultant, Allstate.

Elias, Juan, B.A. 2013, Public Health Surveillance and Filed Manager, City of Chicago.

Grozdanic, Amer, B.A. 2010, Chief Marketing Officer, Optyn.

Guelespe, Diana, M.A 2003, B.A. 2000, Evaluation Specialist, Georgetown University Center for Social Justice Research, Teaching, and Service.

Jeonghyeon, Kim. M.A. 2013, Ph.D. Program in Political Science at University of Nebraska-Lincoln.

Karlatiras, Eloise, B.A. 2011, President, Greater Chicago Restaurant Coalition.

Kozlowsha, Anna M.A. 2009, Social Science Liaison Librarian, Dickinson College, Carlisle, PA

Liberty, Tim, B.A. 2010, Owner/Consultant, 7P Custom Disaster Solutions.

Loeza, Miquel, B.A. 2012, Law Clerk, Allstate.

McCracken, Daniel, B.A. 2013, Aon Risk Solutions.

Molina, Miquel, M.A. 2008, B.A. 2003, 2010, Spanish Teacher, DuPage High School District 88.

Odisho, Fred, M.A 2009, Foreign Service Officer at US Department of State

Tuhanogullari, Suleyman, M.A. 2012, President of the Turkish American Federation of Midwest.

Zerhouni, Hicham, M.A. 2012, B.A. 2007, Managing Principle, Transculture LLC

PSYCHOLOGY (INCLUDING GERONTOLOGY MA)

Annual Report 2013-2014

Submitted by Saba Ayman-Nolley (Psychology) and Lisa Hollis-Sawyer (Gerontology)

Psychology Executive Summary

Throughout the 2013/2014 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 2013-14, we made major progress in many important areas, such as: improving our teaching and research laboratories, expanding and fine tuning our curriculum (including creation of the psychology of food course), revising our assessment plan and its implementation, expanding and improving our Peer Leader program, creating net-working systems with our alum. 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 Merritt Award for the MA in Gerontology Program. The details of our accomplishments is 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 2013/2014. This year, the Psychology department had 597 majors, approximately 59 minors, and 24 graduate students enrolled. Of these, there were about 248 new psychology major declarations. Additionally, 4 McNair students were supported and mentored this last academic year. There were 48 new NEIU inductees this year into Psi Chi, the International Honors Society in Psychology, our largest cohort

ever! Altogether, faculty and students have published 15 peer-reviewed articles, chapters, and books (as listed below). In addition, we had 28 conference presentations (local, national, and international - invited and refereed) and about 45 students and alumni were involved in the presentations. The Student Center for Science Engagement 5th Annual Research Symposium, held in September of 2013, had 2 students and 1 faculty member involved in a presentation. The University's 4th Annual Faculty Research Symposium was held in November 2013 with a psychology faculty member presenting research. There were 9 faculty and 68 students involved in the 9th Annual Fall Psychology Student Symposium in December 2013. There were 14 presentations, 1 faculty chair, and 3 faculty discussants. 8 faculty and 71 students were involved in presentations at the 22nd Annual NEIU Student Research and Creative Activities Symposium in April 2014. The symposium included 25 presentations, 4 faculty discussions, and 1 faculty chair. Among the 140 graduates for the year, 23 students (16 %) 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. Additionally we had four faculty research presentations as part of our faculty talk series, one was presented by the new CAST faculty, Rachel Birmingham, and one was a presentation by one of our instructors, Daniel Gandara, on his graduate work. The third presentation was given by Daniel Slaten at the Lake County campus and a fourth presentation was given by Dr. Merchant. Psi Chi earned charter status and gained funding eligibility in Spring 2014 and Ebaa Wahden, Psi Chi President, earned the NEIU Leadership Award. Dr. Takahashi was recognized and awarded the Faculty Research Excellence Award in Research and Creative activities, Dr. Erber received the Faculty Teaching Excellence Award, Bonnie Fritz received the Employee Excellence Award and Dr. Merchant was a finalist for the Advisor of the Year Award. The Master's in Gerontology program received the designation of a "Program of Merit" from the Association for Gerontology on Higher Education (AGHE).

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 4th Annual Art in Response to Violence event was co-hosted with the Art department and Gifted Program.

Psi Chi sponsored the "Responding to Child Abuse" event in collaboration with other student clubs and departments.

On February 28th, the Psychology Department hosted its 4th 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 10 alumni also joined the students and faculty for the post fair discussion and dinner.

In collaboration with the NEIU campus-wide food initiative, Dr. Dykema-Engblade taught for the first time the Psychology of Food course in Spring 2014. Some students used this course as their capstone, and are now completing their food related capstone research projects.

One of the major accomplishments of this year was the renovation of the psychology department animal lab rooms—this work took all of summer and fall 2013, and was completed by February 2014. We are proud that even with this major setback and no proper lab, Dr. Saszik and her students managed to continue their research and presented at both NEIU symposia and a national conference. The labs are now better equipped to address the needs of this growing area of research in our department.

This year, with the leadership of Dr. Erber in collaboration with Drs. Rueckert, Merchant, Dykema-Engblade and Lorilene Cuevas, a major reconstruction of our PL system was created, implemented and assessed. The positive outcomes were then prepared and presented at regional and national conferences.

We are also proud to report that this year as demonstrated below, Our MA in Georntology program received the AGHE Program of Merrit Award with excellent review.

Urban Leadership

The department has 1182 members and 8 faculty on NEIUport student and faculty group- Psychspace and continues to develop the active alumni group on Facebook called NEIU Psych Space. It currently has 183 members with 11 faculty members and alumni who do net-working 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 2013/2014, 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, Pan African Association of Chicago, Global Gardens, Shedd Aquarium, NEIU Student Affairs, Christopher House, Albany Park Community Center, University Center of Lake County, Swedish Museum and Misericordia.

On June 19th, The NEIU Psychology faculty, Chair, Dr. Saba Ayman-Nolley, Dr. Linda Rueckert, Dr. Breckie Church and retired faculty, Dr. Suzanne Gaskins hosted 20 past and present NEIU students who received graduate degrees, either are currently pursuing graduate degrees, or would like to pursue degrees from The University of Chicago. This event gave a chance for exchanges and networking among all cohorts of NEIU alum who are connected with the University of Chicago past or present.

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. Liz Gordon was the research coordinator for the past year in Winnetka for the Special Gifts Theatre and helped Dr. Ayman-Nolley and her students continue research on the effects of theatre as an intervention for children with special needs. Three faculty of the psychology department were involved with, starting in Spring 2014, the first Community garden project on NEIU campus.

Gerontology Executive Summary

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. 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 2013-Spring 2014 academic year, fourteen (14) new students were taking classes to begin the graduate gerontology program, with approximately 70% program enrollees by end of Spring 2014. There are currently eleven (11) new graduate students registered to begin the program in Fall 2014. To date, there are also two (2) recent fully-admitted students (one International) and five (5) prospective students applying to the gerontology program who will be registering and entering the gerontology program in Fall 2014. Thus, it is expected that the in-coming cohort will be approximately sixteen (16) new gerontology students. The total program enrollment is now 47 students, not taking into account the five (5) new students currently "in progress" entering the gerontology program.

Over this time period, the Master's in Gerontology program received the designation of a "Program of Merit" from the Association for Gerontology on Higher Education (AGHE). See Appendix A for the AGHE award letter and associated positive feedback about the gerontology program. This honor reflects the quality and academic rigor of the gerontology program based on the efforts of the two full-time faculty involved. The program faculty are proud of both the academic rigor in curricular content, receptivity to student needs through on-going assessment feedback process outcomes (see Appendix B for the Gerontology Program Assessment Report), and research productivity of both faculty over the past academic time period (Summer 2013- Spring 2014). See details of this report for more information.

Over this time period, Hollis-Sawyer successfully completed CTL's On-line Teaching II Certification in August 2013, was a recipient of the 2014-2015 NEIU COR Research Grant for the study entitled "Development of a "Positive Aging" Assessment Approach" (\$3,364), was sole author in three (3) published book reviews and was first author on a published article with a department colleague (Ms. Lorilene Cuevas) in two peer-reviewed journals. Lastly, Hollis-Sawyer presented her research about older adults and an NIH pilot funded grant research on a "positive aging" testing approach across four (4) presentations involving two (2) national gerontology conferences in Fall 2013-Spring 2014. Over this time period, Takahashi wrote two published book chapters. Takahashi

presented his on-going research on cross-cultural research in four (4) different presentations across three (3) different 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 graduate certificate program). 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 and the NEIU University priorities and Illinois Commitment Implementation plan.

I. Assessment

Psychology Assessment Summary

In this year of assessment, we assessed our students' base knowledge of psychology (Goal A) as a function of high impact teaching practices, using a multiple choice test created by our faculty. Students in our foundation course showed significantly greater improvement than students in a 100 level introductory course without high impact practices.

In addition, we assessed the critical thinking of students (Goal B; outcome B.2 of our program). We did this using the Critical Thinking Assessment (CAT) tool. We administered tests to students in classes that focus on the development of critical thinking skills (PSYC 200 and 302) and found that students showed significant gains in critical thinking over the course of a single semester and over our curriculum.

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 (2013-2014). In an examination of the results, the on-going, multi-criteria approach to assessing student and program outcomes has resulted in more changes that are responsive 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.
- Continue and expand our alum activities, especially planning the expansion of the contact between alumni and current students.

Academic Excellence and Innovation

- Inviting on and off campus research presentations (including at least one at Lake County campus) each year.
- Submitting our Service Learning course as the Applied Lab 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.
- Continue the implementation of our new Assessment plan.
- Continue to complete our e-course offering strategic plan, its implementation, and assessment.

Exemplary Faculty and Staff

- Continued involvement with university initiatives —CAST minor program, Reimagining Food (submitting the Psychology of Food course for governance approval and the community Garden involvement), and Art in Response to Violence conference.
- Continue the NU-Start Initiative with Northwestern University, through Dr. Farmer's involvement with the new grant submission.
- Active involvement in the establishment of the MARC grant program at NEIU through leadership of Dr. Church.
- If allowed, to pursue a faculty search for a position in Neuro-cognitive psychology, with emphasis in teaching at all campuses.

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” for the next five years. This honor reflects the quality and academic rigor of the gerontology program based on the efforts of the two full-time faculty involved. This was a major effort by the coordinator (Hollis-Sawyer) for both field recognition of the NEIU gerontology program and the associated exposure that will assist in student recruitment on a broader national/international basis. See Appendix A for the AGHE award letter and positive feedback for these on-going long-term goal efforts.

In response, over the course of the 2013-2014 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 frequently discussed during monthly program meetings, as well as assessed through student feedback surveys at the end of each term. The resultant emphasis on increased student and faculty assessment has created multi-source “feedback loops” that have yielded continued efforts in revised curricular planning to better serve students’ expressed 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 2014, 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 2015 in lieu of a thesis for M. A. degree completion. Further, based on the success of offering past fully on-line graduate courses, Hollis-Sawyer is planning to develop a fully on-line 18-credit hour Certificate in Aging Services to replace the current 12-credit hour Certificate in Gerontology for departmental and administration approval with a projected implementation by Fall 2015. It is hoped that this fully on-line certificate will help recruit students to the M.A. in Gerontology program because all 18 credit hours can transfer into the M.A. program within five years of taking the first gerontology courses, and 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 program to the local and broader community. Another long-term goal is the gerontology program coordinator (Hollis-Sawyer) will research grants to fund expanded program activities (e.g., fund a Gerontology Speaker Series).

B. Projected needs

Psychology

1. Faculty

- We are in desperate need of two more faculty in areas of Neuro-cognitive and Cultural Psychology in order to meet the needs of our students at all campuses and the growing demands of the field of psychology.

2. Equipment

- There is a need for more furniture and materials for our newly rearranged research and teaching labs.

- We will assess our laboratory needs and create a laboratory maintenance and update 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 Physio-psychology lab to care for the fish and the lab. This position is for 5-10 hours a week, also from July 1st to June 30th 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.

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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 hiring one to two 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.

During the Fall 2013-Spring 2014 academic year, fourteen (14) new students were taking classes to begin the graduate gerontology program, with approximately 70% program enrollees by end of Spring 2014. There are currently eleven (11) new graduate students registered to begin the program in Fall 2014. To date, there are also two (2) recent fully-admitted students (one International) and five (5) prospective students applying to the gerontology program who will be registering and entering the gerontology program in Fall 2014. Thus, it is expected that the in-coming cohort will be approximately sixteen (16) new gerontology students. The total program enrollment is now 47 students, not taking into account the five (5) new students currently "in progress" entering the gerontology program.

The NEIU administration did give the gerontology program much-needed funding for the AGHE Program of Merit application. This administrative support is greatly appreciated! The letter from AGHE about the gerontology program's program of merit award (see Appendix A, page 2) recommends that the gerontology program have a separate gerontology program budget for advertising and other recruitment costs all year long each academic year, as well as having support to hire more faculty to expand instructional offerings. As student recruitment is always a priority for the program, any assistance with creative ways to promote information about both the newly-planned on-line Certificate in Aging Services 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 up-coming 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

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. (2013). Wisdom of the East and West: A relational developmental systems perspective. In M. Ferrari & N. Westrate (Eds.), The scientific study of personal wisdom. New York: Springer.

2. Articles and Abstracts, Local Exhibitions or Performances:

Alibali, M.A., Nathan, M.J., Wolfgram, M.S., Kim, S., **Church, R. B.** & Knuth, E. (2013). Teachers' gesture and speech in early algebra lessons: Forging common ground and resolving trouble spots. ZDM Journal of Education: Special Issue on "Classroom-based interventions in mathematics education." 32:65-100. DOI: 10.1080/07370008.2013.858161

Alibali, M.W., Nathan, M.J., Wolfgram, M.S., **Church, R.B.**, Jacobs, S.A., Johnson, C.V., & Knuth, E.J. (2013). How teachers link representations in mathematics instruction using speech and gesture: A corpus analysis. Cognition and Instruction. 45:425-440. DOI: 10.1007/511858-012-0476-0

Alibali, M.W., Young, A.G., Crooks, N., Yeo, A., Wolfgram, M.S., Nathan, M., **Church, R.B.**, & Knuth, E. (2013). Students learn more when their teacher has learned to gesture effectively. Gesture, 13:210-233.

Bavarian, N., Lewis, K., DuBois, D., Acock, A., Vuchinich, S., **Silverthorn, N.**, Snyder, F., Day, J., Ji, P., & Flay, B.R. (2013) Using social-emotional and character development to improve academic outcomes: A Matched-pair, cluster-randomized controlled trial in low-income, urban schools. Journal of School Health, 83, 771-779.

Church, R.B., Kelly, S.D. & Holcomb, D. (2013). Temporal synchrony between speech, action and gesture during language production. Language, Cognition and Neuroscience, 29: 345-354. DOI: 10.1080/10690965.2013.857783.

Hollis-Sawyer, L. (2014). Book review: Changing aging, changing family therapy: Practicing with 21st century realities. Activities, Adaptation & Aging, 38(2), 170 - 171.

Hollis-Sawyer, L. (2014). Book review: Breaking free from depression, pathways to wellness. *Activities, Adaptation & Aging*, 38(2), 171 - 172.

Hollis-Sawyer, L., & Cuevas, L. (2013). "Mirror, mirror on the wall:" Ageist and sexist "double jeopardy" portrayals in children's picture books. *Educational Gerontology*, 39(12), 902-914.

Hollis-Sawyer, L. (2013). Book review: Working with the bereaved: Multiple lenses on loss and mourning. *Activities, Adaptation & Aging*, 37(4), 338 - 340.

Ikeuchi, A., & **Takahashi, M.** (June, 2014). Finding a job for Gerontology Undergraduate and Graduate Students: Career Development Potentials in the U.S./ Japan. In H. Tanabe (Chair), *Gerontology in higher education. An invited symposium presentation at the 55th annual meeting of the Japan Socio-gerontological Society annual conference*, Gero, Japan.

Lewis, K.M., DuBois, D.L., Bavarian, N., Acock, A., **Silverthorn, N.**, Day, J., & Flay, B.R. (2013). Effects of positive action on the emotional health of urban youth: A cluster-randomized trial. *Journal of Adolescent Health*, 53, 706-711. doi:10.1016/j.jadohealth.2013.06.012

Lewis, K.M., Schure, M.B., Bavarian, N., DuBois, D.L., Day, J., Ji, P., **Silverthorn, N.**, Acock, A., Vuchinich, S. & Flay, B.R. (2013). Problem behavior and urban, low-income youth: A randomized controlled trial of positive action in Chicago. *American Journal of Preventive Medicine*, 44, 622-630. doi:10.1016/j.amepre.2013.01.030

3. Conference Presentations, Group Shows

Ayman-Nolley, S., & Twilley, C. (May, 2014). Children's view of doctors and nurses as portrayed in their drawings. A poster presentation at the 44th annual meeting of the Jean Piaget Society, San Francisco, Ca.

Ayman-Nolley, S., Poveda, D., Melendez, M., Firestone, N., Birmingham, R., Morgade, M., Patino, J.G., & Galera, N.G. (May, 2014). Children's concept of family as portrayed in their drawings: Comparison across three cultures. A poster presentation at the 44th annual meeting of the Jean Piaget Society, San Francisco, Ca.

Bavarian, N., Lewis, K. M., Acock, A., Vuchinich, S., DuBois, D. L., **Silverthorn, N.**, & Flay, B. R. (2013, October). Reducing adolescent alcohol use by improving peer affiliation: Results from a randomized trial of a social-emotional character development program. Paper presented at the 2013 National Institute on Alcohol Abuse and Alcoholism Training Directors Meeting and Trainee Workshop, San Diego, CA.

Bavarian, N., Lewis, K. M., Acock, A., Geldhof, G.J., Vuchinich, S. DuBois, D. L., **Silverthorn, N.**, & Flay, B. R. (2014, June) Preventing adolescent alcohol and other drug use: Mediation results from a longitudinal randomized trial of a social-emotional &

character program. Poster presented at the 2014 Research Society on Alcoholism Annual Meeting, Seattle, WA.

Cuevas, L., & Ayman-Nolley, S. (May, 2014). Not just for kids: Drawing as a tool to investigate adult perceptions of aging. A poster presentation at the 44th annual meeting of the Jean Piaget Society, San Francisco, Ca.

Ide, S., **Takahashi, M.**, Kawamura, M., Takenama, R., Nishimura, K., & Kimura, S. (November, 2013). Conceptualization of spirituality among certified palliative care nurses. A poster presentation at the 37th annual conference for the Death and Clinical Research, Matsue, Japan.

Brown, A., Quiros, L. Burgo, I., Koumoustakis, T., **Church, R.B.**, & Mahootian, S. (October, 2013). Measuring cognitive resources in early-acquisition bilinguals. Poster presented at the Cognitive Development Society, Memphis, TN.

Daniel, A., Kluwe, K., Martinez, R., Talbot, M., **Dykema-Engblade, A.**, & Tindale, R.S. (2014, May). Story recall by groups as a function of amount and type of shared information. Presentation at the Midwestern Psychological Association Annual Meeting.

Erber, M.W., Dykema-Engblade, A., Rueckert, L., Merchant, C., & Cuevas, L. (2014, May). Transforming introduction to Psychology: PSI, test enhanced learning, and PLTL promote active learning and critical thinking. Symposium presentation at the Midwestern Psychological Association Annual Meeting.

Farmer, A.D., Abdul-Adil, J., Monroy, A., Rivera, R., & Gibson, L. (2014, May) Outcome of a family therapy intervention on childhood conduct disorder and depression symptoms in a community mental health center. Poster presented at the Association for Psychological Science International Conference, San Francisco, CA.

Gibson, L., Abdul-Adil, J., Horvitz, A., MacGregor, C., & **Farmer, A.D.**, Barriers to treatment for urban youth with disruptive behavior disorders. Poster presented at the Association for Psychological Science International Conference, San Francisco, CA.

Hollis-Sawyer, L. (2014, May). Successful aging within changing environments: Older adults as one of our greatest natural resources. Paper presented at the 2014 Sierra Club Speaker Series at Portland State University, Portland, OR.

Hollis-Sawyer, L. (2014, February). Understanding aging through the "eyes" of social media. Poster presented at the 2014 Association for Gerontology in Higher Education conference, Denver, CO.

Hollis-Sawyer, L. (2013, November). "Positive aging" assessments of older adults. Poster presented at the 2013 Aging and Society interdisciplinary conference in Chicago, IL.

Koumoustakis, T., Kaltenhauser, A., Silva, A., **Church, R.B.** Brown, A., & **Ayman-Nolley, S.** (October, 2013). Gestures provide more than a helping hand: Gestures' impact on learning. Poster presented at the Cognitive Development Society, Memphis, TN.

Melchor, A.E., & **Saszik, S.** (2014). MPTP induces sociobehavioral changes in zebrafish, *Danio rerio*. Paper presented at the Annual Animal Behavioral Conference, Indiana University, Bloomington, IN.

Merchant, C.R. (2014, April). Limited or no connectivity: Interpersonal connectedness in the digital age. Paper presented at NEIU Psychology Department Faculty Lecture Series

Merchant, C. R., Erber, M.W., Rueckert, L., Adams, S., & Polyashuk, Y. (2014, May). Piloting a cyber Peer-Led Team Learning module for a statistics and research methods class. Poster presented at the annual meeting of the Midwestern Psychological Association. Chicago, IL, May, 2014.

Petras, S.G., & **Erber, M.W.** (2014, May) Dogs: Companions, bodyguards, or wingmen. A poster presentation at the 86th Annual Meeting of the Midwest Psychological Association, Chicago, IL.

Rueckert, L., Polyashuk, Y., Silverthorn, N., Adams, S., Merchant, C., & Erber, M.W. (2014, May). Peer-Led Team Learning (PLTL) in a Statistics and Research Methods class. Poster presented at the annual meeting of the Society for Teaching of Psychology (Satellite conference to the annual meeting of the Association for Psychological Science). San Francisco, CA.

Rueckert, L., Noor, H., Rocha, N., & Zavgorodnya, O. (2014, May). Facial response to facial stimuli: Are faces special? A poster presentation at the annual meeting of the Association for Psychological Science, San Fransisco, CA.

Saszik, S. (2014). The role of dopamine in the modulation of signals at the photoreceptor-bipolar cell synapse in the adult zebrafish retina. Paper presented at the NEIU Faculty Research Symposium, Chicago, IL.

Smith, C., & **Saszik, S.** (2014). Too cool for school. Paper presented at the Annual Animal Behavioral Conference, Indiana University, Bloomington, IN.

Sterns, H., **Hollis-Sawyer, L.** Smile, M. P., Moody, H., Taylor, J., & Woods-Scott, U. (2014, February). Finding the "Silver Lining": Promoting Service Careers in Aging. Co-Chair and presenter of a symposium presented at the 2014 Association for Gerontology in Higher Education conference, Denver, CO.

Takahashi, M. (November, 2013). Development of Patriotism: A Comparative Analysis between Former Suicide Pilots and their Non-Veteran Counterparts. Poster presented at the 8th Biannual conference for Society for the Study of Human Development, Fort Lauderdale, FL.

Takahashi, M. (June, 2014). The Role of Religion and Authenticity in an Aging Society: Negative Implications of “Meanings in Life” and “Ego Integrity.” In M. Takahashi (Chair), Meanings and Issues of Religion in Aging Societies. An invited symposium presentation at the 55th annual meeting of the Japan Socio-gerontological Society annual conference, Gero, Japan.

4. Funded grants

Ayman-Nolley, S., College of Arts and Sciences summer grant for study of children’s perception of family and old age.

Church, R.B. Co-principal Investigator, NIH MARC Training grant, NU-STARs for Northeastern Illinois Student Training in Academic Research in the Sciences. Award amount, \$1,504, 805 (over 4 years).

Church, R.B. Consultant, Institute of Education Sciences Grant, Connecting Mathematical Ideas through Animated Multimodal Instruction. Award amount, \$4000 (over 4 years).

Erber, M. W., Rueckert, L., & Merchant, C., National Science Foundation TUES program, #DUE-1140126, “A Hybrid Course Model of Peer-Led Learning for the Social Sciences”, 2012-present. Award amount, \$196,685 (over three years).

Farmer, A.D., Coordinator, NIH training grant, Northwestern University-Select Teaching and Research Training (NU-START) Program, 2009- present. Award Amount, \$333,000 (over four years).

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

Hollis-Sawyer, L., Co-Chair, Association for Gerontology in Higher Education (AGHE) “Business and Aging” Committee

Hollis-Sawyer, L., Editorial Board Member for Annual Editions: Aging textbook

Hollis-Sawyer, L., Editorial Board Member for Taking Sides: Educational Psychology Textbook

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., Reviewer for Current Psychology journal
Hollis-Sawyer, L., Abstract Reviewer for Gerontological Society of America Conference
Hollis-Sawyer, L., Abstract Reviewer for AGHE conference

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 journal
Takahashi, M., Project Director for Tsuchiura Walking Mileage Project, NPO Sports/Health Support Center, Ibaraki, Japan
Takahashi, M., Institutional review board member for the Midwest Palliative Hospice Care Center
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., Board of Director, Japanese American Service Committee Housing Corporation (Heiwa Terrace), Chicago, IL

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Alonso, E.M., Saszik, S., & Ayman-Nolley, S. (April, 2014). MPTP induces sociobehavioral changes in zebrafish, *Danio Rerio*. Paper presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Amador, B., Delgado, J., Jaimes, A., Romano, Y., Santiago, R., & Saszik, S. (April, 2014). How does an individual perception of color influence taste? Poster presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Aspurez, K., Kalady, A., Rigby, C., & Wiewel, D., & Saszik, S. (April, 2014). Sweet and sour taste thresholds are modulated by anxiety. Poster presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Atwood, L., Rocha, N., Chandler, N., Vargas, E., & Erber, M. (December, 2013). Ratings of driving safety and behaviors. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Barreno, A., Ciesla, A., Olsewski, D., Martinez, J., Luthra, K., & Rueckert, L. (April, 2014). EMG analysis of muscle activation while reading words. Paper presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Body, S., Nguyen, N., & Dykema-Engblade, A. (December, 2013). The influence of fertility on first impression ratings. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Brown, A. Quiros, L. Burgo, I., Koumoustakis, T., I. Church, R.B., & Mahootian, S. (October, 2013). Measuring cognitive resources in early Acquisition bilinguals. Poster presented at the Cognitive Development Society, Memphis, TN.

Camacho, W., Gomez, C., Gilbert, A., Haque, Z., Manokas, Y., & Rueckert, L. (April, 2014) Muscle activation during recall of instructional video including gesture. Paper presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Chacon,D., & Farmer, A.D. (April, 2014). The effect of parenting on conduct disorder. Poster presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Cisnero, D., Chavez, M., VanDeusen, A., Pham, M. Murrufu, A., Siavichay, K., & Church, R.B. (April, 2014). Using nonverbal and verbal modalities to understand children's concepts of abstract ideas. Paper presented at the Northeastern Illinois University Twenty-second annual student research and creative activities symposium, Chicago, IL.

Cordon, M.A., Al-Moukayed, O., Barron, A.M., Carnate, J., Elazegui, R.,Goczewski, S., Huizar, L., Hurt, R., Kukla, M., Navaro, I., Pappas, R. Siavichay, K., Soto, C., Wolf, H., Zafar, Z., Erber, M., & Ayman-Nolley, S.(December, 2013). How Psychology goes to the community. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Daniel, A., Kluwe, K., Martinez, R., Talbot, M., Dykema-Engblade, A., & Tindale, R.S., (2014, May). Story recall by groups as a function of amount and type of shared information. Presentation at the Midwestern Psychological Association Annual Meeting.

Dukes, K., Klemm, J., Lopez, V., Arredondo, L., & Saszik, S. (April, 2014). Fruit for thought: color versus monochrome who will win? Poster presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Farmer, A.D., **Abdul-Adil, J., Monroy, A., Rivera, R., & Gibson, L.** (May, 2014) Outcome of a family therapy intervention on childhood conduct disorder and depression symptoms in a community mental health center. Poster presented at the Association for Psychological Science International Conference, San Francisco, CA.

Firestone, N., Lohn, T., & Church, R.B. (April, 2014). The effects of personality traits and listener and listener visibility on rates of gesture production. Paper presented at the Northeastern Illinois University Twenty-second annual student research and creative activities symposium, Chicago, IL.

Gibson, L., Abdul-Adil, J., Horvitz, A., MacGregor, C., & Farmer, A.D., Barriers to treatment for urban youth with disruptive behavior disorders. Poster presented at the Association for Psychological Science International Conference, San Francisco, CA.

Glassburn, N.W., Limon, F., Valdez, A., & Saszik, S. (April, 2014). Positive imagery and associated memories as mediators of pain tolerance and perception. Poster presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Hidalgo, V., Taylor, B., Chacon, D., Kukla, M., Carroll, C., Church, R.B. (April, 2014). The effect of gestured math instruction on physical embodiment and learning in college students. Paper presented at the Northeastern Illinois University Twenty-second annual student research and creative activities symposium, Chicago, IL.

Hill, A., & Dykema-Engblade, A. (2014, May). The influence of group discussion on individual decision making. Presentation at the Midwestern Psychological Association Annual Meeting

Hiyama, K. K., & Church, R.B. (April, 2014). Gesture and speech as an indicator of readiness to acquire advanced moral reasoning. Paper presented at the Northeastern Illinois University Twenty-second annual student research and creative activities symposium.

Hoff, J., Bergstrom, J., Garcia, D., & Dykema-Engblade, A. (December, 2013). Trait transference based on race and dog breed. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Hunt, J., & Farmer, A.D. (April, 2014). Gender differences among children diagnosed with conduct disorder. Poster presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Huizar, L., & Hollis-Sawyer, L. (December, 2013). Level of conscientiousness assessment. Poster presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Lazcon-Vega, G., Tanneberger, J., & Dykema-Engblade, A. (December, 2013). Impression formation task. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Koumoustakis, T., Kaltenhauser, A., Silva, A., Church, R.B., Brown, A., & Ayman-Nolley, S. (October, 2013). Gestures provides more than a helping hand: Gestures' impact on learning. Poster presented at the Cognitive Development Society, Memphis, TN.

Lichterman, S., Arroyo, C., Halloran, S., and Harte, P., & Rueckert, L. (April, 2014). Physiological responses and action word recall. Paper presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Malendez, M., & Ayman-Nolley, S. (April, 2014). Children's concept of family as portrayed in their drawings: Latino-american and anglo-american comparison. Poster presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

McKee, B.A., & Ayman-Nolley, S. (April, 2014). An analysis of color use and form in drawings by children with autism. Poster presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Melchor, A.E., & Saszik, S. (2014). MPTP induces sociobehavioral changes in zebrafish. Paper presented at the Annual Animal Behavioral Conference, Indiana University, Bloomington, IN.

Monroy, A., & Farmer, A.D. (April, 2014). Parental characteristics, involvement and oppositional defiant disorder in a clinical sample. Paper presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Monroy, A. & Farmer A.D. (April, 2014). Influence of family therapy on parental characteristics in ODD children. Podium Presentation at the Northeastern Illinois University Student Research Symposium, Chicago, Illinois.

Nahhas, J.G., & Saszik, S. (April, 2014). Examination on the effects of dopamine in learning and memory tasks in zebrafish. Poster presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Niebrzydowski, D., Truong, E., Levitt, R., Monroy, A., Barron, A., & Erber, M. (December, 2013). Physiological responses to various physical, cognitive, and reflective tasks. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Noor, H., Rocha, N., Zavgorodnya, O., & Rueckert, L. (December, 2013). Physiological responses to emotional stimuli. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Padilla, V., & Saszik, S. (April, 2014). The role of dopamine in associative learning. Paper presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Petras, S.G., & Erber, M. (May, 2014) Dogs: Companions, bodyguards, or wingmen. Poster presented at the 86th Annual Meeting of the Midwest Psychological Association, Chicago, IL.

Reyes, L., Moran, J., Saifi, S., Diesing, D., & Erber, M. (December, 2013). The effects of physical attractiveness on conflict resolution. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Rozycki, K., Kipa, E., Rehman, H., & Erber, M. (December, 2013). Social attractiveness. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Russell, S., & Saszik, S. (April, 2014). The effects of divergent dominant characteristics on leadership ability in adult zebrafish. Paper presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Saint George, C., & Hollis-Sawyer, L. (December, 2013). The development of an emotional intelligence assessment for potential volunteer medical advocates. Poster presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Sanchez, J., Kucharski, A., Perez, E., McDonald, L., Funtowitz, J., & Church, R.B. (April, 2014). Using children's verbal and nonverbal expression to assess understanding of leadership. Paper presented at the Northeastern Illinois University Twenty-second annual student research and creative activities symposium, Chicago, IL.

Saucedo, M., Silva, C., Venturini, T., Voulgaris, M., & Rueckert, L. (April, 2014). The effect of muscle activation while observing gestures on learning. Paper presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Seaverns, T., Smith, C., Szott, J., Valtierra, I., & Saszik, S. (April, 2014). Minor blues and major jubilation. Poster presented at Northeastern Illinois University's Twenty- second annual student research and creative activities symposium, Chicago, IL.

Smith, C., & Saszik, S. (2014). Too cool for school. Paper presented at the Annual Animal Behavioral Conference, Indiana University, Bloomington, IN.

Tengen, B., & Saszik, S. (April, 2014). The effect of classical music on anxiety levels in Zebrafish. Poster presented at Northeastern Illinois University's Twenty-second annual student research and creative activities symposium, Chicago, IL.

Tengen, B., Kaewwilai, A., Ledda, M., & Erber, M. (December, 2013). Individual responses to social situations. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Vaid, S., Pothiawala, M., Mathis, T., & Dykema-Engblade, A. (December, 2013). The influence of hijab and feminism on first impression ratings. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

Velasco, D., Bartasiute, M., Torres, M., Velazquez, J., Bustios, X., Church, R.B. (April, 2014). The effect of representational gesture in instruction on understanding math problems in 2nd and 3rd grade students. Paper presented at the Northeastern Illinois University Twenty-second annual student research and creative activities symposium, Chicago, IL.

Wiener, W., Skaathun, S., Lee, N., & Erber, M. (December, 2013). The effects of age and type of death: sympathy and blame. Paper presented at the 9th Annual Fall Psychology Student Research Symposium, Chicago, IL.

2. Acceptance to graduate or professional school

Jeff Defano: accepted to the Masters of Social Work program at Loyola University

Jason Hunt: accepted to the Masters of Social Work program at Jane Addams College of Social Work at University of Illinois Chicago

Steve Jacobs: accepted to the JD program at Northwestern with a scholarship

Natalie Linares: accepted at the Chicago School of Professional Psychology

Angelica Marrufo: accepted to a Master of Arts program at Roosevelt University and to the Masters in Counseling Program at NEIU

Beth McKee: accepted to the Masters of Arts program in speech pathology at Massachusetts General Hospital Institute of Health Professionals

Aleksandra Persowska: accepted to the Masters in Rehabilitation and Mental Health program at Illinois Institute of Technology

Clariza Saint George: accepted to the Masters of Social Work program at DePaul University

Marta Shyriy: accepted to the Masters in General Psychology program at Capella University

Daniel Wiewel: accepted to the Masters of Social Work program at Jane Addams College of Social Work at University of Illinois Chicago

Heather Wolf: accepted to the Masters of Rehabilitation Counseling program at Illinois Institute of Technology

Andrea Yetzer: accepted to the University of Colorado, Colorado Springs MA program in Psychological Science and MA programs at Pennsylvania State University and Boston University

Olga Zavgorodnya: accepted into a Masters program at Marquette University

C. Alumni News

Jennifer Baker: new position as Curatorial Assistant at Pulitzer Foundation for the Arts
Katy Cherry: completed the Masters in Social Science program at the University of Chicago

Brett Coleman: admitted to doctoral candidacy in Community Psychology at University of Illinois Chicago

Israel Gross: accepted to the Child Neuropsychology/Child Psychology track for internship at the University of Chicago

Samina Kausar: completed the Masters of Social Work program at the University of Illinois Chicago

Venelin Ivanov (graduate of the gerontology program): accepted a new position as a Care Coordinator at the Kenneth Young Center in Elk Grove

Jean Matelski-Boulware: completed the Masters in Social Science program at the University of Chicago

Jean Matelski-Boulware: received the American Psychological Association 'best documentary short' Award for production of the film "White Lotus Rising".

Abnora Mena: accepted a new position as SICU Program Advisor serving at the University Center of Lake County

Joey Metler: completed the Masters of Social Work program at the University of Illinois Chicago

Domarina Oshana: accepted a new position as the Director of Research and Grants with the Gateway for Cancer Research

Melissa Perez: accepted a new position at the Resurrection Nursing and Rehabilitation Center as a medical social worker, working with residents with Alzheimer's

Kathryn Rogalski: accepted a new position as the Dean of Business and Social Sciences at Harper College

Lina Sweiss: received a PHD from University of British Columbia

PSYCHOLOGY

Assessment Report 2013-2014

Submitted by Saba Ayman-Nolley

I. Describe program goals and outcomes

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

Cycle Plan:

YEAR 1:

Goal A: Knowledge Base in Psychology

Goal B: Scientific Inquiry and Critical Thinking; Outcomes: B2. Have an understanding of and be able to objectively critique research that has been reported by others.

YEAR 2:

Goal B: Scientific Inquiry and Critical Thinking

YEAR 3:

Goal C: Ethical and Social Standard across Diverse Contexts

YEAR 4:

Goal D: Oral and Written Communication

YEAR 5:

Goal E: Professional Development in a Diverse World

Assessing program goals and learning outcomes

A. Direct Evidence:

For goal(s) being addressed:

Goal A: Knowledge Base in Psychology

PSYC 100 and 200 pretest/posttest: Testing the Effect of High-Impact Teaching practices on Student Learning of the Field of Psychology

Last year we developed a 20-item multiple choice test that covered material from the entire semester. We boosted student learning in our foundation Psych 200 class by including four high-impact teaching practices: (1) Using Peer Leaders for tutoring and mentoring, (2) using an action-based curriculum (i.e., one that is self-paced, based on mastery learning—the Personalized System of Instruction—and with no traditional lectures) (3) using a combination of face-to-face and on-line instruction and (4) using one-to-one faculty mentoring. To assess the effect of these high impact practices on student learning, we administered this test in General Psychology (PSYC 200) during the first week of Fall, 2013 classes, and again during the last week of Fall classes. As a control group, we administered the same test during the same time period in Introduction to Psychology (PSYC 100). PSYC 100 is a general education course that covers essentially the same material as PSYC 200 but uses a traditional lecture approach in the classroom thus, allowed us to assess how “high-impact” instructional approaches enhance student learning.

As can be seen in Figure 1, scores on the pretest were virtually identical for the two classes. But a significant class by test interaction $F(1,106) = 25.58, p < .001$, partial $\eta^2 = .19$ indicated that students in PSYC 200 showed greater improvement over the course of the semester than students in PSYC 100.

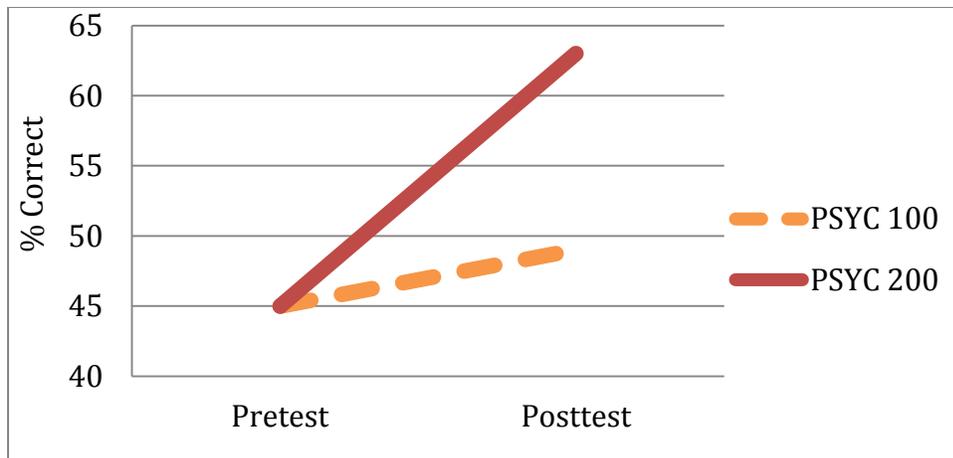


Figure 1. Pretest and posttest scores for students in the class utilizing PLTL (PSYC 200) and a traditional introductory course (PSYC 100).

Goal B: Scientific Inquiry and Critical Thinking

Outcomes B2: Have an understanding of and be able to objectively critique research that has been reported by others.

PSYC 200 (General Psychology), 302 (Statistics and method II) and Lab

The tool we are using is the Critical Thinking Assessment (CAT; <http://www.tntech.edu/cat/home/>) to measure critical thinking in our foundation course for our curriculum (PSYC 200) and in our upper level research/statistics course (PSYC 302) as these courses should be addressing the development of critical thinking skills at the beginning (PSYC 200) and towards the end of our psychology curriculum (PSYC 302). 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.

Measuring the Effect of our Classes on Critical Thinking

We administered the test at the beginning of the Spring, 2014 semester and again at the end of the semester to all students in PSYC 200 and one section of PSYC 302. Because this assessment is very time consuming to administer and score we decided to pilot this assessment in all of our PSYC 200 sections as this is our foundation course for subsequent psychology courses. We also piloted one section of our upper level research/statistics methodology course; PSYC 302, as this course reflects our students' understanding of scientific method after going through all the fundamental classes (200 and 202 as well as some Core courses) that should develop critical thinking skills. Although we do not have a control group, results from other institutions have shown that students in traditional classes do not typically show a statistically significant increase over the course of only one semester (<http://www.tntech.edu/cat/home/>). Therefore, if our students show a significant increase over one semester, we can infer

that their critical thinking has been enhanced to a greater extent than the average undergraduate student.

PSYC 200; foundation knowledge course. There was an increase in critical thinking scores for students who took Psych 200: Significant increases were found in students who reported English as their primary language and when course grade was included as a variable (pretest $M = 14.46$, posttest $M = 16.50$, $F(1,22) = 4.98$, $p = .036$, partial $\eta^2 = .18$).

PSYC 302; upper level statistics course. There was also an increase in critical thinking scores for students who took Psych 302. This increase was statistically significant, $t(17) = 2.79$, $p = .013$, $d = .65$, pretest $M = 14.0$, posttest $M = 16.83$ (out of a total score of 38). The posttest mean compares favorably to the national average of 16 for upper-level students who entered college with ACT scores similar to our students.

Measuring the effect of our curriculum on critical thinking

We first compared the average CAT scores for critical thinking for a sample of students just starting our curriculum (i.e., at the beginning of the Psych 200 class, Fall, 2013--PSYC 200, $N = 31$) and compared these scores with those students towards the end of their curriculum (i.e., a Lab class and our own Peer Leaders at the end of the semester, Spring, 2014, $N = 17$). We found gains in the expected direction: PSYC 200 students (both those for whom English is their primary language and others) produced an average score of 14.1 (S.D. = 5.41) while our upper level students produced an average score of 16.80 (S.D. = 5.16), for an average beginning-to-end of curriculum gain of 2.7 points. In addition, we examined separately the test scores of only those upper-level students who had taken our PSYC 200 class ($N = 9$; i.e., excluding scores of students who transferred in their PSYC 200 equivalent). The mean CAT score for these upper-level students was higher ($M = 18.14$) than that of the overall group ($M = 16.80$). This represents a 4.04-point beginning-to-end of curriculum gain in critical thinking skills.

The average nationwide CAT for students with ACT scores similar to ours is between 15 and 16 (total score possible of 38). Our goal is to have 50% of our students meeting or exceeding an expected score that is appropriate for our range of ACT scores as this the national average. We therefore, had different expectations for different levels of our students; PSYC 200 students, to meet expectations must score 13, for Psych 302 (Statistics), a score of 15 and for Lab class = a score of 16.

What proportion of your students (or sample of students) failed, met or exceeded your expectations:

Based on a sample of 68 Psychology (combining across 200, 302 and lab classes)

- a. failed to meet expectations: 33%
- b. met expectations: 15%
- c. exceeded expectations: 53%

Thus, 68% of our students looking across different levels of the Psychology classes, met or exceeded our expectations for the goal of critical thinking, which is well above the national average of 50%.

Just focusing on a small sample of our upper level students in their lab classes (N=15)

- a. failed to meet expectations: 40%
- b. met expectations: 20%
- c. exceeded expectations: 40%

Thus, for our upper level students toward the end of our psychology curriculum, 60% met or exceeded expectations in critical thinking; again well above the national average of 50%. Thus, we have achieved our critical thinking goal by the end of our curriculum. Although this was a random sample of one of our lab classes, it is still a very small sample. We hope to do the CAT assessment on a larger sample next year.

C. Feedback loop: please provide a brief narrative to answer the following questions.

Has your program changed its curriculum in the past year?
If yes, what assessment data caused you to make the change?

Our comprehensive exam capstone had revealed that 50% of the students who take this exam fail the statistics comprehensive when tested the first time (scored below 70%). Students are given two more opportunities to take other versions of the test and eventually 97% passed. However, we feel that our statistics classes should be better preparing these students to pass the statistics comprehensive exam the first time around.

Targeted plan to address weaknesses that you found in attainment of goals

The result of this assessment led us to have the faculty coordinator of our statistics courses and the coordinator of our Peer Leader program closely work with the faculty who teach these courses to establish more effective, high impact classroom activities involving peer leaders and establish common goals across these classes. We received an NSF grant to create a PL program and assess its effects on helping our students learn; in particular to improve students' performance in the SRM courses. The data presented here suggest that the Peer leader program did have an impact of critical thinking. In addition, we will be focusing on assessing how our changes in the statistics classes affect our students' understanding of statistics and methodology next year.

D. Executive summary of assessment results

Provide a brief narrative summarizing your assessment results (no more than one page, single spaced).

In this year of assessment, we have decided to assess our students' base knowledge of psychology (Goal A) as a function of high impact teaching practices, using a multiple

choice test created by our faculty. Students in our foundation course showed significantly greater improvement than students in a 100 level introductory course without high impact practices.

In addition, we assessed our students' abilities to think critically, (Goal B; outcome B.2 of our program). We did this through the implementation of the Critical Thinking Assessment (CAT) tool. The CAT required training in the application of a special rubric to assess our students. We administered tests to students in classes that focus on the development of critical thinking skills (PSYC 200 and 302) and found that students showed significant gains in critical thinking over the course of a single semester and over our curriculum.

In addition, we found that while 68% of our students met or exceeded our expectations for critical thinking, 32% did not. In the next year, we will be evaluating what we can do in our current curriculum to boost our students' critical thinking skills. However, we also found that—with the more rigorous department criterion of a CAT score of 15 (as opposed to 13 for PSYC 200), 60% of a sample of our upper level students met or exceeded the expected score, indicating that by the end of the psychology curriculum, our students are doing quite well in critical thinking.

Finally based on assessments of our comprehensive exam capstone for the past few years, we find that half of the students taking the comprehensive stats exam were not passing the statistics comprehensive exam. As a result of this assessment, we are reexamining our statistics classes and instituting a more supervised, distributed, and uniform process for them. Two faculty coordinators work with faculty of these statistics classes on creating high impact activities utilizing our Peer leaders. In addition, these coordinators are making sure that all statistics classes have the same learning goals and that the syllabi and class activities are oriented around these learning goals.

We assess statistics understanding every semester in the comprehensive capstone classes and will monitor if these curriculum changes are having a positive impact on our students' statistical understanding.

GERONTOLOGY

Assessment Report 2013-2014

Submitted by Lisa Hollis-Sawyer

Association for Gerontology in Higher Education Program of Merit Award Letter



October 3, 2013

Dr. Hollis-Sawyer
Associate Professor and Gerontology Program Coordinator
Department of Psychology
Northeastern Illinois University
Brommel Building BBH-307 E
5500 N. St. Louis Avenue
Chicago, IL 60625-4699

Dear Dr. Hollis-Sawyer,

On behalf of the Association for Gerontology in Higher Education (AGHE), we are pleased to inform you that the Master's Gerontology Program at Northeastern Illinois University has been granted AGHE's Program of Merit designation as of September 1, 2013. This is a five-year designation that we are happy to bestow upon your program.

As you know, the Program of Merit initiative was established since currently there is no organization that offers accreditation to gerontology programs in higher education. AGHE developed the Standards and Guidelines document to provide a guide to programs to develop programs that were rigorous and sustainable. 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. The strengths of your program include:

- Dedicated faculty who are involved in reviewing and improving the program;
- Faculty who are productive with writing grants and papers;
- National-award winning faculty;
- Active alumni;
- Strong curriculum;
- Positive relationship with surrounding aging-related service agencies and organizations within the community;
- Fall and Spring events for the campus and its surrounding communities;
- Diversity among the student population;
- Increase in enrollment since 2005;
- Number of degrees conferred is comparable to other peer gerontology programs;
- Current students and alumni express high satisfaction with the program;
- Only state university in the Chicago area addressing the professional training need relative to an increasing local, national, and international aging population;
- Targets the educational needs of three different groups: those already working with older adults, those working toward a career change, and individuals in other fields who wish to increase their knowledge of the aging process and an
- Increased focus on assessment.

It is our opinion that your program is an excellent model for other similar programs at comparable institutions, and the review team was honored to review your application. We also want to thank you for your prompt response to the request for additional materials to facilitate the review process. We appreciated your cooperation and patience throughout the review process.

In addition to recognizing the strengths of the program, the Review Team has made several suggestions to enhance your program as follows:

- > Increase the number of full-time faculty for the Gerontology Program by at least one full-time faculty member;
- > Develop an annual budget;
- > Organize a Sigma Phi Omega chapter

We hope you consider these suggestions as your program continues to mature, as these are issues that are likely to be considered when you apply for renewal of the POM designation.

We congratulate you and your faculty for building such a fine Gerontology Program at your institution. Your Program will be recognized at the next AGHE Annual Meeting.

Yours truly,



Alice E. McDonnell, PhD
Chair, Program of Merit

Assessment-related Findings and Associated Program Changes in Response (2013-2014)

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 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 2013-Spring 2014 academic year, fourteen (14) new students were taking classes to begin the graduate gerontology program, with approximately 70% program enrollees by end of Spring 2014. There are currently eleven (11) new graduate students registered to begin the program in Fall 2014. To date, there are also two (2) recent fully-admitted students (one International) and five (5) prospective students applying to the gerontology program who will be registering and entering the gerontology program in Fall 2014. Thus, it is expected that the in-coming cohort will be approximately sixteen (16) new gerontology students. The total program enrollment is now 47 students, not taking into account the five (5) new students currently “in progress” entering the gerontology program.

Over this time period, the Master’s in Gerontology program received the designation of a “Program of Merit” from the Association for Gerontology on Higher Education (AGHE). 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.

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 the program anticipating future needs of students and the 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. Information relevant to program processes and/or outcomes are collected and analyzed by program faculty, the program coordinator, and the department Chair on a bi-annual basis. Further, reports on assessment results will be presented to NEIU administration.

III. 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 2013-2014 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. 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." See Appendix A from the main report for the full review content.

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 3.3 (B / B+) out of a possible 4.0. During this same time period, a review of graduated students' transcripts revealed final GPAs ranging between 3.4 (B/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 2013, 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 64%). Two (2) recent graduates took the exam again over the past year and scored a 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 sixteen (16) M.A. in Gerontology students who have completed all degree coursework and are currently at different stages of thesis completion. Four thesis students have successfully passed their thesis proposal meetings and are currently preparing Institutional Review Board (IRB) applications for approval to begin research. It is expected that 25% (4) of these thesis student will successfully complete the thesis by May 2015, and remaining thesis students should be completing by the 2015-2016 academic year. Upon passing a thesis defense, students are graded on a scale of "A" to "C." Approximately 90% of thesis students receive a grade of "A." The grading of theses is an important part of the program assessment process and gives feedback to the student regarding performance strengths and weaknesses. During the on-going thesis process, all thesis students either met or exceeded program expectations regarding this performance criteria.

B. Indirect Evidence

1. Current Student Satisfaction

Over the 2013-2014 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 AGHE goals for gerontological education programs:

Knowledge Outcomes Student ratings on eight (8) items (Summer 2013 – Spring 2014): 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 2013 – Spring 2014): 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 2013 through Spring 2014, 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 2013-2014 time period, twelve gerontology program alumni employed in the field were surveyed by mail. 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 Gerontology Program Alumni Board of eight program graduates was convened in late Summer 2013 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 private case manager, 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, a director of marketing in a residential continuing care facility, a dual hospital nurse and case social worker, an independent consultant in home healthcare solutions, a senior consultant in a large healthcare insurance organization, and a homemaker who is currently seeking employment in the aging field. 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 of the “key stakeholder” groups surveyed (current students, Alumni Board; employers), one rather consistent comment from both alumni and current students was the need for a greater emphasis on research skill development, both quantitative and qualitative research methodology, throughout the program to better prepare students for completing their thesis, as well as for career preparation in some cases; in general, research, critical thinking, and statistical/word processing skills will 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. Eighteen employers/supervisors of program graduates were sent surveys to assess the skills of graduates. Thirty six percent of the mailed surveys (i.e., nine 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 2013 and Spring 2014, 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. Incorporating the four new on-line courses for the gerontology program over the past year, 95% 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. Remaining course linkage documentation (i.e., four (4) on-line elective courses) to be completed by Fall 2014.

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 402 Developmental Processes in Later Life, PSYC 408 Research Methods in Gerontology, and PSYC 422 Seminar in Proposal Writing graduate courses was done to better prepare students for program thesis requirement and later work skills (i.e., linkage with content of PSYC 401 Gerontology: An Overview course to introduce students earlier in the program to the concept of developing a theoretical research proposal). Further, an on-going re-examination of course content in first year and beyond regarding research and knowledge skill building for both academic and career success (e.g., earlier emphasis on understanding how to understand and critically analyze published research) was conducted by gerontology program faculty, individually and during program meetings.

Program sequencing and content revision. During Summer 2013 through Spring 2014, there was an on-going re-organization of course sequencing and content linkages in program to better optimize student learning at the end of the program (i.e., better linkages of PSYC 401 and 402; better linkages of PSYC 408, PSYC 420 and PSYC 422). Further, a re-examination of elective course offerings to better reflect current training and research trends in field, through conference attendance and content sampling of relevant professional societies (e.g., Gerontological Society of America, National Association of Social Workers), is an on-going programmatic change process.

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 the recruitment and retention of students toward the ultimate goal of graduating well-trained practitioners in the field of gerontology. Based on the feedback collected since 2004, the 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 current graduate certification offerings, a possible request would be for hiring one to two 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 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.

Gerontology faculty will begin a periodic newsletter starting this summer 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 development or implementation costs associated with these program activities to assist in enhanced student recruitment 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 and careers in the field of aging.

Table 1. Broad Assessment Components across Core Areas and Associated Documentation Approaches.

Assessment Component	Assessment Documentation
<p>I. FACULTY INVOLVEMENT a) Program faculty are involved in defining expected learning outcomes and student activities for achieving them</p>	<ol style="list-style-type: none"> 1) Gerontology Program Correspondence (e.g., memos) 2) Faculty Form D's
<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"> 1) Student Practicum/Field Experience Papers 2) Copies of Students' Theses 3) Gerontology Program Correspondence (e.g., memos) 4) Faculty-sponsored Student Presentations 5) Faculty-sponsored Student Publications
<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"> 1) Program Description from Academic Catalogue 2) Program Student Handbook with Mission Statement 3) Program Poster/Brochure 4) Course syllabi 5) Print out of Program Web Site
<p>II. PROGRAM GOALS a) Program goals are linked, as appropriate, to the University's goals and priorities</p>	<ol style="list-style-type: none"> 1) Program Description from Academic Catalogue 2) Program Student Handbook with Mission Statement 3) Program Poster/Brochure 4) Course syllabi 5) Print out of Gerontology Program Web Page
<p>b) Program goals reflect professional standards, as appropriate</p>	<ol style="list-style-type: none"> 1) Marketing Assessment Survey 2) Self-assessment Survey (Student, Faculty) 3) Advisory Committee (experts in aging field, alumni) Feedback Reports 4) Course/content descriptions from other comparable degree programs

<p>c) Goals are appropriate to the program level (undergraduate minor, graduate)</p>	<ol style="list-style-type: none"> 1) Program Description from Academic Catalogue 2) Program Student Handbook with Mission Statement 3) Program Poster/Brochure 4) Course syllabi 5) Print out of Gerontology Program Web Page 6) Marketing Assessment Survey 7) Self-assessment Survey (Student, Faculty) 8) Advisory Committee (experts in aging field, alumni) Feedback Reports 9) Course/content descriptions from other comparable degree programs
<p>III. LEARNING OUTCOMES a) Each learning outcome is linked to at least one program goal.</p>	<ol style="list-style-type: none"> 1) Program Description from Academic Catalogue 2) Program Student Handbook with Mission Statement 3) Program Poster/Brochure 4) Course syllabi 5) Print out of Gerontology Program Web Page
<p>b) Each learning outcome is clearly specified and measurable.</p>	<p>Direct measures</p> <ol style="list-style-type: none"> 1) Course-based output: <ol style="list-style-type: none"> A. Tests B. Papers/projects C. Oral Presentations 2) Practicum/internship output: <ol style="list-style-type: none"> A. Logs B. Experiential Paper 3) Practicum/internship Supervisor Ratings (Grade) 4) Thesis output: <ol style="list-style-type: none"> A. Thesis Paper/Oral Defense Presentation B. Thesis Rating by Thesis Committee (Grade) 5) Self-assessment Survey (Student, Faculty) 6) Entrance/Exit Exam Results (“Change” Score) <p>Indirect measures</p> <ol style="list-style-type: none"> 7) Alumni Survey 8) Self-assessment Survey (Student, Faculty) 9) Advisory Committee feedback reports 10) Student-derived Teaching Evaluation Forms 11) Peer Teaching Evaluation Schedule of Class Visits

Assessment Component	Assessment Documentation
<p>III. LEARNING OUTCOMES, ct'd</p> <p>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>IV. ASSESSMENT/MEASUREMENT</p> <p>a) At least one valid measurement method is specified for each outcome.</p>	<p>Direct measures See III. b) items 1-6 of this table</p> <p>Indirect measures See III. b) items 7-11 of this table</p>
<p>b) Assessment of learning outcomes includes both direct and indirect measures.</p>	<p>Direct measures See III. b) items 1-6 of this table</p> <p>Indirect measures 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)</p> <p>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</p> <p>2) Correspondence (reports, memos) to Advisory Committee</p> <p>3) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students</p>

Assessment Component	Assessment Documentation
<p>V. FEEDBACK LOOP</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"> 1) Yearly Assessment Reports to Dean 2) Correspondence (reports, memos) to/from Advisory Committee 3) Self-assessment Surveys (Student, Faculty): Forms and Process Instructions 4) Student-derived Teaching Evaluation:): Forms and Process Instructions 5) Peer Teaching Evaluation: Schedule of Class Visits
<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"> 1) Gerontology Program correspondence 2) Advisory Committee’s actions (meeting minutes, feedback reports) 3) Presentations and/or publications of Gerontology Program assessment results
<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"> 1) Yearly Assessment Reports to Dean 2) Information on Gerontology Web Page for Alumni, Current Students, Prospective Students 3) Correspondence (reports, memos) to Advisory Committee

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 422 Master's Thesis

SOCIAL WORK

Annual Report 2013-2014

Submitted by Jade Stanley

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/engaged learning, internships and direct service 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. The CSWE sets standards that define competent preparation for social work education at the baccalaureate and masters levels and ensures that its member institutions meet them. We are presently involved in a two-year self study, which includes aligning the social work curriculum to the 2008 EPAS standards as outlined by the CSWE, demonstrate the impact of our program on student learning and success and to demonstrate a process for continued program renewal through the assessment process. The faculty has been invested in the reaffirmation process meeting weekly for work on the self-study, participating in curriculum area meetings, meeting with Kenny Beyer from CTL and ongoing individual meetings with the chair for clarity and direction. Additionally, faculty have watched a video produced by CSWE, in place of a face-to-face meeting in Washington D.C. generally held in the Spring, to receive the most up to date information to meeting the requirements of the self study.

The growth of our program is evident by looking at the numbers: fall 2007-225 students, fall 2008-264 students, fall 2009-286 and fall 2011- 344 and spring 2012-400. The social work faculty should be noted 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. The possibility of offering a MSW program at NEIU will enhance our visibility in the community, meet the needs of the students seeking this higher degree and workforce needs. During this academic year, with the support of Dean Wamucii Njogu, Dean of Arts and Science, and under the leadership of **Jade Stanley**, we were able to move the MSW proposal through several university committees- such as the College of Arts and Science CAAC, the Faculty FAAC, the Graduate College Academic Curriculum Committee (GCACC) and most recently the Board of Trustees. The next step will be to submit a completed report to the Illinois Board of Higher Education for further review.

Department/Faculty Achievement

As a strong, but small, faculty of 6, we have had a successful academic year with several noteworthy achievements. The social work program has a strong and vibrant faculty with a shared vision for student success. 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. The social work faculty are represented at the Faculty Council on Academic Affairs, The Global Studies Committee, the international programs committee, university wide search committees, The Grade Appeal Committee and many others.

Our search for a new social work faculty for academic year 2013-2014 proved to be successful with the hiring of **Aimee Hilaldo Villalpando**-who will lead our HBSE curriculum. We have also given an opportunity to have a new search for 2014-2015 with the hiring of **Andrew Brake**- who will lead the Introduction to Social Work curriculum. With the addition of Andrew Brake, we will have the largest social work faculty to date. We are excited with the opportunity our faculty, as we have several ongoing needs in meeting the requirements of our growing program. 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 6 years in spring 2013. We have provided an ongoing and increased visibility in the community and an increase in the course offerings for our core social work courses at El Centro with the addition of a day cohort. This has provided increased opportunities for our students to learn and work in the community. The Social Work Program continues to participate in many activities and programs initiated by Umoja. Several of the social work faculty and instructors participated in "Training the Trainer" at Manley High school; organized and sponsored a Leadership Boot Camp held at CCICS in Spring 2012; provided 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 Social Work Program offered its first cohort at the University Center in Lake County, in fall 2013. We have offered 1 course in the fall- SWK 207: Policy I and again in spring 2014. This fall 2014 we will offer a new cohort of 4 courses- SWK 207-Policy I,; SWK 303- HBSE I; SWK 304: Social Work Practice I; and SWK 309: Social Work Research Methods. We anticipate having 15-18 students in each class for this new cohort.

The NEIU Social Work Program continues to offer two online social work courses, SWK 327: Social Work with Families, and SWK 200: Introduction to Social Work, with plans to offer online courses in our entry level policy curriculum in spring 2014. We have successfully increased our offering of hybrid courses in the policy, practice and HBSE curriculums. 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, offered more information on our Social Work Blog, with a focus on student success stories, scholarship information, program events and resources and to increase communication with our alumni/ae. We have a social work newsletter produced spring/summer, highlighting our program activities, connecting with our current students and alumni.

In a response to the request made by **Wamucii Njogu**, Dean 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. We have also developed a relationship with Gloria Curtin, Program Director, at El Valor, to offer two social work foundation courses, Introduction to Social Work and Social Policy I. We anticipate offering those courses in the community in fall 2014.

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:

Curriculum Reform

- We have reviewed all current core curriculum syllabi and aligned them to the new CSWE 2008 EPAS standards, which are required for all accredited BASW programs. In this review process we have also standardized all key assignments and aligned them to the 41 key behaviors with the EPAS as outlined by CSWE. Additionally we created standard rubrics for all core assignments. All of these documents are loaded on master Desire to Learn (D2L) learning sites. All faculty and instructors teaching in the core curriculum follow the approved syllabi and assignments for consistency and for the assessment process
- In academic year 2013-2014 **Kenny Beyer**, CTL, worked with social work faculty to develop a system on Desire to Learn (D2L) to evaluate our program and link courses to rubrics and assessment tools.
- We met with Kenny Beyer, CTL, both individuals and as a faculty, in assisting us in developing and implementing a process on D2L that helps us collect data on key assignments that are linked to key behaviors and key EPAS standards to assist us in collecting data for the self study and other assessment processes.
- In academic year 2013-2014, all core curriculum area rubrics were developed or revised to include 2008 EPAS to reflect the CSWE requirement
- In fall 2013, Dr. **Jin Kim** developed a Master Chart with the input of faculty that linked all core social work courses with EPAS, key assignments and rubrics.

- In fall 2013, Dr. **Aimee Hilaldo Villalpando** revised the HBSE curriculum to align with 2008 CSWE EPAS.
- In fall 2013, Dr. **Milka Ramirez** revised the Practice curriculum to align with 2008 CSWE EPAS.
- In fall 2013, Dr. **Job Ngwe** revised the Research curriculum with rubrics to align with 2008 CSWE EPAS.

Recruitment and Outreach Efforts

- We have continued to build a working relationship with Maria Luna-Duarte, acting director, El Centro, to increase our course offerings at ELC, to reach out to new and potential students who would take social work courses at ELC and to offer workshops and programming that meet the needs of our social work students, potential students and NEIU students. We have offered APA and math preparation workshops at ELC as well as alumni and graduate school forums in our efforts to retain current students and recruit new students into our program at to NEIU.
- We have worked closely with staff in the Admissions office, Janice Harrington Hendon and Regina Taylor to coordinate efforts at UCLC as we expand our social work course offerings at this site.
- We have worked closely with the Transfer Center, developing new information sheets, setting orientation sessions and recruitment strategies in addressing the needs of transfer students at all campuses- Main, ELC, UCLC, and CCICS
- We have worked closely with the Enrollment Services Office to develop an on line transcript evaluation that helps with new students coming into NEIU as well as for students preparing for graduation.

Programming for recruitment and retention

- We held our annual “Back to School Rally” in the fall 2013, 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 2013, 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 “Stories from the field” an alumni panel presentation for students entering the field to help them understand the importance of resiliency and empowerment. The meeting was well attended and the program evaluation forms indicated that the purpose of the meeting was met.
- In spring 2014, the Social Work Program co-sponsored a “Social Work Month Program-Reaching out-Touching Lives”, with the ASSW 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 2014, the Social Work Program faculty acknowledged 43 students in our social work honors society, Phi Alpha. A reception co-sponsored by the

College of Arts and Science, was held for the honoree, their guests and family. This event was held in the Alumni Hall with a cake reception.

- Academic year 2013-2014, The Social Work faculty held weekly faculty meetings throughout the academic year to work on the 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 resulting in a Master Chart.
- Academic year 2013-2014, the Social Work Program held monthly departmental meetings that included all faculty, part-time and full-time instructors. The focus of the meetings was for instructors to find a place to gain information regarding the program and students as well as gain support for the curriculum areas they are teaching in.
- Academic year 2013-2014, the Social Work Program utilizes a data base system that is used in addition 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 spring 2014, The Social Work Faculty helped organize 89 students to attend Lobby Day April 2014, and supported the student social work club in securing funding for their travel to Springfield Illinois for the event. The Social Work Program received a certificate from NASW (National Association of Social Workers) for having one of the largest groups of students at the event.
- In spring 2014. The Social Work Program hosted a "Social Work Program Film Festival" day, celebrating the life work of Nelson Mandela and hosting 3 films, with a panel discussion following the viewing each the film.
- In spring 2014, 15 social work students presented their research projects based on their study abroad research, at the NEIU 22nd Annual Student Research Symposium.

Highlights of 2013-2014

Our department has continued to develop in exciting and productive ways. With last year's retirement of **Jane Peller**, the number of tenure track/tenured faculty fell to five. However, we had a successful search for a new tenure track faculty member, **Aimee Hilaldo Villalpando**, whose teaching will be in our Human Behavior and Social Environment curriculum and her scholarship focus is on services to immigrants and refugees and community-based action research; Dr. Villalpando joined us in August 2014, bringing our tenure faculty to 6. Every tenure track faculty member was awarded a positive job action. **Milka Ramirez, Jacqueline Anderson, Jin Kim** and **Francisco X. Gaytan** successfully applied for retention. **Job Ngwe** secured promotion to the rank of Professor and tenure. **Milka Ramirez** and **Francisco X. Gaytan** received NEIU Student Choice Awards spring 2013. These accomplishments reflect the contributions that Social Work faculty continue to make in the areas of teaching, research, 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. Student and faculty accomplishments continue to rely on the outstanding knowledge, skills and expertise of **Melissa Ramos**, our departmental office manager.

Teaching:

During this reporting period, the social work program is undergoing our reaffirmation process through the Council on Social Work Education. This is a 2 year process and our department has offered the same curricular so that we can assess our impact on student learning through a variety of assessment tools. The reaffirmation process is a two-year process and will include a site visitor and self study report. As a generalist program, we offer continue to offer core courses in the area of introduction of social work, policy, research, HBSE, Practice and Field . The electives offered compliment the core courses and reflect the expertise of our faculty in the area of immigration, child welfare, women, domestic violence and special populations. Our social work students consistently articulate that they chose Social Work as a major, because they find our program focus of strength based, evidence based practice relevant to their lives, and provides a strong foundation for graduate education or entry level professional social work positions.

We are also committed to employing teaching techniques based on best practices and the current 2008 Educational Professional Assessment as developed by the Council on Social Work Education. All faculty and instructors incorporated the EPAS to all core curriculum areas: Introduction to Social Work; Social Work Practice I & II; HBSE I & II, Research, Policy and Field. We worked throughout the academic year with **Kenny Beyer**, from the Center on Teaching and Learning, to link all core assignments to the core standards (EPAS) and to each rubric. To this end, we created a Master chart that illustrates all the connections between the EPAS, the key assignments and assessment, and we regularly share interactive teaching strategies to enhance our teaching. Social Work faculty also brought an array of guest speakers to campus to speak on various topics of interest to our students as well as provided opportunities to explore the various areas of social work practice through the lens of practitioners in the field. A number of these guest speakers are graduate students, whose presentations on their own research inspire our undergraduate students to consider graduate study: such as **Tina Bonarirgo**, **Nura Shadid**, **Juliette Perez** and **Rosanelly Lopez**, to name a few, that we call upon to share their experiences and expertise. A number of faculty members also integrated Service Learning and other experiential approaches to teaching/learning. We have increased our number of online and hybrid course offerings. **Jin Kim** has developed and offered hybrid classes in the policy curriculum both on the main campus, El Centro and our new cohort at the University Center in Lake County. **Jade Stanley** received a grant from the Engaged Learning Committee based on the work she is doing with her students both in the classroom and in the community.

In addition to our professional academic advisor, **Marius Dancea**, each of our tenure track and tenured faculty members serve as an academic advisor for majors, minors and other students. We continue to meet individually with all prospective social work majors who complete an admissions packet as well as receive a course plan outlining their approved courses. We also provide new majors with a packet of information that includes an overview of the major requirements, a self-advising flow chart, information

about requirements such as GPA, math, and engaged learning hours. Students are also provided with a copy of our departmental newsletter, and a National Association of Social Workers brochure about careers in social work. This year we implemented our on-line degree audit for Social work majors, which assisted us in completing student graduation applications. Additionally, we have been closely working with the College of Arts and Sciences to identify premajors and those undeclared to increase enrollment in the social work program, these efforts of calling and emailing potential students has shown to have a positive outcome for the social work program.

The Social Work Department continues to demonstrate our commitment to work with and serve multiple programs at NEIU. **Job Ngwe** and **Jacqueline Anderson** are core AFAM faculty member and one of our full-time instructors, **Donald Waddell** has taught AFAM 200: Introduction to African & African American Studies—a core required course for the AFAM minor. **Milka Ramirez** is a core WGS faculty and plans to teach one of the cross-listed courses for WGS. **Milka Ramirez** has applied for serving as **one** of the LLAS affiliate faculty members. **Jade Stanley** worked with faculty from Sociology, Justice Studies and Psychology to develop and enhance the Child Advocacy Studies Minor (CAST), and **Jacqueline Anderson** served on the search and screen committee for the first tenure stream CAST faculty member, who started in fall 2013. Several of our Social work courses serve as CAST electives. **Francisco X. Gaytan** taught ZHON 310: Social Research Seminar, **Aimee Hilaldo Villalpando** taught ZHON 303: HBSE I and **Milka Ramirez** taught ZHON 304: Social Work Practice I for the Honors Program. 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. Currently we have 4 scholars the social work program is working with during this reporting period, and look forward to increasing this number in the fall 2014. The social work program faculty are invested in the McNair Scholars Program as well as the Minority Internship program as it provides resource for our students, allowing them to pursue their dreams of higher education.

Our students are active on campus and throughout the Chicagoland area, through their club involvements, service-learning work, internships, and engaged learning activities. The Alliance of Student Social Workers (ASSW) organized several activities throughout the year, under the leadership of student president **Kelia Cruz** and **Erika Perez**, which is further described below in the student achievement section of this report. **Jade Stanley** and **Milka Ramirez** organized the 10th annual induction ceremony for the Northeastern Illinois University chapter of Phi Alpha- the international social work honor society, and 34 students were inducted into the chapter in May 2014.

Research/Creative Activities:

As evidenced below, Social Work faculty published an array of book chapters, articles, book reviews, and blogs as well as presented research at regional, national and international conferences. This scholarship broadens and deepens not only social work, and other fields of study. Taken collectively, this body of work advances our departmental mission of providing public social work education, which seeks to produce generalist practitioners who will give back to their communities and other marginalized populations. The breadth of our scholarship is reflected in the array of professional

conferences at which we presented papers, including the Council on Social Work Education Annual Conference, the Association for Asian American Studies (AAAS) Annual Meeting, the Association Bachelors Program Directors (BPD) Annual Meeting, the National Association of Social Workers State Conference NASW),

Our department was once again well represented at this spring's NEIU faculty research symposium held in fall 2013. **Milka Ramirez** presentation was on "Addressing Homophobia in Social Work Practice"

For the second year in a row, one of our faculty was honored at the NEIU Author's Reception. This year **Job Ngwe's** book *Research* was honored: "Social Work Research Methods: An Invitation". Published by Pearson publishing company (ISBN-13: 978-1-269-56132-7), 2013

This was our second year hosting a program co-sponsored by the social work program and DCFS. In December 2013 the Social Work Program co-sponsored the 25th Annual DCFS Latino Advisory Latino Institute Day. Dr. **Milka Ramirez** and Dr. **Jacqueline Anderson** along with senior social work students enrolled in field seminar courses served as host and hostesses.

Service:

Social work faculty members and full-time instructors continued to provide a broad spectrum of service activities both on and off campus. **Luis Ortiz** served on the Nontraditional Degree Programs Advisory Council. **Aimee Hilado Villalpando** served on the Writing Intensive Faculty Advisory Committee. **Jacqueline Anderson** served on Grade Appeal Committee. Jade Stanley organized, with the assistance of **Melissa Ramos**, a number of events and programs, including the Annual Social Work month program, the annual Phi Alpha honors program, the annual Lobby Day in Springfield Illinois and the annual field information meeting held in spring 2014 and the annual field orientation meeting, the film festival and the graduation forum held in fall 2013. All of these programs are designed to create an atmosphere that is supportive, engaging and professional for our students. 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 professional engagements. Social Work faculty and instructors served as organizers and presenters for numerous campus events, including Latino/a Heritage Month, Black History Month, Women's History Month, and Asian Heritage Month.

A major contribution of our department and the Alliance of Student Social Worker Club (ASSW) 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 ASSW Club organized a Social Work Film Festival honoring Nelson Mandela, graduate school and career forum, a presentation by RefugeeOne, one of two of the agencies the ASSW adopted this year to fund raise and offer volunteer experience. The ASSW raised \$300 and presented this donation at our annual social work month

program. The other agency the ASSW club adopted was Heartland Alliance, who was presented with holiday gifts for children and warm winter clothing for new immigrants and refugees coming into Chicago during the cold months.

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.

The Social Work Program at NEIU has seen a continued increase in the number of students meeting their graduation requirements each year and meeting the 5- semester (2.5-year) course plan. The social work program has student graduates in fall 2013 and student graduates in spring 2014. Students continue to demonstrate strong scholarship and leadership qualities and have been awarded various honors and scholarships. There were 60 students on the Dean's list in spring 2013.

The NEIU Social Work Program has experienced dramatic enrollment growth, graduation success, and graduate school placement in recent years. We are one of the fastest growing majors in the College of Arts and Sciences at NEIU. Between 2007 and 2014, the NEIU Social Work Program more than doubled its enrollment as shown below.

Fall 2007	225 students
Fall 2008	264 students
Fall 2009	286 students
Fall 2010	280 students
Fall 2011	344 students
Fall 2012	400 students
Fall 2013	450 students

Academic Year	Graduated students
2008	42
2009	64
2010	68
2011	73
2012	97
2013	113
2014	134

These increases are likely linked to our faculty working closely with key programs throughout NEIU, Community Colleges and the social work community as well as having a more positive public view of social work in newspapers and magazines. The social work program also works with the NEIU Marketing Program Office, sharing events and highlights of the program. Though the number of Social work minors has fallen due to the elimination of the university minor requirement, we have one of the highest numbers of minor in the College of Arts and Sciences.

Our overall course section offerings have remained steady on the main campus and have increased on both the El Centro and Lake County campuses. We offered 50 sections of social work courses in the fall 2013 and 50 sections of social work courses in the spring 2014 on the main campus. We have doubled our course offerings at El Centro by adding the day sequence of courses to the schedule: SWK 200, 207, 303, 304, 309, 310, 353, and 355. We have begun a new cohort of social work courses at Lake County at the University Center with one course in fall 2013: SWK 207-policy I and 4 courses in spring 2014: SWK 207 303, 304, 309 as a night sequence. The social work program plans to expand the course offerings in fall 2014 based on student demand.

We offer all social work core courses and other elective offerings were available at the El Centro campus as well as several core social work courses and electives at CCICS. We have been designated as one of the anchor programs at El Centro, along with Justice Studies and Computer Science. We have assigned a point person to advise our students both at El Centro and Lake County campuses. We also have begun a new social work cohort at the Lake County campus to accommodate students who wish to complete a social work major. We have worked closely with the College of Lake County to assist students in transitioning from a community college to NEIU.

One hundred and twenty-three (123) students completed our field practicum/seminar. Our graduates continue to be accepted into graduate school, with at least thirty-five (35) accepted into Master's and three (3) Doctoral programs for summer/fall 2014. Social Work major **Robert Motley** was awarded a full fellowship in the University of Illinois-Jane Addams Graduate College of Social Work in the PhD Program. **Rodney Allen** was awarded a full fellowship in the University of Chicago- SSA, in the PhD Program.

I. Assessment

As an accredited program by the Council on Social Work Education, the Social Work Department views assessment as a critical and ongoing activity. We utilize a number of tools to assess our impact on student learning, curriculum, advising, mentoring and teaching, including assessments.

- Council on Social Work Annual Report
- Institutional Research data on the number of majors, minors, and graduates
- Program data on alumni accomplishments in graduate school and employment
- Internship in Social Work Field Placements
- Exit Surveys for our students in the field practicum/seminar)
- Course and instructor evaluations
- Employer surveys

I. Describe program goals and outcomes

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

CYCLE PLAN:

YEAR 1: Goal 1: Students engage in generalist practice as competent professionals to sensitively work with diverse populations.

- Competency 1: Identifies as a professional social worker and conducts oneself accordingly.
- Competency 4: Engages diversity and differences in practice.
- Competency 5: Advances human rights and social and economic justice.
- Competency 10: Engages, assesses, intervenes and evaluates with individuals, families, groups, organizations and communities.

YEAR 2: Goal 2: Students utilize their strengths and multifaceted identities to develop a professional identity and values.

YEAR 3: Goal 3: Students enhance the strengths of clients to build the capacities within themselves and their environment.

YEAR 4: Goal 4: Students promote human rights and social justice locally and globally.

YEAR 5: Goal 5: Students critically consume and generate social work knowledge to inform generalist practice.

II. Assessing program goals and learning outcomes

A. Direct Evidence:

For goal(s) being addressed:

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 use two tools to determine attainment of program goals:

- (1) Master Curriculum Assessment; and
- (2) Student Exit Survey.

The Master Curriculum Assessment is a compendium of all student assignments that is being used to assess student attainment of core competencies (and in turn, program goals). We use a standardized 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 is to have 70% of our students scoring at proficiency level or higher on each core competency.

The Student Exit Survey is a questionnaire given to graduating seniors in the last week of their final semester where students are asked to rate themselves across the ten core competencies (and the forty-one related practice behaviors) using a 5-point scale (with 5 being the highest and 1 being the lowest rating). Our benchmark is to have 70% of our students rating themselves at a score of 4 or higher on each core competency.

2. *What proportion of your students (or sample of students):*
 - a. *failed to meet expectations (please see results below)*
 - b. *met expectations (please see results below)*
 - c. *exceeded expectations (not measured)*

We obtained results from the 2013 and 2014 Waves of the Student Exit Survey. Reported below is the percent of students reporting a score of 4 or higher for each competency (by wave). Competencies for which we did not meet benchmark are in **boldface**. (Data collection for the Master Curriculum Assessment is currently in progress).

2013 Wave:

- Competency 1: 73%
- Competency 2: 75%
- Competency 3: 68%
- Competency 4: 77%
- Competency 5: 70%
- Competency 6: 57%
- Competency 7: 75%
- Competency 8: 61%
- Competency 9: 56%
- Competency 10: 64%

2014 Wave:

- Competency 1: 84%
- Competency 2: 83%
- Competency 3: 75%
- Competency 4: 81%
- Competency 5: 69%
- Competency 6: 67%
- Competency 7: 78%
- Competency 8: 71%
- Competency 9: 68%
- Competency 10: 79%

C. Feedback loop: *please provide a brief narrative to answer the following questions.*

1. *Has your program changed its curriculum in the past year?* **No.**

We are currently in the process of collecting data for purposes of re-affirmation with our accrediting body, the Council of Social Work Education. As such, we have “locked down” our curriculum for Academic Years 2013-2014 and 2014-2015 while we collect for the two instruments (i.e., tools) named above in Section II.A.

2. Targeted plan to address weaknesses that you found in attainment of goals

Based on the results of the more the recent 2014 Wave of the Student Exit Survey, the Faculty has decided to implement focus groups throughout the coming academic year not only to receive feedback from students on how to improve the curriculum in these core areas, but also to help students become more familiar with the terminology used in the re-affirmation process and make connections between their coursework and the attainment of these core competencies.

D. Executive summary of assessment results

1. Provide a brief narrative summarizing your assessment results

Overall, our assessment results are positive. Clear majorities of all of our students report that they are competent in the accreditation categories for social work set forth by the Council on Social Work Education (CSWE). This was true in both 2013 and 2014. There does appear to be room for growth in some areas, and we continue to strive to improve our program through constant faculty communication regarding our curriculum. We saw growth from 2013 to 2014 with higher percentages of students reporting competency across categories and with no categories having a competency percentage of less than 67%, meaning at least 2/3 of all students were rated as meeting competency in all categories. It is important to note that this represents only one source of data from the perspective of students regarding how our program meets our own goals, the goals of the university and the goal of CSWE. Our master curriculum assessment, another assessment tool, is currently being conducted and we believe that this will provide further evidence of the strength of our program in serving students.

II. Program Plan

A. Long Term Goals

The Social Work 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 social work major is noted to be 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 and on weekends, and at our satellite campuses to attract non-traditional and students of color to major in.

To improve recruitment, retention, and graduation rates, we increased our efforts through outreach to programs within and outside of NEIU, community college recruiters, and social work agencies in the community. We have a large number of transfer students coming into our program and efforts for providing information sessions have increased our numbers. All students in our program are advised individually upon acceptance into our social work program and provided a 5-semester course plan. Social Work students are placed in a cohort and given information our mentoring program. Students are placed on our social work program listserv, which provides ongoing information regarding the program and the social work profession. Students are encouraged to join our social work club, Alliance of Student Social Workers (ASSW), which provided on going support, information and guidance. The social work program also utilizes an active website and blog to share information with students, keeping them invested in their learning, being a member of the social work program and an active member of NEIU. Many of our students are involved in the student government organizations based on their encouragement by the social work program faculty, which supports our belief of social worker taking an active part in making change happen. The social work program has a newsletter which is housed on the NEIUPORT, on the departmental bulletin boards, and on the bulletin boards in LWH 3077. We are more effectively building on the diversity of our own students through the programs we plan, often in collaboration with our Social Work Club and other programs/departments/ Also, in spring 2014, we initiated forty-three (43) new students into our NEIU chapter of Phi Alpha International Social Work Honors Society. We also awarded two students with the Jane Peller Professionalism award, based on their scholarship and their commitment to the social work profession. The awards were given to Ziltalli Roman and Reynaldo Cordova. The awards provide an avenue for other students to get excited about their learning and invest in the social work program

As we continue to develop a MSW program at NEIU, we will have an opportunity to reach new students who are interested in obtaining a MSW from an accredited program that is assessable, affordable and provides a diverse learning environment.

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. We encourage close collaboration among faculty and students at all levels of professional social work practice: in the classroom, in the research process and in serving the needs of our diverse and unique communities. The Social Work Program has sought to create a “social work family” environment that is strength-based and student-centered. Students are provided a generalist social work educational experience that includes course work and field experiences that empower them to engage in the helping process as well as life-long learning.

Every 7 years the Social Work Program undergoes a reaffirmation of its program through a two-year self-study. The process includes writing a report, having a site visitor and hosting our advisory board to review our work in meeting the needs of the students. **Jade Stanley** has organized the ongoing focus group process to keep faculty, instructors, field liaisons, and students abreast of the reaffirmation process, the great work that we are all doing and provide an open dialogue for discussion. The social work faculty meets weekly to discuss ongoing issues impacting the social work program. Instructors meet with the faculty once a month and student club officers are invited to join any of the meetings.

The tradition of engaged learning is one of the hallmarks of the department. Social work students continue to have several opportunities for engaged through coursework such as the SWK 314: Social Work Advocacy; SWK 322: International Social Work; SWK 320: Domestic violence, which requires a 20 hour service learning commitment.

Technology: The social work department continues to embrace technology-assisted instruction. For example, the majority of our courses have been on 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 SWK 309: Research Methods and more fully explored in the SWK 310: Research Seminar I and SWK 311: Research Seminar II. We encourage faculty to utilize technologically enhanced instruction and encourage our students to make classroom presentations and professional presentations at NEIU's Student Research Symposium and at professional social work conferences and seminars, utilizing a variety of programs such as Prezi and PowerPoint. Professor Emeriti **Jane Peller** teaches our on-line course, SWK 200: Introduction to Social Work, in fall and spring 2013-2014—the fifth time it has been taught on-line. Professor **Jin Kim** has developed hybrid courses for the policy curriculum and has prepared lectures that are available on the course D2L site. Professors **Aimee Hilaldo Villalpando** and **Milka Ramirez** have offered the core courses as hybrid for SWK 303-HBSE I and SWK 304: Practice I, for the first time in fall 2013 and will offer this option spring 2014 and moving forward.

International Education: Our department has made concerted efforts to strengthen and expand international educational knowledge and learning opportunities. The majority of our core courses incorporates a global focus, and will continue to globalize our curriculum. Professor Jade Stanley offers a skills elective SWK 322: WIP-International Social Work every fall for the past 5 years. Professor **Jade Stanley** has taken the lead in infusing international and global materials into our generalist social work program curriculum. For the past 3 years, we have worked closely with the Rehabilitative Program at Bhagavatula Charitable Trust (BCT). BCT is a non-for-profit organization working towards the transformation of rural India. Active in the villages of Visakhapatnam district, Andhra Pradesh since 1976, the organization believes in a participatory approach. Through their integrated rural development programs, they have nurtured change agents within villages and created 'model' programs that have set standards. Our students are involved in a with a "Bag Project", selling the bags at various social work events and once the money is collected it sent to the students at BCT who place the funds in their accounts in preparation for return to their

villages. We anticipate expanding our work with BCT and engage in other social development projects that were explored when we visited BCT in December 2011.

We greatly encourage our students, alumni and faculty to participate in study abroad opportunities which complement their interests in various areas of the social work profession, and their experiences are then carefully detailed in our newsletters, and are posted on our website, Facebook page and blog. **Jade Stanley**, with other Social Work faculty, **Job Ngwe** have organized a study abroad program in December 2013 at the University of Legon in Accra Ghana, West Africa, plans to offer this opportunity to students again in December 2014. Students engaged in the study tours each year have presented their research projects both at our annual social work program celebration held in march as well as at the NEIU student research symposium and Dominican University African, African American, Latino Research symposium.

Collaborating with external constituencies: The Social Work internship program makes up a significant part of our accredited program all students must complete the required core courses to be eligible for the field internship, which takes place during their senior year. The requirement for students accepted into the field practicum must be supervised by a MSW prepared social worker, complete 512 hours for the year and complete an agency based research project with their research professor/instructor. The field practicum 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 social work.). Social work majors who want to be considered for the field practicum are instructed to follow the steps outlined by our Director of Field Education, **Jacqueline Anderson**, which includes both an individual and group meeting, completing of required paperwork and an interview with three potential sites to acquire their yearlong field placement site. Our social work seniors, generally about 130 students, are placed at 65 different agencies that are both in the city and surrounding suburb, supporting the in a wide range of practice categories- child welfare, mental health, health, school, services to adults, services to elderly to name a few. All students accepted into the field practicum must enroll in SWK 355: Field Practicum I and SWK 356: Field Practicum II as well as take two other courses each semester- both fall and spring- SWK 310: Social Work Research Practicum I, SWK 311: Social Work Research Practicum II; SWK 353: Field Seminar I; and SWK 354: Field Seminar II.

Dr. Jacqueline Anderson has expanded the list of field sites for our internships based on student interest and demand. Dr. Anderson continued to invite alumni back to speak to our annual field orientation meeting, held each fall with current field students and field supervisors. Additionally alumni are invited to attend our annual march social work program celebration to speak to students about their post-graduation work experiences both in graduate school and working in the field. This past fall 2013, there were 134 students accepted into the field practicum and were placed in 8 sections of the fieldwork curriculum. All 134 students were successfully placed in a variety of agencies for their required 512 hours (see below). It is noteworthy that supervisors regularly highly praise the work of our students and request more interns from our Social Work

Department. Several of our students each year are hired at their internship sites, indicating the strength of our program and of our students.

Dr. Jacqueline Anderson and Jade Stanley work closely with Girls in the Game, through a combined effort the NEIU HERPA, Students Activities, and Social Work programs to provide a variety of supportive services such as mentoring, site for volunteer work, engaged learning opportunities and field internship sites. This collaboration has worked well this past year with plans for expanding our role in the next academic year.

Internship Placements, academic year 2013-2014

This year the social work program along with the social work club- Alliance of Student Social Workers (ASSW) hosted the annual field orientation meeting, which invites NEIU administrators, field supervisors, field liaisons and field students along with the social work program to share current social work program goals and objectives. This year the theme was “Resiliency and Empowerment for 2013-2014”. We invited alumni and who has agreed to share their life narratives. Evelyn Ramos moderated the panel and the panelist was Jacky Durante’s w/ Archie her Seeing Eye dog, Marius Powell, Floyd Stafford, Margaret Jefferson and Joel Irizarry. Last year we looked through the lens of Services to Homelessness bringing Tonier Cain to NEIU as well as to Deborah’s Place. The previous year we looked at the issues of community violence, sponsoring many events, one bringing the largest number of individuals on campus to view the film “The Interrupters”.

We also have continued to expand and development our intern sites and partnerships with several community-based organizations: CPS -Wells High School, Deer Rehabilitative Center, Casa Norte and B.U.I.L.D. to name a few. At Wells High School, we generally have 7-8 students placed in various programs at the high school where are students are highly praised and sought out, based on their preparation for the experience. We regularly place students for service learning, engaged learning and field internships within these organizations, and our students have engaged in project support and research needed by these (and other) organizations. All social work majors must complete 100 hours of engaged learning prior to entering the SWK 305/SWK306/SWK 357 cohort. Students are provided a list of potential sites as well as communication in provided on going through our social work program website, blog and listserv. The social work program worked closely with the general education curriculum committee to identify courses that would fit in the new conceptualization of what makes up general education courses for our students.

As noted above and below, our faculty are engaged in working with community-based organizations, non-profit, and professional organizations. As part of our mission and as outlined in our Department Application of Criteria the importance of service to the community is a critical aspect of the work we do as professionals, practitioners and educators.

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 weekly one (1) hour faculty meetings, we meet

as a faculty bi-monthly for 4 hours. We also have monthly departmental meetings held the first Tuesday of every month for all faculty, instructors and staff. At these meetings have invited President Sharon Hahs, Provost Richard Helldobler; and Ombuds Bradley Ginn, Lisel Downing from Marketing and Damaris Tapia from Alumni Relations to share the work we are doing and to form and maintain key relationships. We have developed a “social work family” atmosphere among faculty, staff and students and continue to seek out feedback so that we can be responsive to the many constituency groups we interact with. The social work program utilizes the resources available both on and off campus and work very closely with programs such as TRIO, our Library Liaison- Michelle Guittar, Non- traditional degree program, Honors program and McNair program, acknowledging the need to share and utilize expertise across the campus.

B. Program Plan Requirements/Projected Needs

1. Faculty

We are department with seven (7) tenure track faculty (including the departmental chair who can only teach one course per semester). A successful search during 2012-2013 led to hire of a new tenure-track professor, **Milka Ramirez**, due to the retirement of Jane Peller. Also in 2013-2014 we were able to hire a new tenure track professor, **Aimee Hilaldo Villalpando**. In fall 2014 we will have the addition of **Andrew Brake**, bring our program to eight (8) faculty. Due to the growth of our program and the requirements set by CSWE, we depend heavily on our full-time instructors to help meet the demand for classes. With the expansion of offering our major at UCLC and increased number of courses offered at ELC, we are in need of another hire which we will search for in fall 2014 with a hiring date of 2015-2016. This search is based on our incomplete search that took place in academic year 2013-2014. This new hire will be instrumental in our being able to serve our students in an effective manner.

With the continued growth of our BASW program on three campuses and the addition of a MSW projected to begin in fall 2015, we will need to hire additional faculty, an MSW director as well as field director.

2. Spatial Needs

Office Space for full and part-time instructors. It would be optimal to have all of our full-time and part-time instructors housed on the third floor of Lech Walesa Hall. With the arrival of 1 new full-time tenure-track professor and 4 additional part-time instructors joining us this coming year, we will need to find adequate office space. We have been fortunate to have the support of the CAS Dean’s office to assist us in working out office space, within the constraints of the space available in the LWH building. We have had to move our instructor office each academic year and hope to secure a permanent office for them in the coming year.

With the continued growth of our BASW program on three campuses and the addition of a MSW projected to begin in fall 2015, we will need to secure additional space for our program.

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 through the Space Office, which requires prior notice. Since we are a program that meets routinely, it would be optimal to have a designated meeting space. We have found it to be helpful to have a regular meeting space for consistency and access to the office documents and files when needed. It would also be optimal to have a designated space for our social work majors to study and to hold ASSW meetings.

Classroom Assignments: Over the past year we have had more consistency with the classrooms assigned for social work courses with the assistance of Oscar Cazares and Ana Villate. We continue to have courses scheduled for LWH, BBH and the Fine Arts Building, but could benefit if more time was allotted between classes so that students and instructors could arrive in a more timely manner. The requests for computer room assignments have been more consistent this past year, which has been helpful in the delivery of course content.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Book Chapters, Regional Exhibitions or Performances

Ngwe, Job, “Social Work Research Methods: An Invitation”. Published by Pearson publishing company (ISBN-13: 978-1-269-56132-7), 2013.

2. Articles and Abstracts, Local Exhibitions or Performances

Francisco X. Gaytán and Mark Valencia, “College Success Courses –How Do They Affect Latino Students?” (paper presented at the American Association for Hispanics in Higher Education Conference, Costa Mesa, CA, March 6-8, 2014).

Francisco X. Gaytán, “All Latino, All Good? Benefits and Challenges in Having a Cohort of All Latino Graduate Students in an Educational Leadership Program Focused on Latino Issues in Higher Education” (paper presented at the American Association for Hispanics in Higher Education Conference, Costa Mesa, CA, March 6-8, 2014).

Francisco X. Gaytán, Ashor Jajou, A. and Eduardo Bocanegra, “Making art and creating hope for gang-affiliated Latino youth” (paper presented at the 12th Annual Alumni of Color Conference, Harvard University Graduate School of Education, Cambridge, MA, February 28-March 1, 2014).

Francisco X. Gaytán, “The Role of Hispanic Serving Institutions in Increasing Opportunity for Latino Students,” (paper presented at the Illinois Latino Council on Higher Education (ILACHE) Annual Conference, Roosevelt University, Chicago, IL, March 21, 2014).

Francisco X. Gaytán, “Working with Young Latino Men & Latino Masculinity,” (paper presented at The Chicago School of Professional Psychology, The Latino/a Mental Health Providers Network Training, Chicago, IL, March 28, 2014).

Hilado, Aimee, Kallemeyn, Leanne, & Phillips, Lauren. “Examining Understandings of Parent Involvement in Early Childhood Programs: Implications for Policies and Practice.” *Early Childhood Research and Practice*. 2013.

Kim, Caleb, and **Hilado, Aimee** “Culturally-sensitive clinical social work practice with refugee populations.” *Gannet Education Publications*. 2013.

Ngwe, Job. “Human Trafficking: The modern day slavery of the 21st century”. Published by *African Journal of Criminology and Justice Studies (AJCJS)*, 2013.

3. Conference Presentations, Group Shows

Anderson, Jacqueline. Motivational Interviewing Conference. Connections for the Homeless. Evanston, Illinois. Fall 2013.

Hilado, Aimee, Quigg, Claudia, & Allweiss, Samantha. “Access for New Immigrant Children: Early Intervention with Refugee Families using the Baby TALK© model.” Paper presented at the 28th Zero to Three National Training Institute Conference, San Antonio, Texas, December 11-14, 2013.

Kim, Caleb and **Hilado, Aimee**. “Multi-dimensional associations of refugee's mental health symptomatology between ethnicity and resettlement process.” Paper presented at the Council for Social Work Education Annual Program Meeting, Dallas, Texas, November 1-3, 2013.

Kim, Jin., “Examining the Role of Demand for Prescription Drugs on Medicare Part D Take-Up Using a Dynamic Approach” (poster presented at the Annual Scientific Meeting of the Gerontological Society of America, New Orleans, LA, November 20, 2013).

Kim, Jin. “Examining Racial-Ethnic and Gender Disparities in Poverty Among the Elderly Using a Dynamic Approach” (poster presented at the Annual Scientific Meeting of the Gerontological Society of America, New Orleans, LA, November 20, 2013).

Ramirez, Milka. NASW Statewide Conference Rapid ConFab Speaker-Reconceptualizing Violence: Homophobia in Ours Schools. October 2013.

Ramirez, Milka. NASW Statewide Conference-Research Presentation-An Examination of Homophobia and Social Work Practice Among a Sample of School Social Workers. October 2013.

Ramirez, Milka. NEIU Faculty Research Symposium-Research Presentation Addressing Homophobia in Social Work Practice. November 2013.

Stanley, Jade. “Northeastern Illinois University Innovation Grant for Social Work and Early Childhood Education” accepted for presentation at the *13th Annual Worldwide Forum on Education and Culture*, 4-6 December 2014, in Rome, Italy.

4.Service

Anderson, Jacqueline.

Clinical Director, Deborah's Place.

Board Member, Connections for the Homeless.

Board Member, Sarah's Circle.

Kim, Jin.

Board Member (Chair of the Scholarship and Program Committees), Korean American Community Services, Chicago, IL, FY2014.

Ortiz, Luis.

Proposal Reviewer: Immigrant Family Resource Program Independent Review Panel.
Immigrant Family Resource Program's Independent Review Panel.

Panelist and a mock interviewer: Umoja's 14th Annual T3 event this November 16, 2013 at Manley High School.

Helped organize and conduct tour of the pilsen community, in conjunction with THE CHICAGO CHAPTER OF THE FULBRIGHT ASSOCIATION and the Institute of International Education (IIE) Saturday, September 28th, 2013

Volunteered, Orozco Academy, September 18, 2013, Harry Potter Day – donated several Harry potter books to library, read chapters to children.

Volunteer for the International Latino Cultural Center, Latino Film Festival, and movie reviewer.

Ramirez, Milka.

Hosted ASSW's A Night of Empowerment and Resilience at En Las Tablas Performing Arts, NFP. November 2013.

Stanley, Jade.

Fulbright Discipline Peer Review committee member

Council for International Exchange of Scholars (CIES) peer reviewer- applications for the Fulbright Scholar Program

Examiner to evaluate PhD Thesis of candidate at Bharathiar University, Bharathiar University-Kovai-46, India

Board Member, Prohealth Advocates

Board Member, Chicago Chapter- Fulbright Association

Member, International Federation of Social Workers

Member, Rightstart for kids

B. Student Achievements

1. Presentations, conference papers, symposium participation, publications

Jajou, Ashor, Bocanegra, Eduardo and Gaytán, Francisco X. “Making art and creating hope for gang-affiliated Latino youth” (paper presented at the 12th Annual Alumni of Color Conference, Harvard University Graduate School of Education, Cambridge, MA, February 28-March 1, 2014).

2. Selected list of Spring 2014 NEIU Student Research and Creative Activities Symposium Presentations: (* denotes advisor)

Diana Mondragon, Francisco X. Gaytan* BARRIERS TO PARTICIPATION: LOW PARTICIPATION RATE AMONG MOUNT PROSPECT RESIDENTS IN CONVERSATIONS WITH LANGUAGE LEARNERS CLASS

Dulce Ramirez, Dr. Francisco X. Gaytan* DOES STRESS AND BURNOUT VARY AMONG CHILD WELFARE WORKERS OF DIFFERENT CULTURAL BACKGROUNDS IN ILDCFS?

Edith Galvan, Dr. Francisco Gaytan* THE AFFECTS OF COUNSELING ON SEXUALLY ABUSED OR ASSAULTED ADOLESCENTS

Elizabeth A. Richter, Dr. Job Ngwe* MENTAL HEALTH AND AT-RISK YOUTH

Gladys Carrillo, Dr. Francisco X. Gaytan* How does group counseling have an effect on undocumented Latina women?

Jamie Rim, Dr. Job Ngwe* THE EFFECTS OF COUNSELING ON SEXUALLY ABUSED ADOLESCENTS

Keila M. Cruz, Angel Resto* THE EFFECT OF LANGUAGE PROFICIENCY ON THE EMPLOYMENT OF IRAQI REFUGEES

Olivia Cardenas, Heather Fernandez and Sara Osorio_Dr. Francisco X. Gaytan*, GIRLS IN THE GAME AFTER SCHOOL PROGRAM AND ITS EFFECTIVENESS ON GIRLS LEADERSHIP, SELF-EFFICACY, AND SELF-ESTEEM

Stefanie Darryl V Segovia, Job Ngwe*, EVALUATION OF MEDICARE PART D IN REDUCING FINANCIAL COSTS OF PRESCRIPTION DRUGS AMONG OLDER ADULTS

3. Selected List of Social Work Majors Accepted into Graduate School—Fall 2013-Spring 2014

Ardelean, Daniela accepted into the UIC Jane Addams Graduate School of Social Work

Arizaga, Erica accepted into the Graduate School of Social Work Dominican University

Callejas, Mariella accepted into the Graduate School of Social Work at Dominican University

Cardenas, Olivia accepted into the UIC Jane Addams Graduate School of Social Work

Collins, Matilda accepted into the Graduate Social Work Program at Governors State University

Delgado, Tania accepted into the UIC Jane Addams Graduate School of Social Work

Fernandez, Heather accepted into the UIC Jane Addams Graduate School of Social Work

Grob, Ashley accepted into the Graduate School of Social Work at Loyola University

Gutierrez, Patricia accepted into the Graduate College of Social Work Colorado State University

Hammacher, Heidi accepted into the Graduate School of Social Work at Aurora University

Harkins, Danielle accepted into the Graduate School of Social Work at Loyola University

Hernandez, Andrea accepted into the Graduate School of Social Work at Loyola University

Hernandez, Claudia accepted into the Graduate School of Social Work at Dominican University

Lucero, Laguna accepted into the Graduate School of Social Work at Loyola University

Mondragon, Diana accepted into the UIC Jane Addams Graduate School of Social Work

Nash, Tabitha accepted into the Graduate School of Social Work Dominican University

Olushola, Dasilva accepted into the UIC Jane Addams Graduate School of Social Work

Quintana, Nancy accepted into at the UIC Jane Addams Graduate School of Social Work

Rizzardo, Liz accepted into the UIC Jane Addams Graduate School of Social Work

Samano, Diana accepted into at the Graduate School of Social Work Dominican University

Saparnyte, Luka accepted into the University of Michigan Social Work Graduate School

Thomas, Raven accepted into the Graduate School of Social Work Dominican University

Watts, Sally accepted into the UIC Jane Addams College of Social Work

Selected list of students hired by their field placements upon completion of BASW

Hernandez, Liliana: Trilogy

Del Angel, Jazmine: Deborah's Place

Estrada, Deborah: El Valor

Lozada, Magdalena: Association House

Perez, Erika: Deborah's Place

Rizzardo, Liz: UIC Jane Addams, Catholic Charities, Case Manager

Hueramo, Luz Mentor: **Jade Stanley**

Roman, Zitlalli Mentor: **Aimee Hilado Villalpando**

C. Alumni News- Selected names

Allen, Rodney (2013). McNair Scholar. Completed second year in MSW Program in Social Work at University of Chicago.

Allen, Rodney (2013). McNair Scholar. Accepted into PhD Program in Social Work at University of Chicago with full scholarship.

Bocanegra, Eduardo (2012). Completed MSW at University of Chicago- SSA Chicago

Bocanegra, Eduardo (2012). Hired as Director at YMCA.

Arroyo, Patricia (2013). Completed MSW at Loyola University- Chicago

Bonarirgo, Tina (2013). Completed MSW at Loyola University- Chicago.

Clancy, Katie (2012). Completed MSW at University of Chicago- SSA.

Green, Keith (2010). McNair Scholar. Completed second year of PhD Program at University of Chicago-SSA.

Hickman, Casey (2012). Hired at DCFS as Youth Case manager.

Motely, Robert (2012). Completed MSW at Jane Addams Graduate School of Social Work at the University of Illinois-Chicago.

Motely, Robert (2012). Accepted in PhD Program at Jane Addams Graduate School of Social Work at the University of Illinois-Chicago, with a full scholarship.

Shadid, Nura (2013). Completed MSW at Loyola University—Chicago.

Stafford, Floyd (2013). Completed MSW at the Graduate School of Social Work –SSA Chicago.

SOCIOLOGY

Annual Report 2013-2014

Submitted by Brett Stockdill

Executive Summary

During the 2013-14 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. Forty-four Sociology majors graduated in 2013-14, one less than our 45 in 2012-13, but up from 33 in 2007-08. We had 129 Sociology majors in fall 2013. 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 2013-14

Our department has continued to develop in exciting and productive ways. With the retirement of **Susan Stall** in 2012, the number of tenure track/tenured faculty fell to six, two less than our full complement of eight. However, our newest tenure track faculty member, **Marcos Feldman**, whose teaching and scholarship focus on community-based action research, joined us in January 2014, bringing our tenure stream faculty to seven. **Brooke Johnson** and **Olivia Perlow** successfully applied for

retention. **Andreas Savas Kourvetaris** was awarded a sabbatical for spring 2015. **Michael Armato** completed his sabbatical in spring 2014. **Christina Gómez** completed her first term as Coordinator for Latino/a & Latin American Studies. **Brett Stockdill** completed his first 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. Student and faculty accomplishments continued to rely on the superb organizational, communication, writing, and budgetary skills of **Arlene Benzinger**, our departmental Administrative Aide. After more than 20 years of superlative service to NEIU and the Sociology Department, **Ms. Benzinger** retired in June 2014. **Ms. Carol Martin** has been hired to be 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 2013-14 year, seven 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, intersex studies, 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 fifth annual Ice Cream Social & General Advising Session in September 2014, during which tenure track/tenured faculty presented an overview of advising information for majors. We added a Pizza Party & General Advising Session in January 2014.

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 third 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 (with the exception of Dr. Armato who was on sabbatical) 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 201: Culture and History of Latinos and LLAS 391/2: 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. **Julia Gutierrez** 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 14 sections of three General Education classes each semester. In the fall 2013, 35% of our courses offered were General Education courses, while in the spring, 2014, 29% 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. **Andreas Savas Kourvetaris** and **Brett Stockdill** organized the third annual induction ceremony for the Northeastern Illinois University chapter of Alpha Kappa Delta, the international sociology honor society, and twenty-one students were inducted into the chapter in April 2014. NEIU Sociology alumna **Dr. Georgiann Davis** (2004, Assistant Professor, University of Nevada-Las Vegas) delivered the keynote address.

Research/Creative Activities: Advancing Critical, Public Sociology

As evidenced below, Sociology faculty published an array of books, book chapters, articles, book reviews, and blogs 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. The breadth of our scholarship is reflected in the array of professional conferences at which we presented papers, including the American Anthropological Association Annual Meeting, the Second City Anthropology Conference, the American Sociological Association Annual Meeting, the Midwest Sociological Society Annual Meeting, the Annual Latino Higher Education Leadership Institute (HACU), the Critical Ethnic Studies Association, and the National Women's Studies Association Conference.

Our department was once again well represented at this spring's Midwest Sociological Society (MSS) Annual Meeting held in Omaha, NE. Six of our Sociology majors and minors attended the conference. Two Sociology alumni presented papers: **Georgiann Davis and Chris Poulos**. Four of our faculty (**Michael Armato, Christina Gómez, Brooke Johnson, and Brett Stockdill**) presented at the MSS.

Sociology faculty continue to be prolific and productive. **Michael Armato, Christina Gómez, Olivia Perlow and Brett Stockdill** were honored at the annual NEIU Authors' Reception in spring 2014. **Marcos Feldman** (with Violaine Jolivet) published the article "Back to Little Havana: Controlling Gentrification in the Heart of Cuban Miami" in the *International Journal of Urban and Regional Research*. **Christina Gómez** (with Andrew Garrod and Robert Kilkenny) published her second book: *Mixed: Multiracial College Students Tell Their Life Stories* (Cornell University Press, 2014). **Brooke Johnson** published "U.S. Armed Forces," in *Multicultural America: A Multimedia Encyclopedia* (edited by Carlos E. Cortés, Sage). This year **Brett Stockdill's** book *Transforming the Ivory Tower: Challenging Racism, Sexism and Homophobia in the Academy* (with Mary Yu Danico, University of Hawai'i Press, 2012) received a very positive review in the journal *Contemporary Sociology: A Journal of Reviews* (Elizabeth Clifford, 2014 43: 418). Professor Emerita **Martha Thompson** published "Empowering Self-Defense Training" in the journal *Violence Against Women* (20 (3): 351-359).

Marcos Feldman was awarded three grants to conduct *Participatory Action Research with the Miami Taxi Workers Alliance*: a \$20,000 grant from the Ben & Jerry's Foundation; a \$5,000 grant from the SparkPlug Foundation; and a \$5,000 grant from the Veatch Program of the Unitarian Universalist Congregation at Shelter Rock.

Service: Shared Governance, Solidarity, and Empowerment

Sociology faculty members continued to provide a broad spectrum of service activities both on and off campus. **Andreas Savas Kourvetaris** served on the Writing Intensive Faculty Advisory Committee. **Olivia Perlow** served on the Faculty Senate and the Faculty Council on Academic Affairs. As coordinator for LLAS, **Christina Gómez** organized, with the assistance of **Ann Botz**, a number of cutting edge events and programs, including the first LLAS Student Research Symposium in April 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 organized a Café Society event that focused on transit inequalities in fall 2013. The Sociology Club also worked with **Brett Stockdill** to bring in four NEIU Sociology alumni guest speakers, **Sebastino Aviles**, **Casey Baxley**, **María Luna Duarte**, and **Olga Steele**, to discuss their graduate school and career experiences for our Second Annual Careers in Sociology Series. Along with the Pedroso Center and other academic programs, Sociology sponsored a guest lecture by Cuban doctor and LGBT rights activist Dr. Alberto Roque Guerra entitled "Sexual Diversity in Cuba" on May 27, 2014. Sociology also co-sponsored the 2014 Activist Graduation Celebration on May 2, 2014.

Our faculty and students also play leadership roles in other student organizations. **Christina Gómez** served as the faculty advisor and Sociology majors **Jose Herrera** and **Jazmin Morales** served as officers of Undocumented, Resilient and Organized (URO), the first organization organized by and for undocumented immigrant students at NEIU. **Christina Gómez** was honored as the Diamond Award Recipient by the Delta Tau Lambda Sorority, Inc. (Kappa Chapter). **Olivia Perlow** is the faculty advisor for the co-ed multicultural fraternity Delta Psi Alpha and was honored on NEIU's First Women's Appreciation Day by the Northeastern Programming Board and the Women's Resource Center on March 6, 2014.

Andreas Savas Kourvetaris served on the Hellenic Quality Assurance & Accreditation Agency for Higher Education (HQA)'s External Evaluation Committee for the Department of Political Science at the University of Crete. Brooke Johnson serves as Associate Editor for the journal *Radical Pedagogy*.

Our faculty are also active in community-based activism. **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** was appointed to 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 with 40 sections of Sociology offered in the fall 2013 and 34 sections offered in the 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. 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.

Forty-four Sociology majors graduated in 2013-14, down one from 45 in 2012-13, but up from 33 in 2007-08. We had 129 Sociology majors in fall 2013, down from 158 in 2012, but only one down from our 130 in 2008. These declines are likely linked to budget cuts, 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 14 sections of three General Education classes each semester. In the fall 2013, 35% of our courses offered were General Education courses, while in the spring, 2014, 29% of our courses were General Education offerings.

Forty-nine students completed one of our two capstone courses, Senior Seminar in Sociology and Internship in Sociology this year. Our graduates continue to be accepted into graduate school, with at least five accepted into Master's and Doctoral programs for fall 2014. Sociology major **José G. Herrera Soto (2013) and Chris Poulos (2009)** were both awarded full fellowships in the University of Illinois-Chicago's PhD Program in Sociology. **David Romero (2014)** was admitted to UIC's Masters in Social Work Program. **Shaina Knepler-Foss (2014)** was admitted into Loyola University's Masters in Social Work Program. **Evelyn Zatkoff (2013)** was accepted into NEIU's Masters in Family Counseling Program. **Eden De Genova (2014)** was accepted into NEIU's Master of Arts in Counseling: Rehabilitation Counseling.

Furthermore, our alumni have continued to excel in graduate school and beyond. Of particular note are **Peggy Valdes (2012)** who completed first year as a PhD student in Higher Education and Student Affairs at the University of Iowa. Ms. Valdes was awarded a Dean's Research Fellowship in 2013-14; for the coming year she has been 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 first year in the University of Wisconsin, Madison's PhD Program in Sociology. **Dr. Georgiann Davis (2004)** accepted a tenure track Assistant Professor position in the Department of Sociology at the University of Nevada-Las Vegas.

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.
- Internship in Sociology Field Placements.
- Exit Surveys for our two capstone courses: Senior Seminar in Sociology (SOC 351) and Internship in Sociology (SOC 342).

Assessments of our capstone Exit Surveys are described below in our annual assessment report. This year we revised our program goals and learning outcomes, and mapped each to the University's Baccalaureate goals. We developed a five-year assessment cycle, wherein we plan to develop embedded assessment tools for core classes. We also plan to develop an alumni survey to track the academic and employment trajectories of our graduates.

In the spring, 2006, we had a site visit by an external evaluator, Diane Taub. Dr. Taub's final report was integral to our completed Program Review (summer, 2007). Her review and recommendations continue to inform our future assessment activities and curriculum and program planning and implementation. Our annual assessment report also provides information on our progress in implementing a number of her recommendations. This coming year we will complete our eight year program review.

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 21st Century Major" and a booklet entitled, "21st 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 2014, we initiated twenty 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 2014, **Brett Stockdill** organized the second Sociology Teaching Support Group, attended by ten 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, seven 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 **Olivia Perlow's** fall SOC 344 (African American Women: Feminism and Resistance) conducted research on social issues impacting Black women and presented their findings to the public, including students, staff and faculty at the Pedroso Center.

Technology: Our department continues to embrace technology assisted instruction. For example, virtually 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 2014—the sixth time it has been taught on-line. Instructor **Aneta Galary** offered the second on-line section of our General Education course, SOC 105: Women, Men & Social Change in fall 2013.

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 are soon to be posted on our 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 2014, 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 second 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 29 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. For example, **Caty Nordyke** (2013) served as a Social

Media Intern for the Chicago Torture Justice Memorials Project in spring 2013 and continued her activism with the group in 2013-14. **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 this summer as the Program Coordinator for Success By 6 and Community Impact.

Internship Placements, Spring 2014

Student Name	Organization	Internship Title
Alba Orizaba	Girls in the Game	Assistant After School Mgr., Senior Mgr. of program Development and Evaluation
Alex Zuber	Moriah Early Childhood Center	Infant Room Teacher
Anne R. Lazariciu	Law Offices of Robert Phillip Ward	Assistant Case Coordinator
Bianca Reyes	St. Sylvester School	Classroom Intern
Brandon Bordenkircher	Chicago Teachers Union	Research Intern
Brenna Ryan	Tutoring Center at Harold Washington College	Coordinator of Tutoring and Foundational Studies
Brian Price	Paws Chicago	Dog Town level 1 Volunteer
Brittany Higgin	Northeastern Programming Board (NPB)	Arts and Entertainment Coordinator
Celia Rosenberg	Ounce of Prevention	Innovation Intern
Daisy Nunez	Mexico Solidarity Network/Centro Autónomo ESL (English as a Second Language)	Coordinator
Diamanto A. Gikas	Niles Police Department	Police Officer Aid/Intern
Eden DeGenova	CHANA Project (Community Health Assets & Needs Assessment for Berwyn, Cicero, Forest View, Garfield Ridge, and Stickney)	Project Coordinator
Edna Galvan	United Way	Assistant Coordinator of Success by 6
Eliot Scott	NEIU LGBTQA Resource Center	Student Intern
Janely Herrera	North Riverside Police Department	Student Intern
Jason Jaquet	Mexico Solidarity Network/Centro Autónomo English as a Second Language (ESL)	Facilitator & ESL Facilitator Coordinator

Joselyn Rollerson	I AM ABLE Center for Family Development	TR41M Intern/Community Engagement
Josephina Roberson	Itson Daycare Center	Childcare Assistant
Juan M. Gonzalez	Association House of Chicago	Adult ABE/GED Title
Lindsey Atwood	Youth Crossroads, Inc.	Youth Development Program Intern
Marina Potievsky	HandsOn Suburban Chicago	After School Program Volunteer/Volunteer Recruiter
Mary L. Castro	Monte & Associates	Office Intern
Milagros Soto	The Logan Square Neighborhood Association	Grow Your Own (GYO)-Intern
Shaina Knepler-Foss	Changing Worlds	Social Media Intern
Simone Arielle Bruch	Women's Resource Center-Northeastern IL University	HERstory Month Coordinator
Stephanie Calahan	Roger's Park Business Alliance	Business Incubator Intern
Teresa Iverson	ONE Northside	Assistant Organizer
Warner Raymond	Evanston Police Department	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 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 tenure track faculty (including the departmental chair who can only teach one course per semester). A successful search during 2012-13 led to the hiring of a new tenure-track professor in spring 2014, **Marcos Feldman**, increasing our number to seven, but this still leaves our tenure stream faculty stretched thin, 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 all of our full-time and part-time instructors housed on the second floor of Lech Walesa Hall. While we have acquired office space for our two full-time Instructors Aneta Galary and Cristen Jenkins, our part-time Instructors and Adjuncts will be forced to continue to share one office with numerous other Instructors/Adjuncts in the basement of LWH. Several part-time instructors had no office space this past year, often holding office hours in the hallway or in the departmental office, neither of which is suitable.
- **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 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.

I. 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.

2. Book Chapters, Regional Exhibitions or Performances

Johnson, Brooke. "U.S. Armed Forces," in *Multicultural America: A Multimedia Encyclopedia*, edited by Carlos E. Cortés. Sage, 2013.

Daysi Diaz-Strong, **Christina Gómez**, Maria Luna-Duarte, Erica Meiners, "Out for Immigration Justice: Thinking through Social and Political Change," in *Youth Resistance Research and Theories of Change* edited by Eve Tuck and K. Wayne Yang. Routledge Press, Fall 2013.

3. Articles and Abstracts, Local Exhibitions or Performances

Feldman, Marcos and Violaine Jolivet. "Back to Little Havana: Controlling Gentrification in the Heart of Cuban Miami," *International Journal of Urban and Regional Research*. 38: 1266–1285. January 6, 2014.

<http://onlinelibrary.wiley.com/doi/10.1111/1468-2427.12097/abstract>

Thompson, Martha. "Empowering Self-Defense Training." *Violence Against Women* 20 (3): 351-359. March 2014.

4. Conference Presentations, Group Shows

Armato, Michael. Organizer and discussant for the paper session "Masculinities." Midwest Sociological Society. Omaha, Nebraska: April 3, 2014.

Feldman, Marcos. "Stakeholderism, Performance and Participation in the Gentrification of Miami." Paper presented at the annual meeting of the American Anthropological Association. Chicago, IL: November 19-24, 2013.

Feldman, Marcos. "The Decline of Cuban Miami," with Alex Stepick. Paper presented at the annual meeting of the American Sociological Association. New York, NY: August 11-14, 2013.

Gómez, Christina. "Mixed: Multiracial Student Narratives." Paper presented at the annual meeting for the Midwest Sociological Society. Omaha, Nebraska: April 5, 2014.

Gómez, Christina. "Pursuing the Ph.D. – From Beginning to End." Workshop presented at the 12th Annual Latino Higher Education Leadership Institute, HACU. Chicago, Illinois: October 26, 2013.

Gómez, Christina. "Myths, Lies, and Truths: Immigration Bill SB744." 19th Annual Equity in Action Heritage Conference, Northeastern Illinois. Chicago, Illinois: October 7, 2013.

Gómez, Christina. “Perceptions: Race and the Formation of Stereotypes.” Keynote address at the NAACP Chapter at Dartmouth College. Hanover, New Hampshire: August 15, 2013.

Gómez, Christina. “Understanding the Social Construction of Race & Ethnicity.” Lecture presented at the Summer Enrichment at Dartmouth program, Dartmouth College. Hanover, New Hampshire: July 1, 2013.

Hendricks, Jerome M. “Vinyl Revival: Processes of Qualification and Change in Intermediate Markets.” Paper presented at the Economic Sociology Roundtables at the Annual Meeting of the American Sociological Association. August 10-13, 2013.

Hendricks, Jerome M. “Vinyl Revival: Processes of Qualification and Change in Intermediate Markets.” Paper presented at the Second City Anthropology Conference. March 9, 2014.

Johnson, Brooke. “Sociology of Education.” Discussant at the Annual Meeting of the Midwest Sociological Society. Omaha, Nebraska: March 2014.

Perlow, Olivia and Loretta Capehart. “Resisting the Educational Industrial Complex at Public Universities.” Panelist at the annual meeting for the Critical Ethnic Studies Association. Chicago, Illinois: September 19-21, 2013.

Perlow, Olivia. “Negotiating Motherhood Across Various Spaces of Engagement.” Invited panelist at the annual meeting for the National Women’s Studies Association, Cincinnati, Ohio: November 7-10, 2013.

Perlow, Olivia. “Structural Violence as Genocide: The Case of African Americans in Chicago.” Paper presented at the annual NEIU African & African American Studies Research Symposium. Chicago, IL: October 24, 2013.

Poulos, Chris. “Financing Neoliberal Housing: How the Local State Is Used to Privatize Public Housing” Midwest Sociological Society Annual Meeting. Omaha, NE: April 3, 2014.

Stockdill, Brett. “Careers Transformation: The Marketplace Value of Diversity and Inclusion.” Northwestern University Neighbors Immortal Life and Ethics Panel. Northeastern Illinois University. October 29, 2013.

Stockdill, Brett. “Chicago Police Torture: Bearing Witness Project.” Midwest Sociological Society Annual Meeting. Omaha, NE: April 4, 2014.

Thompson, Martha. “Does self-defense really work? Experience, evidence, and research.” Panel Member. NWMAF Self-Defense Instructors Conference. July 2013.

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.

Feldman, Marcos. *Phase I Participatory Action Research with the Miami Taxi Workers Alliance.* SparkPlug Foundation, July 2013 – December 2013. \$5,000.

Feldman, Marcos. *Phase I Participatory Action Research with the Miami Taxi Workers Alliance.* Veatch Program of the Unitarian Universalist Congregation at Shelter Rock. July 2013 – December 2013. \$5,000.

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.

6. Service

Armato, Michael. Organizer/Presider/Discussant for a session on Masculinities at the MSS in Omaha, NE (April 2014).

Gómez, Christina

- Reviewer, *Social Forces*, spring 2014
- Evaluator, National Endowment for the Humanities Awards for Faculty, summer 2014
- Board Member, Chicago Area Women's History Council
- 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, NH, summer 2013.
- Reviewer of Senior Portfolios for Pedro Albizu Campos High School, spring 2014.

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. Member, External Evaluation Committee, Hellenic Quality Assurance & Accreditation Agency for Higher Education, Athens and Rethymnon, Greece.

Stockdill, Brett. Advisory Board Member, Casas del Pueblo Community Land Trust, Centro Autónomo, Chicago, IL.

B. Student Achievements

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

Herrera, José G. Soto. “No Borders, No Cages! Walking to Crete for Justice.” *AREA (Art, Research, Education and Activism) Chicago*. #13, 2013 (<http://areachicago.org/no-borders-no-cages-walking-to-crete-for-justice/>).

2013 NEIU Student Research and Creative Activities Symposium Presentation

Peer, Victoria. (Faculty Sponsor: **Andreas Savas Kourvetaris**) “Quit Spending, Start Saving: The Expense and the Experience.”

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

Bordenkircher, Brandon. (2014). Applied to the Law Office of the Cook County Public Defender, 2013.

DeGenova, Eden (2014). Accepted to the Master of Arts in Counseling: Rehabilitation Counseling, Northeastern IL University, 2014.

Herrera, José G. Soto (2013). Accepted—with a four-year fellowship—into 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). Researching online misogyny groups and victim blaming among men in online communities. Masters Program at DePaul University.

Romero, David (2014). Accepted to the Master of Social Work degree program, Jane Addams College of Social Work, University of Illinois at Chicago, 2014.

Knepler-Foss, Shaina (2014). Accepted to the Master of Social Work Program, Loyola University, Chicago, 2014.

Poulos, Chris (2009). Accepted—with a four-year fellowship—into the University of Illinois-Chicago’s Doctoral Program in Sociology.

Zatkoff, Evelyn (2013). Accepted to the Master of Arts in Family Counseling degree program, Northeastern Illinois University, 2013.

C. Alumni News

Ahlm, Jody (2011). April 2014. *Biomedicine, Law, and Inclusionary Exclusion: The Creation of a Transgender Borderlands*. Gender Matters Conference. Governors State University.

Ahlm, Jody (2011) April 2014. *Respectable Promiscuity: Digital Cruising and Queer Liberalism*. Engendering Change Graduate Student Conference. Northwestern University.

Ahlm, Jody (2011). Awarded Masters of Arts Degree in Sociology, University of Illinois, Chicago, May 2014.

Aviles, Sebastino (2011). Accepted into Masters of Social Work Program, University of Illinois, Chicago; pursuing a dual degree in Social Work and Public Health.

- Davis, Georgiann** (2004). 2014 “The Power in a Name: Diagnostic Terminology and Diverse Experiences.” *Psychology & Sexuality* 5(1): 15-27.
- Davis, Georgiann** (2004). 2014. “Bringing Intersex Back’? Intersexuals and Sexual Pleasure.” Pp. 11-21 in *Sex Matters: The Sexualities and Society Reader*. 4th ed. W. W. Norton & Company.
- Davis, Georgiann** (2004). 2013. “The Social Costs of Preempting Intersex Traits.” *The American Journal of Bioethics* 13(10):51-53.
- Davis, Georgiann** (2004). 2014. “Their Bodies, Their Voices: Children with Intersex Traits.” Midwest Sociological Society, Omaha, NE.
- Davis, Georgiann** (2004). With Erin Murphy. 2013. “Intersex bodies as States of Exception: An Empirical Explanation for Unnecessary Surgical Interventions.” American Sociological Association. New York, NY.
- Davis, Georgiann** (2004). 2013. “Trading Attitude for Access? The Intersex Community, Diagnostic Naming, and Contested Collaboration.” University of Arizona. James J. Leos Symposium.
- Davis, Georgiann** (2004). Joining Department of Sociology as Assistant Professor at the University of Las Vegas on 8/1/14.
- Dennis, Alexis** (2013). Completed first year of PhD Program in Sociology at the University of Wisconsin, Madison.
- Galvan, Edna** (2014). Hired as Program Coordinator, Success By 6 and Community Impact, United Way of Lake County, Gurnee, IL.
- 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”.
- Holzman, Jesse** (2011). (with Ruehs, E., Scarborough, B., Calvillo, C., and De Anda Muniz, M.) 2014. UIC Sociology and a Chicago High School Partner to Bring Public Sociology to Students, *ASA Footnotes*, 42(2), 5. Retrieved from <http://www.asanet.org/footnotes/feb14/highschool.0214.html>.
- Holzman, Jesse** (2011). 2014. Panel Title: In the Academy and the Community: Collaborative Research on Gendered Constructions through Community Participation: Sociologists for Women in Society 2014 Winter Meeting.
- Holzman, Jesse** (2011). 2014. “That’s What Men Do’: The Body as a mechanism for Gender Accountability”. Sociologists for Women in Society 2014 Winter Meeting.
- Holzman, Jesse** (2011). Carla B. Howery Teaching Enhancement Grant. 2014. “Empowering High School Students Through Teaching and Research. (\$2,000)
- Mack, Jacquelyn** (2013). Admissions position at an online university.

Mucci, Katelyn (2012). Completed first 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). Honors Program, completed first year of Rutgers University's Masters in Urban Planning and Public Policy with a full fellowship.

Valdes, Peggy (2012). Completed first year as a PhD student in Higher Education and Student Affairs at the University of Iowa.

Valdes, Peggy (2012). Awarded a Dean's Research Fellowship.

Valdes, Peggy (2012). Researching how the newly formed position of Chief Diversity Officer has affected advocacy issues related to diversity and inclusion; assisting in developing a campus climate survey for a West-coast private university.

Valdes, Peggy (2012). Awarded a graduate assistantship appointment as manager of the University of Iowa's Latino/a and Native American Cultural Center starting August 2014.

SOCIOLOGY

Assessment Report 2013-2014

Submitted by Brett Stockdill

I. Sociology Program Goals, Learning Outcomes and Assessments

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

CYLCE PLAN

Program Goal A: An understanding of key sociological ideas [Year 1]

Learning Outcomes and Assessments:

1. Compare and contrast key sociological theories: 1) functionalism; 2) conflict theory; and 3) symbolic interactionism. 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.

Please see appendix SOC Goal Map for mapping of program goals to University BACC goals.

II. Assessment of Program Goals and Learning Outcomes

For this year’s Annual Report, we utilized our Capstone Course Exit Evaluation Survey to assess *Program Goal A: An understanding of key sociological ideas*. This survey has an array of questions that assess student satisfaction, skill acquisition and demographics. Adapted from an American Sociological Association (ASA) departmental survey, we administered it in 2013-14 to graduating seniors in our capstone courses (Internship in Sociology and Senior Seminar in Sociology). The survey captures students’ career aspirations and their assessment of their skills and overall understanding of sociology. The survey contains 23 general questions not including sub-questions, which together totaled to well over 90 different measures. The statistical analysis of the Exit Evaluation Surveys was conducted by Sociology Student Aide Eden De Genova. The results of the survey are presented below.

To assess the Learning Outcomes associated with Program Goal A, we classified

students as failing expectations if they responded “Disagree” or “Strongly Disagree” to the corresponding survey items. We classified students as meeting expectations if they responded “Agree,” and as exceeding expectations if they responded “Strongly Agree.”

Learning Outcome #1: Compare and contrast key sociological theories: 1) functionalism; 2) conflict theory; and 3) symbolic interactionism.

Assessment: We assessed Learning Outcome #1 with student responses to the question “Did you gain [the] ability to describe and explain [basic theoretical perspectives or paradigms in sociology (e.g., conflict theory, structural functionalism, symbolic interactionism, feminist theory)] as part of your sociology major? Please check the extent to which you agree that you learned to describe each concept.” The results were as follows:

- 2.5% failed expectations.
- 39% met expectations.
- 58.5% exceeded expectations.

Learning Outcome #2: Critically analyze and apply key sociological concepts including social inequality, intersectionality, and social change.

Assessment: We assessed the first component of Learning Outcome #2 (critically analyzing and applying the concept of social inequality) with student responses to the question “Did you gain [the] ability to describe and explain [current sociological explanations about a variety of social issues such as crime, racism, poverty, family formation, or religion] as part of your sociology major? Please check the extent to which you agree that you learned to describe each concept.” The results were as follows:

- 0% failed expectations.
- 19.5% met expectations.
- 80.5% exceeded expectations.

We assessed the second component of Learning Outcome #2 (critically analyzing and applying the concept of intersectionality) with student responses to the question “Did you gain [the] ability to describe and explain [important differences in the life experiences of people as they vary by race, class, gender, age, disability, and other ascribed statuses] as part of your sociology major? Please check the extent to which you agree that you learned to describe each concept.” The results were as follows:

- 0% failed expectations.
- 26% met expectations.
- 74% exceeded expectations.

We assessed the third component of Learning Outcome #2 (critically analyzing and applying the concept of social change) with student responses to the question “Did you gain [the] ability to describe and explain [ways to take action to change institutions to address social issues] as part of your sociology major? Please check the extent to which you agree that you learned to describe each concept.” The results were as follows:

- 6.1% failed expectations.
- 42.7% met expectations.
- 51.2% exceeded expectations.

Our program has not changed its curriculum in the past year. We decided that no changes would be made because we are going to complete our 8 Year Program Review this coming year; if needed, we will implement changes after our review. We have also revised our program goals and learning outcomes, and mapped each to the University's Baccalaureate goals. We have developed a five-year assessment cycle, wherein we plan to develop embedded assessment tools for core classes. We also plan to develop an alumni survey to track the academic and employment trajectories of our graduates.

Executive Summary of Assessment Results

The assessment data indicate that student learning is extremely strong vis a vis the first component (critically analyzing and applying the concept of social inequality) and the second component (critically analyzing and applying the concept of intersectionality) of Learning Outcome #2. This reflects a consistent emphasis on social inequality and intersectionality in our course offerings. We plan to continue in this vein.

The assessment data indicate that student learning is strong vis a vis Learning Outcome #1 (comparing and contrasting key sociological theories: 1) functionalism; 2) conflict theory; and 3) symbolic interactionism) and the third component of Learning Outcome #3 (critically analyzing and applying the concept of social change). However, there is room for improving student learning in these two areas. We plan to develop pedagogical engagements to enhance our teaching in these challenging areas—sociological theory and social change.

STUDENT CENTER FOR SCIENCE ENGAGEMENT

Annual Report 2013-2014

Submitted by Sylvia Atsalis

Executive Summary

The Student Center for Science Engagement (SCSE) assists students who are engaged in the STEM fields (Science, Technology, Engineering and Mathematics) offered at NEIU, which are Biology, Chemistry, Computer Science, Earth Science, Mathematics, Physics, and Psychology. The Center's central mission is to support students in the challenges they face in their academic and career development. Faculty and students participate in the Center's programs and activities, and the Center works closely with both to strengthen science engagement and to foster cross-disciplinary interaction. Since the Center's official establishment in 2009 and its subsequent institutionalization in October 2011, NEIU has made significant progress in overall recruitment of undergraduate, under-represented and low-income students in the STEM disciplines, and in preparing them for graduate studies, or science related careers. In addition to offering academic support to students in the STEM disciplines through advising, peer-tutoring, and study space, the Center conducts numerous workshops, tours, and speaking and networking events to meet student academic needs and enhance their professional growth. In 2013, the Center supported 48 students in undergraduate summer research projects with STEM faculty mentors. During this reporting period, student research projects resulted in 52 conference presentations at external venues and 8 peer-reviewed publications. The Center fosters broad interest and engagement in the sciences by offering a selection of general science magazines and displaying noteworthy science news on informational boards. Books addressing professional development issues can be signed out. Students can also seek the assistance of peer tutors for upper level science courses, and attend free GRE preparatory classes.

Holistic Advising

The overriding aim of the SCSE is to serve the diverse community of students for which NEIU is known. Specific goals of the Center's mission are:

- 1) To increase the number of students, especially low income, Hispanic and other under-represented groups, majoring in STEM disciplines.
- 2) To provide programming that educates students on professional options related to their degrees and on ways to implement and achieve long-term professional goals.

- 3) To increase undergraduate student participation in scientific research, on and off campus.
- 4) To develop partnerships on and off campus that will support student engagement in science disciplines and 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 recruitment and retention. Advisors assist students with exploring choices when selecting majors and investigating future professional options, review cover letters, resumes and personal statements, and assist with gaining experience within their field including finding and securing internships as well as networking, volunteer and job shadowing opportunities. Close to 300 individual students were advised in the past year, many of them multiple times. To promote the SCSE and stimulate interest in the importance of professional development, staff members conducted 25 classroom visits in fall 2013 and 30 in spring 2014, encouraging students to engage with the Center's advisors and attend workshops and other activities.

Summer Research

The Center assists students in developing relationships with NEIU faculty, as well as with local research-intensive institutions and government agencies. In particular, Center advisors, who have graduate degrees in the sciences themselves, encourage students to engage in scientific research to advance their professional training. The SCSE summer research program is specifically designed to provide NEIU students with opportunities for participating in undergraduate research, and is funded through a Department of Education Title III grant, an LSAMP grant from the National Science Foundation, and through internal funding from the College of Arts and Sciences and the Office of Academic Affairs. Faculty/student summer research proposals are selected by the SCSE through a competitive process.

Between July and September 2013, 48 students and 19 faculty members participated in research supported through the SCSE at NEIU. An additional 13 volunteers also worked with with NEIU faculty. The SCSE directed a peer critique process to assist students in the preparation of presentations of their research. Students made their presentations at the SCSE's 5th Annual Research Symposium held in September 2013 and at the national conference of SACNAS (Society for the Advancement of Chicanos and Native Americans in the Sciences) in San Antonio, TX. In the same period, NEIU students also took advantage of research and volunteer opportunities with external institutions; 24 students were engaged in research activities with 16 institutions including, among others, the Field Museum, Purdue University, University of Illinois, University of Chicago, Chicago Botanic Garden, Harvard Public School of Health and Standford University.

NEIU/SCSE 5th Annual Research Symposium

Each group that conducted research through the SCSE presented findings at the Research Symposium in fall 2013, with over 180 students, faculty and external partners in attendance. The event highlights student engagement in exciting, cutting edge research and serves as a step to preparing for the SACNAS National Conference. Dr.

Francesca Casadio, A. W. Mellon Senior Conservation Scientist, from The Art Institute of Chicago was the keynote speaker.

Off Campus Collaborations

The Center has continued our newly initiated outreach efforts to outside organizations including:

1. Field Museum. Our connection with the Botany department is a continuation of an ongoing relationship, with two dedicated internship opportunities for NEIU students selected through a competitive application process.
2. Wrigley/Mars Incorporated. This initiative is part of our interest in introducing students to the field of Food Science. We are now connected to NEIU alumni who work there, and we are planning a tour of the Wrigley facility in fall 2014.
3. Rush University Medical Center. After connecting our Center with key contacts at Rush, five NEIU students participated in a half day tour attending Rush's annual research forum and visiting several laboratories to hear about new graduate programs.
4. Northwestern Feinberg Graduate Program. A tour is being planned for fall 2014.
5. LaRabida Children's Hospital.
6. Exlibris Corporation.
7. Tower's Watson Actuary.
8. Boys and Girls Clubs of Chicago. Students are being sought as volunteer tutors in the fall.
9. Anticruelty Society. Several NEIU students have served as volunteers.
10. Lincoln Park Zoological Society. Several NEIU students have applied for and are being considered for internships.
11. Morton Arboretum.
12. Chicago Botanic Garden.
13. USDA; National Agricultural Utilization Research Center, Peoria, Illinois.
14. Midewin National Tallgrass Prairie. SCSE staff and two students attended, as volunteers, a wetland restoration project.
15. Hines VA Hospital.
16. Illinois-Indiana Sea Grant.

On Campus Collaborations

In addition to the science departments that the SCSE supports and with which it collaborates closely, the Center maintains relationships with many other offices across campus. Specifically in the past year, the Center has collaborated with the Women's Resource Center, The African and African American Resource Center, LGBTQ Center, Career Services, The Latino Resource Center, Academic Advising Center, International Programs, Science Library, El Centro, McNair Scholars Program, Enrollment Services, Student Leadership Development, African American Recruitment, Alumni Office, the Center for College Access and Success, and the President's office.

Furthermore, in the past year, the Center has maintained representation in the Earth Science Club, Green Conservation Group and Green Fee, Computer Science Society, NEIU Actuarial Science Group, and the SACNAS chapter.

SCSE Study Space

The SCSE study space is continuously used for tutoring and studying. The Center averages 85 students weekly, helping to develop a sense of community for all the science majors. During finals week in the fall and spring semester, the Center offers students brain boosting healthy snacks and study tips. Other amenities include a recycling center, a science book exchange, numerous science magazines, and a display board with current articles related to science.

Outreach to Students

The Center generates weekly announcements addressed to a student mailing list of approximately 1000 students in order to highlight current SCSE events, select new internships, scholarships and volunteer opportunities. A dedicated LinkedIn account exclusive to our Center was created with monthly articles focusing on specific themes. At the same time, the SCSE Facebook page is updated regularly showcasing pictures of students attending conferences or conducting summer research. Our new website will link students to resources to more efficiently provide essential professional development materials to a broader range of students.

Workshops

Recognizing the need to identify specific high impact activities to assist students with both their academic and professional development, the SCSE organized several workshops in fall 2013/Spring 2014. The focus of our workshops is dual: a) providing professional development skills in both traditional and innovative ways, and b) introducing new careers to students offering a new emphasis each semester. In total, 110 students attended the SCSE's workshops and speaker engagements:

1. *Writing the Personal Statement* workshop. New Workshop.
2. *Creating a LinkedIn Profile* workshop. New Workshop.
3. *Conducting informational interviews-communicating like a professional*. New Workshop and new career emphasis showcasing the importance of informational interviews.
4. *Applying to Graduate School* workshop.
5. *How to Get an Internship* workshop.
6. *Peace Corps Volunteer speaker* and "meet and greet" with snacks. New career emphasis; introducing students to alternative international opportunities.
7. Speakers from Hines VA Hospital, Midewin National Tallgrass Prairie Forest Service, Illinois-Indiana Sea Grant. New career emphasis; introducing students to Public and Environmental Health careers.
8. *The Craftier Side of Math*; a Pi Day event to promote Women's *Herstory* Month in March 2014 (in collaboration with the Women's Resource Center, the Pedroso Center, the Math Department, and the Science Library) introducing students to the long history of engaging in creative craft activities by women in mathematics.
9. Visit from *Aerotek* recruiters and individual mock interviews.

Informational Handouts

In 2013, the Center created 20 handouts that cover a wide array of topics related to professional development (e.g. writing a resume, personal statement, LinkedIn profile)

and information on specific graduate programs (e.g. medical), science careers (e.g. health fields, health allied fields, computer sciences, earth sciences).

Individual Professional Development Plan Workshop and Handbook

This year the SCSE piloted a two hour individual professional development plan (IPDP) workshop for 2014 summer research students, accompanied by a comprehensive handbook which the SCSE team assembled from multiple sources including books, handouts, and websites. The initiative, which has met with great success, helps students to filter the overabundance of information that is available in the professional arena addressing basic gaps that first generation students in particular have when faced with career preparation.

Tutors

To help with the retention of students, we allocate funds to support peer tutors that each offer a minimum of 10 hours/week free open tutoring hours in: Biology, Chemistry, Computer Science, Earth Science, Genetics, Mathematics, and Physics. Tutors are typically located in the SCSE's study space BBH 247, greatly improving the accessibility of services for upper-level courses in particular.

LAUNCH! Your STEM CAREER

Career Services and the SCSE jointly recognized the need to assist students with addressing career and educational goals and teaching them a framework within which to reflect upon their interests. Discussions led to the development of a new six week program, *LAUNCH! Your STEM CAREER*, for 10 science students recruited through the SCSE. The program required participants to draw on their personal narrative and engaging in a significant measure of self-reflection. In program assessments, participants exhibited an increase in decision making self-efficacy, performing behaviors that furthered their career goals.

Final Exam Week Study Tips

To enlighten students on best practices regarding study habits, the SCSE produced a study skills tip sheet founded on current scientific research. A tip sheet, updated each semester, is distributed, along with healthy snacks, during finals week. As a result a new collaboration is being initiated for the fall to create and implement a four hour class workshop on the science and neuroscience behind good studying habits.

GRE

The SCSE offers a free GRE preparation course. In May and June 2014 instruction was offered two times/week for six weeks on Verbal, Writing and Math Sections, with 36 students attending. The course began with a diagnostic test, to assign students to separate sections allowing for differentiated instruction, particularly in math. Students had a final practice exam in the last week to gauge improvement.

Tours and Spring Immersion

- **USDA Field Trip NCAUR Research Facility, Peoria** –Thirteen students attended this field trip on January 10 2014, prepared through our close collaboration

with the USDA representative on campus. The purpose of the visit was to expose students to the research conducted by the USDA.

- **USDA NCAUR Spring Immersion week** – Nine students were selected to spend the week at this national agriculture and food research facility, Peoria (spring break, 2014).
- **Rush University field trip**-Five students were selected to visit Rush University to acquaint themselves with biomedical graduate school programs. Students attended an annual research forum that showcased the projects of Rush faculty and students.

High school and Community College Outreach

The SCSE engages in recruiting efforts through outreach to community colleges through a dedicated Academic Services Specialist. Outreach has included:

Outreach to Community Colleges: City Colleges of Chicago (Wright College, Harold Washington College, Malcolm X College, Daley College, Truman College and Olive-Harvey College), College of Lake County, Triton College, Morton College, Harper College, Oakton Community College, Moraine Valley Community College, Elgin Community College, College of DuPage, Waubensee Community College and Saint Augustine College.

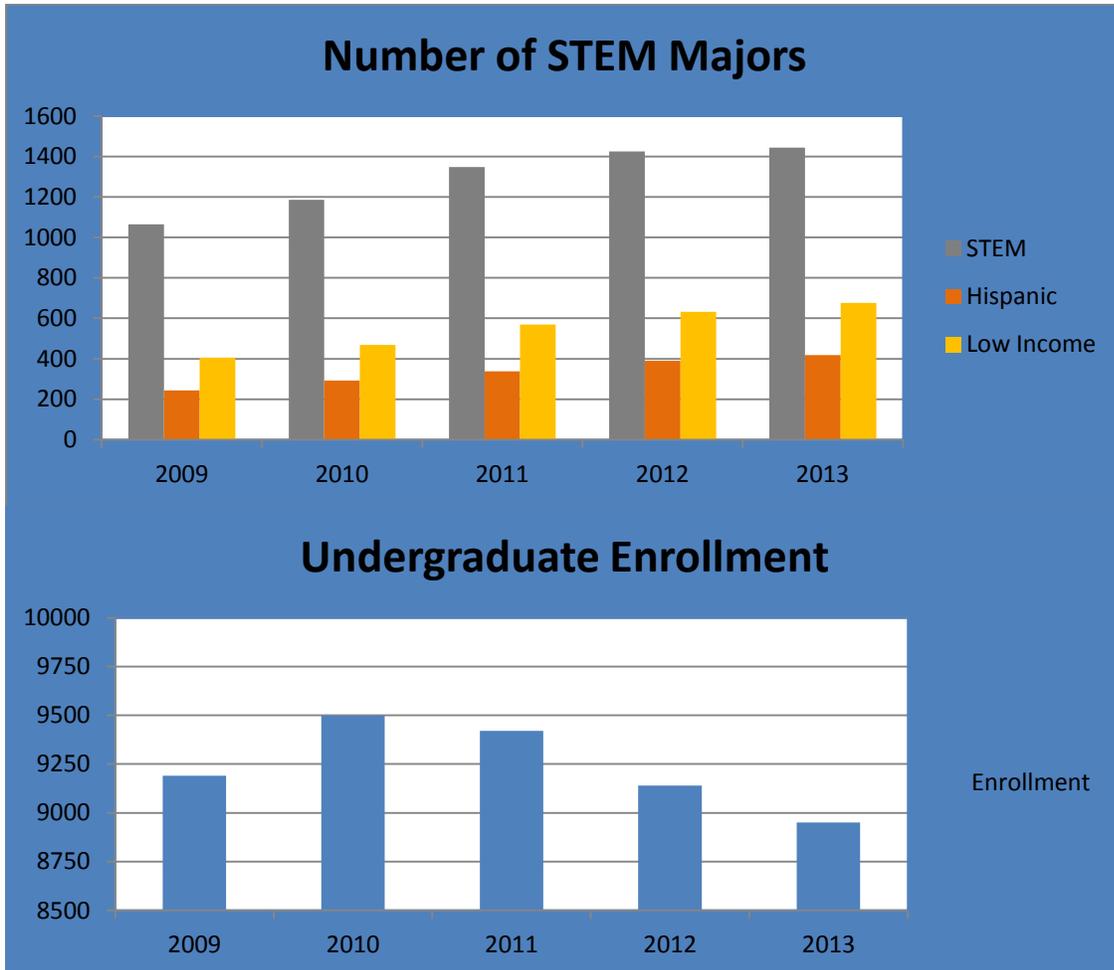
Second Annual Transfer to STEM@NEIU event – 24 transfer students, 3 high school students and 1 community college advisor attended a presentation followed by a campus tour and breakout meetings with various departments (Biology, Chemistry, Computer Science, Earth Science, Mathematics, Physics, and Psychology). The event concluded with a resource and student organization fair. A number of campus departments (Student Center for Science Engagement, Transfer Center, Admissions, Career Services, Student Leadership Development, Campus Recreation, Pre-Professional Advising, Financial Aid and Scholarships) and student organizations (SACNAS, Earth Science Club, Green Cycle Group, Green Fee Committee, Greek Council, Psychology Club, Tri-Beta Biological Honors Society, Future Health Professionals, National Science Teachers Association: NEIU Student Chapter, and the Computer Science Society) were involved. (April 2014).

Recruitment Events at Community Colleges: transfer fairs, individual table visits, presentations to College Advisors and Transfer Center Directors, individual appointments and unofficial transcript evaluations with prospective transfer students to NEIU in STEM fields, workshops on how to apply for an undergraduate research experience, joint presentations with admissions counselors to students in college success classes, and meetings with community college faculty and staff.

Other Outreach Activities: participation in Museum of Science and Industry College Fair, meeting with head of the science department at Von Steuben Math and Science Academy H.S., and hosted a visit from Amundsen High School of an environmental science teacher and seven students.

I. Assessment: Quantitative

The graphs below show the growth in numbers of STEM majors at NEIU (top panel) since the formation of the SCSE (2009) even while overall undergraduate enrollment at NEIU has declined (bottom panel). The consistent growth pattern can be attributed to the team effort of the SCSE working with individual departments to provide academic support to STEM majors through programs and strategies that the SCSE has developed and implemented. The growth in numbers also means that the SCSE has a larger target group of students to serve each year.



II. Program Plan

Future Goals

The SCSE seeks to intensify engagement of students in science related disciplines and to increase student comprehension of the importance of scientific literacy and analytical thinking skills in building an informed and engaged citizenry. Toward achieving these goals, the SCSE will continue to recruit students to the Center by promoting workshops and activities, conducting classroom visits at the beginning of each semester, and strengthening connections with community colleges. The Center will also continue to

encourage students to engage in the sciences through volunteering, internships, undergraduate research, and scientific conference participation.

The Center continues to aspire to create a foundation of social capital for STEM students by establishing a network of connections in graduate schools, health professions and industry. The network is currently being created and archived in a specially created database. Students are encouraged to maintain contact with our Center through our Facebook and LinkedIn websites.

Other goals are:

- To complete the creation of a common set of advising guidelines for SCSE advisors based on principles of best practice as well as SCSE and NEIU experience with first generation students.
- To introduce students to additional new careers, each semester focusing on different set of careers.
- To introduce and promote international opportunities to students.
- To continue to identify and create high standard resources for NEIU students, such as workshops, handouts and collaborations within and outside of the NEIU community, placing them as competitive equals with other college students in Chicago and nationwide.
- To identify potential grant opportunities to support the SCSE's summer research program.

The SCSE will continue to target students transferring into the STEM disciplines from area 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. Toward this purpose we will continue to co-host, with the Transfer Center, an annual event targeting prospective and admitted transfer students, and we will continue with outreach to new and established partner community colleges through other recruitment events.

Staff

Two new advisors, Life Sciences and Physical Sciences, were hired in fall 2013. Their main focus is to recruit students and engage in full time advising duties. The Physical Sciences advisor resigned in June but plans are under way to hire a replacement by end of the year. The Student Academic Specialist, Laura West, will continue to assist the Center by initiating outreach to community colleges and high schools, and advising incoming transfer students interested in STEM. The Office Support Specialist, Marilyn Saavedra Leyva, will continue to manage, with the Coordinator, the budgets that come through the SCSE, and will oversee the smooth functioning of the Center, student aides and tutors, and the Center's display boards and social media. The Center is overseen by the Coordinator who will continue to lead the SCSE team coordinating all activities, initiating the development and implementation of new programs, and conducting outreach to various organizations, universities and businesses especially in the Greater Chicago area in order to create additional internship and volunteer opportunities for NEIU students.

III. Accomplishments

A. Staff Research/Creative Activities

1. Conference Presentations, Group Shows

Sylvia Atsalis, Jennifer Danzy Cramer, Christy Wolovich. The Pressing Need for Primate Conservation Education in the Gambia. Midwest Primate Interest Group Conference, October 2013.

Laura West, Joseph E Hibdon, Jr., Marilyn Saavedra-Leyva, Sylvia Atsalis, “Developing a Mindset of Outreach Across Campus and in the Community.” ILACADA Conference: Setting your advising GPS, Illinois State University, Normal, IL. May 30, 2013.

Oneka T. Cummings¹ and Collin D. Wick² (¹Student Center for Science Engagement; ²Department of Chemistry). Molecular dynamics investigation of the alkane/water: the effect of alkyl chain length and ionic species on interfacial properties compared to the air/water interface. NEIU, 5th Annual Faculty Research and Creative Activities Symposium, November 2013.

Paloma Vargas^{1,2}, Nicholas Cianciotto² (¹Student Center for Science Engagement; ²Department of Microbiology and Immunology, Northwestern University). Differential role of type two secretion effectors of *Legionella pneumophila* in amoebal infection. NEIU, 5th Annual Faculty Research and Creative Activities Symposium, November 2013.

2. Service

Atsalis Sylvia

- Conservation Committee, American Society of Primatology.
- Scientific Officer, International Primatological Society.
- Educational Outreach-Conservation Leadership and Protection of Primates, Surinam. August 2013.

B. Student Achievements

MAJOR CONFERENCES ATTENDED AND AWARDS RECEIVED (2013-2014)

1. Fifth Annual Student Center for Science Engagement Research Symposium, NEIU, Fall 2013: 14 oral presentations and 20 poster presentations.
2. Annual SACNAS conference, San Antonio, TX, Fall 2013: Thirty seven students attended, all on SACNAS Travel Scholarships. One student received an award for best presentation.
3. Annual Spring Symposium and Student Research Conference, LSAMP, Tinley Park, IL.: Spring 2014: Seven students attended and three received awards for best presentations.

Additionally, a student received an award for excellent poster from the American Society for Microbiologists at their annual conference.

Presentations at the conferences

SCSE ANNUAL RESEARCH SYMPOSIUM ; THOSE MARKED BY AN + WERE ALSO PRESENTED AT SACNAS, AND THOSE MARKED BY ++ WERE ALSO PRESENTED AT LSAMP.

CROSS TALK BETWEEN DENTAL PULP STEM CELLS AND MESENCHYMAL STEM CELLS, AN *IN VITRO* STUDY. Chelsee Strojny*, Satish Alapati**, Premanand Sundivakkam*** Department of Biology*, Northeastern Illinois University, Department of Endodontics**, Department of Pharmacological and Physiological Sciences, University of Illinois at Chicago.

+DESIGN OF AN INFRARED FLUORESCENT PROTEIN MARKER FOR *IN VIVO* IMAGING IN MAMMALS. Alexandra Cabanov, Stephanie Puetz, Jacqueline Meraz, Angela E. Varela, Brigitte Igova, Anna Baker, John T.M. Kennis**, Aaron E. Schirmer*, and Emina A. Stojkovic* Department of Biology*, Northeastern Illinois University, Department of Physics and Astronomy**, VU University, Amsterdam, Netherlands.

ANALYSIS OF ZEBRAFISH (DANIO RERIO) DEVELOPMENT IN RESPONSE TO FOLALTE SUPPLEMENTATION. Jacquiline Alvarez, Renee A. Chellsen, Dan Brennan, Robert Fidis, Matthew Castro, Russell Moskall, Ahmad Kaneer, Vitalli Mytuychuk, Shannon Saszik* and TK. Puryear** Department of Psychology Department of Biology** Northeastern Illinois University.

+ASSESSMENT OF THE HYBRIDIZATION BETWEEN NATIVE AND NON-NATIVE PURPLE CONEFLOWER IN THE PRAIRIES OF WESTERN MINNESOTA. Dayvis Blasini* and Stuart Wagenius** Department of Biology*, Northeastern Illinois University, Division of Plant Science and Conservation**, Chicago Botanic Garden.

HIGH-THROUGHPUT COMPOUND SCREENING TO IDENTIFY NOVEL INHIBITORS OF H5N1 INFLUENZA A ENTRY. Mairead O'Connor-Maleney, Velid Seferovic, Emily Rumschlag-Booms* Department of Biology* Northeastern Illinois University.

+STRATEGIES FOR PESUASION IN COMPUTER-MEDIATED DIALOGUES. Mohamed Riyaj, Brandon DeBord, Yehuda Gutstein, Rachel F. Adler* Computer Science Department* Northeastern Illinois University.

CHARACTERIZATION OF A UNIQUE PHOTORECEPTOR IN THE LIGHT-ADAPTED STATE USING SCANNING TUNNELING AND ATOMIC FORCE MICROSCOPY. Blaire Sorenson, Justin Thomas Sarette Tilton, Brian Lampert*, Daniel Westcott**, Alexandra C. Sakols*, Sarah M. Vorpahl*, Emina A. Stojković**, Stefan Tsonchev*, Kenneth T. Nicholson* Department of Chemistry*, Department of Biology** Northeastern Illinois University.

+MOSES AND MUSEUMS, CONNECTING COLLECTIONS TO ENVIRONMENTAL CHANGE AND EDUCATION. Dara Arabsheibani, Charles D' Lavoy, Alex Vizzone, Ariel Wagner**, Brendon Reidy*, Xenia Alava*, Juan Larraín***, Laura R. E. Briscoe***, Matt Von Konrat***, Thomas Campbell* Department of Biology*, Northeastern Illinois University, DePaul University**, The Field Museum***.

+AMYTROPHIC LATERAL SCLEROSIS IN *C. ELEGANS*: UNDERSTANDING HOW TDP-43 AGGREGATION AFFECTS MOTOR NEURON FUNCTION. Emily Rendleman, Giovanni Monterroso, Zelene Figueroa and Cindy Voisine* Department of Biology* Northeastern Illinois University.

+HYBRIDIZING CATTAIL SPECIES: ARE MICROSATELLITE MARKERS USEFUL FOR THEIR IDENTIFICATION OVER A BROAD GEOGRAPHIC REGION?. Daniel Arrecis, Michelle Guy, Samantha Spence, Joel Olfelt*, Pamela Geddes* Department of Biology* Northeastern Illinois University.

EVOLUTIONARY REFERENCE POINTS FOR THE CONSERVATION OF LEEDY'S ROSEROOT, A RARE AND ENDANGERED CLIFF- DWELLING PLANT. Mario Valdivia, Jose Hermosillo, Joel P. Olfelt* Department of Biology* Northeastern Illinois University.

++DEVELOPMENT OF PEPTIDE PROBES TO STUDY INGAP-STIMULATED ISLET-NEOGENESIS FOR THE TREATMENT OF DIABETES. Michael Covington, Jing Su* Chemistry Department* Northeastern Illinois University.

EXAMINATION OF A POTENTIAL ROLE FOR DOPAMINE IN SOCIAL BEHAVIOR AND CREATIVE THINKING IN ZEBRAFISH (*DANIO RERIO*). Claudia Medina, Jonathan Nahhas, Shannon Saszik* Psychology Department* Northeastern Illinois University.

OSCILLATIONS IN OPTIC LOBE SENSITIVITY, RESPIRATORY PHYSIOLOGY, AND LOCOMOTOR BEHAVIOR IN REPRESENTATIVES OF TWO CLOSELY RELATED SISTER TAXA, THE **BLATTODEA** (COCKROACHES) AND THE MANTODEA (PRAYING MANTISES). Edgar. S Mantes, Wil D. Bogue, Andrew F. Urdiales, Maria I. Garcia, Frederick R. Prete*, Aaron E. Schirmer* Department of Biology*, Northeastern Illinois University.

IMPACT OF CLIMATIC VARIABLES IN PREDICTING INCIDENCE OF VISCERAL LEISHMANIASIS. George Alexiades, Germaine Suiza, Anuj Mubayi* Department of Mathematics*, Northeastern Illinois University.

+OUTDOOR WEATHER CHARACTERIZATION FOR A SWINE TRANSPORT ASSESSMENT. Dana Anderson*, Angela Green**, and Yijie Xiong** Department of Biology*, Northeastern Illinois University, Department of Agricultural and Biological Engineering**, University of Illinois at Urbana-Champaign.

+,+SOIL QUALITY ALONG GULLIES WITHIN THE TOPASHAW CANAL WATERSHED, MISSISSIPPI. Cesar Bustos*, Diane Stott** Department of Earth Science*, Northeastern Illinois University, USDA-ARS National Soil Erosion Laboratory**.

MUTATIONAL ANALYSIS OF H₅N₁ INFLUENZA HEMAGGLUTININ: EFFECTS ON VIRAL ENTRY AND PROTEIN STABILITY. Ana Cintron, Emily Rumschlag-Booms* Department of Biology*, Northeastern Illinois University.

MACHINES EMULATING HUMANS: A PERSUASIVE DIALOGUE MANAGEMENT SYSTEM. Timothy R. Derenski, Lathaniel Mejias, Tim Nguyen, Francisco Iacobelli* Department of Computer Science*, Northeastern Illinois University.

+,+TEMPT: A BLUEPRINT FOR A MORE INTELLIGENT DIALOG SYSTEM. Charla Earls, Abdul Mohammed, Francisco Iacobelli *, Aron Culotta* Computer Science Department*, Northeastern Illinois University.

THE TEMPORAL EFFECTS OF VARYING LEVELS OF FOLATE ON THE DEVELOPMENT AND BEHAVIOR OF ICR MICE. Robert Fidis, Renee A. Chellsen, Matthew Castro, Russell Moskall, Jacqueline Alvarez, Dan Brennan, Ahmad Kaner, Vitalli Mytuychuk, TK. Puryear* Department of Biology*, Northeastern Illinois University.

C. ELEGANS MODEL OF AMYOTROPHIC LATERAL SCLEROSIS: UNDERSTANDING THE ROLE OF TDP-43 AGGREGATION AND ITS EFFECTS ON HSN MOTOR NEURONS. Zelene Figueroa and Cindy Voisine* Department of Biology*, Northeastern Illinois University.

+CHARACTERIZATION OF A RED-LIGHT PHOTORECEPTOR IN THE LIFE-CYCLE OF THE MYXOBACTERIUM *STIGMATELLA AURANTIACA*. Kevin D. Gallagher, Dorina Bizgha, Hardik K. Patel, Nicole C. Woitowich, Svetlana E. Kovaleva, Rachael St. Peter, Wesley B. Ozarowski, Cynthia N. Hernández, Aaron E. Schirmer*, Emina A. Stojkovic* Department of Biology*, Northeastern Illinois University.

RESPONSES TO PREY-LIKE STIMULI CAN BE AFFECTED BY PRIOR VISUAL EXPERIENCE IN THE PRAYING MANTISES, *PARASPHENDALE AFFINIS* AND *SPHODROMANTIS LINEOLA*. Maria I. Garcia, Edgar S. Mantes, Wil D. Bogue, Andrew F. Urdiales, Frederick R. Prete*, Aaron Schirmer* Department of Biology*, Northeastern Illinois University.

+,+ISOTOPIC AND CHEMICAL VARIABILITY OF CaCO₃ MICROFACIES IN EARLY TO MIDDLE TRIASSIC LIMESTONES. Yesenia Herrera*, Adam B. Jost**, Kimberly V. Lau**, Daniel J. Lehrmann***, Meiyi Yu****, Jonathan L. Payne** Department of Earth Science*, Northeastern Illinois University, Department of Geological and Environmental Sciences**, Department of Geosciences***, Trinity University, College of Resource and Environment Engineering****, Guizhou University, China.

+LONGITUDINAL INVESTIGATION OF FACTORS IMPACTING FACULTY PEDAGOGICAL DECISIONS. LaDoris Lee*, Warren Christensen** Department of Biology*, Northeastern Illinois University, Physics Department**, North Dakota State University.

+DESIGNING INTERACTIVE PROGRAMS FOR INTRODUCTORY PHYSICS COURSE. Bryan Loeding, Max Hansen, Paulo Acioli* Department of Physics*, Northeastern Illinois University.

+THE INFLUENCE OF SOCIO-ECONOMIC CONDITIONS ON NARCOTIC CASES IN CHICAGO COMMUNITIES. Maryam Khan, Shana Kachaochana, Anuj Mubayi* Department of Mathematics*, Northeastern Illinois University.

STRUCTURAL AND SEQUENCE ANALYSES OF AN UNUSUAL BACTERIOPHYTOCHROME FROM *R. PALUSTRIS*. Nima A. Missaghian, Cynthia N. Hernandez, Angela E. Varela, Marcella M. Marcus, Rachel King, Aaron Schirmer*, Emina A. Stojković* Department of Biology*, Northeastern Illinois University.

+ LOU GEHRIG'S DISEASE IN *C. ELEGANS*: UNDERSTANDING HOW TDP-43 AGGREGATION AFFECTS NEURONAL FUNCTION. Giovanni Monterroso and Cindy Voisine* Department of Biology*, Northeastern Illinois University.

+UNDERREPRESENTED MATHEMATICS MAJORS' PERSPECTIVES OF MOTIVATIONS FOR THEIR MATHEMATICAL SUCCESS. Alejandro Sanchez, Peter Stilling, Daniel Pranjić, Sarah Oppland-Cordell* Department of Mathematics*, Northeastern Illinois University.

ESTIMATING HOST RESERVOIR AND TREATMENT COMPLETION PARAMETERS WITH VISCERAL LEISHMANIASIS INCIDENCE IN BIHAR, INDIA. Jared Scott, Emmanuel Raguay, Anuj Mubayi* Department of Mathematics*, Northeastern Illinois University.

THE DEVELOPMENT OF CYCLIC PEPTIDES AS ISLET-NEOGENESIS STIMULATING DRUGS FOR TREATMENT OF DIABETES. Rich Xue, Jing Su* Department of Chemistry*, Northeastern Illinois University.

Select Recent Publications (supported through SCSE summer research program)

Kroeger, M.E., Blaire A. Sorenson, J. Santoro Thomas, Emina A. Stojkovic, Stefan Tsonchev, and Kenneth T. Nicholson, "Atomic Force Microscopy of Red-Light Photoreceptors Using Peak-Force Quantitative Nanomechanical Property Mapping," *J. Vis. Exp.*, in press.

Olfelt, J. P., and W. A. Freyman. Relationships of North American members of *Rhodiola* (Crassulaceae). *Botany* (accepted pending revisions).

Paulo H. Acioli, and Sudha Srinivas, (2014). "Experiential Learning of Classical Mechanics Through Molecular Dynamics", in Proceedings of the World Conference in Physics Education 2012, Istanbul, Turkey, pp. 379-390.

Popkiewicz, B., Prete, F.R. (2013) Macroscopic Characteristics of the Praying Mantis Electroretinogram, *Journal of Insect Physiology*, 59: 812–823.

Prete F.R., Dominguez S., Komito J.L., Theis R., Dominguez J.M., Hurd L.E., Svenson G.J. (2013a) Differences in Appetitive Responses to Computer-Generated Visual Stimuli by Female *Rhombodera basalis*, *Deroplatys lobata*, *Hierodula membranacea*, and *Miomantis* sp. (Insecta: Mantodea), *Journal of Insect Behavior*, 26: 261-282.

Prete F.R., Theis R., Dominguez S., Bogue W. (2013b) Visual Stimuli Eliciting Tracking and Striking in the Praying Mantises, *Parasphendale affinis* (Giglio-Tos), *Popa spurca* (Stål), and *Sphodromantis lineola* (Burmeister). *Journal of Experimental Biology*, 216:4443-53.

Prete F.R., Theis R., Komito J.L., Dominguez J.M., Dominguez S., Svenson G.J., Wieland F. (2012) Visual Stimuli that Elicit Visual Tracking, Approaching and Striking Behavior from an Unusual Praying Mantis, *Euchomenella macrops* (Insecta: Mantodea). *Journal of Insect Physiology*, 58: 648-659.

Prete, F.R., Komito J.L., Domínguez, S., Svenson, G., López, Y.L., Guillen, A., Bogdanivich, N. (2011) Prey Recognition in Three Morphologically Distinct Species of Praying Mantis, *Journal of Comparative Physiology A*, 197: 877-894.

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). Submitted.

Sorenson, Blaire, Daniel J. Westcott, Alexandra C. Sakols, J. Santoro Thomas, Perry Anderson, Emina A. Stojkovic, Stefan Tsonchev, and Kenneth T. Nicholson; "Domain Structure of a Unique Bacterial Red Light Photoreceptor as Revealed by Atomic Force Microscopy," *Mater. Res. Soc. Symp. Proc.*, **2014**, 1652, (DOI: 10.1557/opl.2014.259)

Tobias, F.G., Anna Gawedzka, Max S. Goldmeier, Alexandra C. Sakols, Emina A. Stojković, Stefan Tsonchev, and Kenneth T. Nicholson, "Scanning Probe Microscopy of Bacterial Red Light Photoreceptors" *Mater.Res.Soc.Symp.Proc.*, 2012, 1465, (DOI: 10.1557/opl.2012.1006).

TEACHING ENGLISH AS A SECOND/FOREIGN LANGUAGE

Annual Report 2013-2014

Submitted by William Stone

Executive Summary

During the 2013-2014 academic year, the TESL/TEFL program continued to flourish as the demand for ESL teachers in Chicago and the surrounding areas not only endured, but increased. At both the undergraduate and graduate levels, the programs have earned an excellent reputation throughout the region. This led to consistently well populated classes with graduate courses at seventy-four percent of capacity and undergraduate courses at ninety-four percent of capacity.

Our undergraduate minor was 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 and in particular with the advising staff. The TESL MA program had, as was the case last year, the second 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 TESL/BE was an opportunity to reconnect with many of our ex-students who are active participants at the convention and frequently serve as officers in the professional organization.

The burden placed on the faculty by the success of the programs was increased by the loss of two of the five tenured professors. Dr. Larry Berlin joined International Programs in a full-time capacity at the beginning of summer 2013, and Dr. Marit Vamarasi took unexpected early retirement at the end of the summer. This left us in the unenviable position of having to scramble to cover graduate classes while depending on adjunct faculty to cover the undergraduate classes. As we pride ourselves on the quality of our teaching, suddenly having to teach classes that had never been in our repertoire stretched us to the limit. The situation in the spring semester became more difficult when Dr. Jeanine Ntahirageza took a long awaited educational leave leaving only two tenured faculty members to run the program.

We are extremely pleased with the successful outcome of a search and screen earlier this year which will bring Dr. Jimin Kahng to our program in the fall 2014 semester. Her research in fluency is going to have a most beneficial impact on our programs. At the same time we prepare for the departure of Dr. Teddy Bofman at the end of the 2014-2015 academic year. When this happens, we will be, once again, reduced to three tenure-track faculty. Dr. Bofman will leave an almost unfillable gap in the program, particularly in the areas of service and teaching, in both of which she has won awards, not least of which was her Audrey Reynolds award for teaching excellence. On a side note, her research in Thai language and literature should also be mentioned. Such is her reputation that, when Her Royal Highness Princess Maha Chakri Siridhorn of Thailand received an honorary doctorate at Northern Illinois University on Wednesday, Sept. 18, 2013, Dr. Bofman was invited to march in the processional.

In the 2013-14 academic year, the TESL/TEFL program continued its close relationships with numerous educational entities beyond the main NEIU campus. We maintained our relationship with Truman College which accommodated many of our graduate students for their practicums. Several of our ex-students now work there, so the chances are good that this mutually beneficial relationship will continue. Our links with the El Centro campus were also strong as the Adult Community ESL program was housed there. These links will only be strengthened when the Intensive English Program (I.E.P.) begins this summer.

We are extremely excited about the opening of the new Intensive English Program. We partnered and will continue to partner with Dr. Larry Berlin in International Programs in the development of this excellent new endeavor. We were very fortunate to obtain the services of Jerrad Langlois, who is an experienced curriculum developer, and who will be in charge of the day to day running of the program. He has already proven himself a very capable and inspirational leader. Jerrad worked extensively with the TESL/TEFL department to set up the program, The School for the Advancement of English Language and Learning (SAELL). The collegiality between SAELL and the TESL/TEFL department was apparent with the placement of TESL/TEFL graduate students in SAELL's summer term, so that graduate students could complete their practicum on main campus while attending other summer courses. Additional close collaboration and mentorship from the department faculty was instrumental in setting up the program. TESL/TEFL faculty aided SAELL in defining aspects of the program, determine policies for graduate students seeking conditional admission to the TESL/TEFL department, as well as aiding the program to find suitable instructors to work in the summer program, and the upcoming Fall term. This new initiative should prove of inestimable value to the university as a recruitment tool for both graduate and undergraduate students. This is particularly important at a time when local student enrollment is on the decline. The establishment of I.E.P.s has been shown to be a major factor in attracting international students at other universities. It has already proven useful in providing employment for some of our very gifted recent MA TESL graduates.

This year has also seen a growth in collaboration between the TESL/TEFL program and Chicago Public Schools (C.P.S.). As mentioned above, there is increasing demand for qualified teachers of ESL in the Chicagoland area. We have worked and continue to

work with C.P.S. in creating off-campus cohorts of C.P.S. teachers who are seeking state endorsement in TESL. There is every indication that the trend of having these cohorts will not abate in the near future. The N.E.I.U. reputation in TESL has made us an institution of choice for C.P.S. We have also offered an intensive two-week Cultural Connections Institute whose primary focus was to increase cultural awareness for C.P.S. teachers. This was done with funds awarded by C.P.S.

Within the main campus, the TESL/TEFL program has continued its strong connection with the African Summer Institute, which is largely concerned with educating teaching professionals about Africa. We provide both faculty and graduate students to the institute.

Another significant development in the TESL/TEFL program has been the preparation of a graduate certificate program in teaching English to adults. While a great many of our students, especially the undergraduates, are primarily interested in teaching K -12 students, there is a considerable number of our graduate students who are interested in teaching adults but are not interested in taking on a full thirty-six credit hour MA program. After initial feasibility studies conducted by Drs. Ntahirageza, Stone and Trademan, the project was taken over by Tracy Fiddler, a recent graduate of our MA program. She has worked tirelessly in researching other such programs nationally and in producing a proposal for an eighteen credit hour certificate program which is both pedagogically and fiscally viable. It is hoped that this proposal will go through governance in the fall 2014 semester.

Given the developments outlined above and the continued increase in the immigrant population of Chicago, there seems to be no reason why the TESL/TEFL program should not maintain its current healthy position. N.E.I.U. remains the primary TESL preparatory institution in Illinois. That is unlikely to change. However, the attrition that we have experienced in tenure track positions and the further reduction we are anticipating make the need for new tenure track positions increasingly urgent.

I. Assessment

ASSESSMENT OF STUDENT LEARNING MINOR IN TESOL

I. Describe program goals and outcomes

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

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

II. Assessing program goals and learning outcomes

A. Direct Evidence:

For goal(s) being addressed:

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)

Goal 1a. Students demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Assessment is based on exams and papers from the TESL 301 class: English Language for Teachers.

2. What proportion of your students (or sample of students):

Based on a sample of 36 students taking TESL 301

- a. failed to meet expectations (**scored below 75%): 19.5%**
- b. met expectations (**scored between 75% and 89%): 50%**
- c. exceeded expectations (**scored 90% to 100%): 30.5%**

C. 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.

D. Executive summary of assessment results

In this year of assessment, we have decided to assess our students' language abilities, (Goal 1; outcome 1.a of our program). This was done by assessing their success in the three focus areas in this domain: phonetics/phonology, morphology and syntax. These three areas were assessed by way of exams and papers. The papers were largely applications of the theoretical material assessed by the exams. The students scored considerably higher in papers than in exams. The average exam score was 81.12% with a standard deviation of 9.64 while the average score for papers was 89.33% with a standard deviation of 8.92. The results provide something very close to a normal curve. What is clear but not surprising is that the applied side of the field, which had students analyzing learners' errors, was a strength for our students. Equally clear is that the students need more work on the three core areas, which means less time can be spent on the slightly more peripheral areas of semantics and pragmatics. It is also evident from the standard deviations that our students come to us with a broad range of abilities. We need to have early intervention by sending students to the TESL tutor in order to help address the issue.

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. Those students, both graduate and undergraduate, who are taking courses to be certified as teachers of English as a second language, take six courses in five domains. (See cycle plan above.) Years of experience have taught us that the domain of language is often the one in which our students are weakest; consequently, there are two courses required in that domain. However, as TESL/TEFL is primarily an applied field, those language courses also have a strong instructional component. Whatever changes that are made in our programs will be informed by the guidelines laid out by the state board of education and the national organization.

One minor change that has already gone through most levels of governance is a change in the name of the program. The TESL/TEFL will henceforth be the TESOL (Teaching English to Speakers of Other Languages) program. This is not just a printing economy; it is a more all-encompassing name, and it 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 programs. With the arrival of Dr. Kahng, we hope to be able to offer some new courses particularly in her specialist area of fluency. 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. 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.

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.

2. Website

Ntihirageza, Jeanine, Theodora Bofman and Paul Prez . English - Kirundi online dictionary: <http://neiu.edu/~kirundi/dictionary/translators/>

3. Conference Presentations

Bofman, Theodora. "Creating Culturally Sensitive Learning Environments." at Literacy Works. Indo-American Center, Chicago, Illinois, June 4, 2014.

Ntihirageza, Jeanine. "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". October 23 2013

Ntihirageza, Jeanine. "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, November 15 2013.

Ntihirageza, Jeanine. "The Changing Role of English in Africa: Fast Track Shift from a Foreign Language to a Second Language Status" at the *45th Annual Conference on African Linguistics*. Lawrence, Kansas. April 17-19 2014.

4. Service

Bofman, Theodora. "The Words We Use: Helping Students Navigate the System." Presentation given at the Learn and Lead Symposium. Northeastern Illinois University, Chicago, Illinois, February 26, 2014.

Bofman, Theodora. Illinois TESOL/BE (Book Review Editor).

Ntihirageza, Jeanine. Pan-African Organization (refugee resettlement consultant).

Ntihirageza, Jeanine. "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. July 2013.

Stone, William. "Tunisian History through its Architecture." Presentation given at the African Summer Institute, NEIU. July 2013.

B. Student Achievements

1. Presentations, Conference Papers and Symposium Participation

Salario, Daniellah and Deborah Silver. Workshop given at ESL Conference in El Salvador. 2014.

Welty, Christina. “Multilinguals, Monolinguals, & Morphemes in English Language Acquisition”. At the 22nd Annual Student Research and Creative Activities Symposium, Northeastern Illinois University, Chicago, IL. April 11 2014.

2. Honors and Awards

Beargeon, Kyle. Awarded the \$1,000 Illinois TESOL/BE graduate scholarship at the annual convention, February 28-March 1 2014.

WOMEN'S AND GENDER STUDIES PROGRAM

Annual Report 2013-2014

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. WGS continues to have only one full-time dedicated faculty member, Dr. Laurie Fuller, but has 37 faculty who are related as either “core” or “affiliate” members. Core faculty are expected to participate fully in the program’s meetings and to teach at least one WGS-related course per year. Affiliate faculty are those whose work and academic interests are related to our program, who teach occasional WGS-related courses. In the Spring 2014 we issued a new call for faculty with a great response, and as of the end of the year we are working on getting approval for new faculty to join our ranks.

This year we had 14 WGS majors and 19 WGS minors. The new LGBTQ minor had 6 students. We had a record number of students graduate this year, including many who graduated with honors:

- Parisa Ghazavi – Cum Laude (WGS major)
- Nicole Giarelli – Summa Cum Laude (WGS minor)
- Alison Greer – Magna Cum Laude (WGS minor)
- Brittany Higgin – Summa Cum Laude (WGS minor)
- Michelle Koszewski – Magna Cum Laude (WGS minor)

- Esther Krystal – Summa Cum Laude (WGS minor)
- Angelica Marrufo – Cum Laude (LGBTQ Studies minor)
- Rebecca Nawls-Walker (WGS major)
- Clariza St. George – Magna Cum Laude (WGS minor)
- Agnieszka Skiba – Summa Cum Laude (WGS minor)
- Margo Timberlake Silva (WGS minor)
- Sara Zabin – Cum laude(LGBTQ Studies minor)
- Edyta Zabrowska – Cum Laude (WGS minor)

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 Nicole Giarelli and Clariza St. George for outstanding scholarship in Women's and Gender Studies. The Renny Golden Student Activism Award was given to Parisa Ghazavi and Kaitlyn Judd for their activist work on campus and in the wider community.

WGS faculty were also recognized for their outstanding professional work:

- **Adams, Anthony.** Teaching and Resource Professional Excellence Award (Research/Creative Activities).
- **Bernstein, Deberah.** Instructor Excellence Award.
- **Johnson, Joan Marie.** National Endowment for the Humanities Summer Stipend, 2013 (\$6,000).
- **Meiners, Erica.** Bernard J. Brommel Distinguished Research Professor Award.
- **Natcone, Audrey.** Martha Thompson Outstanding Women's & Gender Studies Faculty Award.
- **Njogu, Wamucii.** Activist Graduation Celebration Committee's Nelson Mandela Leadership Award.
- **Perlow, Olivia.** Teaching and Resource Professional Excellence Award (Teaching/Performance of Primary Duties).
- **Perlow, Olivia.** Black Heritage Committee Faculty Award of Excellence.
- **Wheeler, Durene.** Teaching and Resource Professional Excellence Award (Teaching/Performance of Primary Duties).

Like other departments on campus, we spent extensive time this year preparing the content and layout of the new NEIU.edu website. Our office staff, Ann Botz and Tammi Dobbins, did excellent work to bring all the pieces together.

We also made a concerted effort to market our program to existing and incoming students. Coordinator Nancy Matthews tabled in Village Square, attended the NEIU Open Houses, and gave three talks to incoming students at Orientation sessions. Members of our Feminist Activism class also tabled in Village Square to practice outreach skills.

As in past years, Women's and Gender Studies was very involved in the life of the university beyond courses. The extensive programming that we have traditionally done around issues that are central to our field (violence against women, women's history, equal pay, leadership, education, intersections of inequality) was immensely aided this year by the presence on campus of the new Women's Resource Center and LGBTQA Resource Center, as well as the other Pedroso Centers. We worked closely with Joanna Snawder, director of the WRC, to transition major planning of Women's History Month events from WGS to the WRC. We were also happy to work extensively with the African, African American Resource Center, and the other parts of the Pedroso Center for Diversity and Intercultural Affairs on a number of programs. In addition, we co-sponsored numerous events with other academic departments. 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 collaborations in 2013-14 are:

- Organized the New Faculty Reception with co-sponsorship from AFAM and LLAS
- Co-sponsored with Feminist Collective, History Honor Society, Muslim Student Association, History Department and Women's Resource Center "Muslim Women's Rights & Empowerment" - lecture by Dr. Rukhsana Hasan.
- Co-sponsored with the Feminist Collective, Women's Resource Center, NEIU Programming Board, several student organizations and Student Health Services "Take Back the Night"
- Co-sponsored with Women's Resource Center an event featuring spoken word poet Lauren Zuniga
- Organized book reading by author Peggy Shinner of her book *You Feel So Mortal*, co-sponsored with the Women's Resource Center. She also spoke to/visited a WGS class.
- Organized International Women's Day Celebration that included Film Screening/discussion of "Las Muertas Chiquitas/Little Deaths."
- Organized with co-sponsorship from AFAM, Student Affairs, African, African American Resource Center, COE, CICS and CAS the 3rd Annual Black Women's Leadership Conference "My Sister's Keeper."
- Organized 7th Activist Graduation with co-sponsorship from Women's Resource Center and LGBTQA Resource Center and several academic departments.
- Co-sponsored with Angelina Pedroso Center, English, Sociology, LLAS and World Languages and Cultures *Sexual Diversity in Revolutionary Cuba* presentation by Dr. Alberto Roque Guerra (Chair of National Integrated Medicine Commission for Transgender Cubans) and Dr. Christina Perez (Director of Study of Women and Gender Program and Dominican University).

WGS co-sponsored the Third Annual Black Women's Leadership Summit. This event is emblematic of our program's commitment to intersectional understandings of women's experiences, viewed in relation to racial and ethnic inequalities, gender and sexual orientation, and class. The summit, scheduled to occur on the cusp between Black History Month and Women's History Month, brought several excellent speakers to campus.. This event was planned under the leadership of Dr. Durene Wheeler (WGS, AFAM, and College of Education), Kim Everett (African, African American Resource Center), Michelle Morrow (Scholarship Office), and Sharron Evans (Office of Student Rights and Responsibilities), and Nancy Matthews (Coordinator, WGS). Again, collaborations across campus were central to the success of this event, which was co-sponsored by the AFAM Program, the African, African American Resource Center, College of Business and Management and the College of Arts and Sciences. We were fortunate to receive generous financial support from Student Affairs that facilitated the success of the event.

Our 9th Annual Women's and Gender Studies Student Symposium was a huge success, with eleven student presentations. This year, the student presenters were assigned the theme "Where do we go from here?" Please read the Student Achievements section below to view the exciting range of topics that students presented on.

Celebrating our students' accomplishments is equally important to our community-building mission, and our major event is the Activist Graduation, co-sponsored with our sister interdisciplinary programs, LLAS and AFAM, and Sociology, Justice Studies and World Languages and Cultures. This year we also enjoyed the co-sponsorship and support of the Women's Resource Center and LGBTQA Resource Center. The Activist Graduation is open to all students who identify as activists; the students decorate stoles to wear at the NEIU Commencement and we honor them in a brief ceremony. This year our event grew to almost 50 students, who gathered in the raised area of the cafeteria to decorate their stoles, and in SU 003 for the ceremony.

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. Members of the WGS faculty continued to press the administration to rethink its decision on the name of Lech Walesa Hall. We ensured that our voices were heard in the new University Advisory Council, which eventually voted to recommend to the President to change the name of the building. We also lobbied the NEIU Board of Trustees to reconsider the naming. We will continue to participate and press for the University to live up to its stated values so that we can become a community in which all members are included and honored.

I. Assessment

This year 11 faculty served on the Assessment Working Group. It is very gratifying that so many of our core and affiliate faculty, who have obligations in their home departments, are willing to devote time during the summer to reading our students' portfolios, assessing them with our rubrics for program goals, and meeting to discuss the findings so that we can assess our program.

Program Goals and Learning Outcomes Mapped to University
Baccalaureate Goals—see separate volume.

Assessing WGS Program Goals and Learning Outcomes

A. Direct Evidence

We use a portfolio system, combined with presentations that students give at the 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. 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.

We have not used the format suggested in the template of reporting the proportions of students who “failed to meet expectations,” “met expectations,” or “exceeded expectations.” Rather, we report a summary descriptive statistic based on our assessment rubric. 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	

We average numbers for our majors and minors to reach the statistic reported in the table below. This table summarizes findings based on that process for the past 5 years.

Women's Studies Goals and Objectives	2010 Avg	2011 Avg	2012 Avg	2013 Avg	2014 Avg.	2014 Majors Avg
A. Understand implications and applications of feminist theories.	2.4	3.8	4.0	3.8	3.7	4.2
1) Read and understand feminist theory	3.4	3.9	4.1			
2) Compare different theories	2.9	3.1	3.9			
3) Create own feminist perspective	3.6	3.6	4.1			

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B. Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	3.0	4.0	4.5	4.1	4.1	4.7
1) Understand how feminist theory about inequality, power and oppression is related to personal experiences	2.9	3.8	4.5			
2) Understand how inequality, power and oppression affect women's lives	3.9	4.0	4.5			
3) Understand the impact and relationship of race, class, sexuality, age, ability and other dimensions of inequality.	3.4	3.6	4.4			
C. Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	3.1	4.1	4.1	3.9	3.7	4.4
1) Reflect on women's experiences in social institutions, such as education, employment, health care, and the criminal justice system	3.4	3.5	4.3			
2) Analyze the relationship between past feminist struggles and social change	2.8	3.2	3.9			
D. Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	3.1	4.0	3.95	3.9	3.6	4.5
1) Demonstrate familiarity with substantive information about women's diverse experiences	3.5	3.2	4.2			
2) Compare and contrast women's changing status historically using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	3.6	3.1	3.7			
E. Development of clear and effective writing in the discipline	3.4	na	na	3.9	3.8	4.1
1) Understand audiences	3.6	na	na			
2) Makes clear argument	3.7	na	na			
3) Develops conclusions and implications	3.6	na	na			
4) Mechanics	3.8	na	na			
5) Appropriate academic style (APA, Chicago, etc.)	3.4	na	na			
F. Development of thinking and writing skills	na	4.1	4.1	3.8	3.3	3.7

1) Compare and contrast concepts and ideas	na	3.7	4.2			
2) Conceptualize different understandings of feminisms	na	3.4	4.0			
3) Craft a theoretical perspective	na	3.5	4.2			
G. Development of research skills by distinguishing the relative weight and value of library sources	3.5	3.8	4.0	4.0	4.0	4.2

Overall, our students' scores on our learning goals rubric are holding steady or up slightly. This year, we only tallied the scores for the larger categories. We had a smaller number of students in the assessment pool this year (N=9), and all but two of the students were minors in WGS rather than majors.

Feedback Loop

We did not make any curriculum changes this year, other than to tweak the ways that assignments are presented in our required courses. Last year (2012-13), we saw improvements in the quality of work overall, especially in students' conceptual depth and theoretical understanding. This could be partially attributed to the inclusion of a new assignment in the WGS 302 Feminist Theories course asking them to explicitly compare and contrast different theorists, which was a product of the feedback loop from the previous year (2011-12). In 2013, we had an extended discussion of ways to improve the major/minor and some of the challenges in doing so. Minors are not required to take the feminist theories course, and after some discussion, the idea of changing that requirement was tabled. However, most agreed that finding ways to demystify "theory" and include it across our courses more would be worthwhile. In many cases our student have a critical consciousness from their lived experience, but lack the conceptual tools to apply their critical consciousness in their lives and in social action.

Executive Summary of Assessment Results

In general, we continue to be satisfied with our students' demonstrated understanding of the core questions of our interdisciplinary field: understanding intersections of inequality, power and oppression, i.e., the ways that gender inequality—misogyny, homophobia, transphobia, etc. – is intertwined with racism, classism and other "isms" such as discrimination against people with disabilities, against immigrants, and so on. By our scoring rubric, anything over a 3 is "adequate" or above. All of our learning outcomes meet this basic level. But of course, we strive to help our students learn better than that. This year, our Assessment Committee had a wide ranging discussion of the portfolios and presentations and came up with several areas for action or tweaking our teaching in order to help students learn. Our portfolio asks students to select several papers from past WGS classes and then write reflection essays about those papers. We would like our students to develop stronger reflection skills, particularly being able to reflect on their own progress in learning. **This meta-cognitive skill will be our focus for the coming year.**

Because the majority of the courses our majors and minors take are in cross-listed courses (e.g., a Justice Studies, Sociology, or English course that is approved as a WGS cross-listed course), we need to emphasize to students that assignments in cross listed courses relate to the WGS goals and can be used in the portfolio. We will ask faculty teaching those courses to remind students of how these courses relate.

We continue to find a shortcoming in our students' understanding of historical understanding in relation to women and gender, related to our goal of understanding women's changing status (Goal D). At this year's Assessment Committee meeting, we discussed what it would look like to require a women's history course in our curriculum and the coordinator and faculty will continue this exploration. We also discussed other approaches, for example, incorporating an online history module into key courses.

Finally, we discussed another approach to helping students be successful with their portfolios in the Spring 2015. Dr. Fuller, who teaches the Seminar in which students put their portfolios together, will plan a night early in the semester where as many WGS faculty who are available can come to the WGS350 Seminar class and work 1 on 1 with a student to help the student select papers and frame them for the students' portfolio. We thought this would have many benefits, both for the students and the faculty. This one-on-one work could also be an opportunity to help students develop the reflection skills we are looking for.

II. Program Plan

During 2013-14 WGS continued to work on many of the same goals we have had for the past several years.

Maintain the stability of the WGS major and minor and the new LGBTQ minor in the face of challenging budget times.

Recommendations:

- Explore ways to strengthen student learning in the area of history (see Assessment Report).
- Support new affiliated faculty through mentoring, inclusion in curriculum planning and decision-making about program plans.
- Implement plans to recruit additional majors and minors through marketing, educating academic advisors about the program and courses.
- Maintain stable course offerings so our majors and minors can continue to make progress toward graduation.
- Continue our assessment process to strengthen student learning and our curriculum.

Offer relevant, high-quality and diverse co-curricular programming on campus and in the community.

Recommendations:

- Continue to nurture partnerships with other departments and programs on campus and with community organizations to offer students events featuring WGS-related themes and issues.
- Maintain active membership in the Chicago Area Women's and Gender Studies Network and the National Women's Studies Association to connect students and faculty to local and national interdisciplinary communities through conferences and committee involvement.
- Organize field trips to program-related events in the community.

Build our visibility, accessibility and engagement.

Recommendations:

- Continue to update and enhance our program's "brand" and image through updated brochures and well-coordinated web-based information.
- Continue to be engaged actively with the College of Arts and Sciences and NEIU community through participation on committees and events, and support of initiatives such as the Food Summit and the Rebecca Skloot campus visit.
- Continue to support and promote the Activist Graduation and other events that support and celebrate student achievement.

Ensure the development and growth of WGS students, faculty and staff through effective mentoring, networking and research and teaching opportunities.

Recommendations:

- Strengthen relationships with community organizations to increase internship and job opportunities for students.
- Maintain and strengthen alumni relationships, working with the Alumni Association to help WGS alumni remain connected to NEIU.
- Develop strategies to strengthen alumni relationship to facilitate networking for employment opportunities and support each other in further study.
- Continue participation in the Chicago Area Women's and Gender Studies Internship and Job Fair for students.
- Continue to support WGS-affiliated faculty by providing documentation for their retention, promotion, and annual review processes.
- Continue to build relationships with other academic departments so that WGS-affiliated faculty receive credit for work they do in support of WGS.
- Facilitate staff development and support by encouraging staff to participate in workshops, trainings, and other opportunities.

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. 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.

2. Book Chapters, Regional Exhibitions or Performances

Daysi Diaz-Strong, **Christina Gómez**, Maria Luna-Duarte, **Erica Meiners**, "Out for Immigration Justice: Thinking through Social and Political Change," in *Youth Resistance Research and Theories of Change* edited by Eve Tuck and K. Wayne Yang, Routledge Press, Fall 2013.

Kristen Lee Over, "Warrior Ideal or Sinful Beast? Ambiguous Sovereignty in Culhwch ac Olwen." In *The Language of Gender, Power, and Agency in Celtic Studies*. Amber Handy and Brian Ó Conchubhair, editors. Arlen House Press, 2013.

3. Articles and Abstracts, Local Exhibitions or Performances

Johnson, Joan Marie. Review of *Gendered Politics in the Modern South: The Susan Smith Case and the Rise of a New Sexism*, by Keira V. Williams, for *Journal of American History* (Dec. 2013).

Johnson, Joan Marie. Review of *Newcomb College, 1886-2006: Higher Education for Women in New Orleans*, edited by Susan Tucker and Beth Willinger, for *Journal of Southern History* (Sept. 2013).

Matthews, Nancy A. "Taking Back the Night in Chicago." Huffington Post (April 17, 2014), http://www.huffingtonpost.com/nancy-a-matthews/taking-back-the-night-in-b_5167063.html

4. Conference Presentations, Group Shows

Gómez, Christina. "Mixed: Multiracial Student Narratives," Paper presented at the annual meeting for the Midwest Sociological Society, Omaha, Nebraska, April 5, 2014.

Gómez, Christina. "Pursuing the Ph.D. – From Beginning to End," Workshop presented at the 12th Annual Latino Higher Education Leadership Institute, HACU, Chicago, Illinois, October 26, 2013.

Gómez, Christina. "Myths, Lies, and Truths: Immigration Bill SB744," 19th Annual Equity in Action Heritage Conference, Northeastern Illinois, Chicago, Illinois, October 7, 2013.

Gómez, Christina. "Perceptions: Race and the Formation of Stereotypes," Keynote address at the NAACP Chapter at Dartmouth College, Hanover, New Hampshire, August 15, 2013.

Gómez, Christina. "Understanding the Social Construction of Race & Ethnicity," Lecture presented at the Summer Enrichment at Dartmouth program, Dartmouth College, Hanover, New Hampshire, July 1, 2013.

Johnson, Brooke. March 2014. "Sociology of Education." Discussant at the Annual Meeting of the Midwest Sociological Society. Omaha, Nebraska.

Johnson, Joan Marie. Paper presented, "Choosing to Take an Active Part in the Decisions To Be Made: Wealthy Women, Philanthropy, and Power," Social Science History Association, Chicago, Nov. 2013.

Johnson, Joan Marie. Chair and Commentator, "Race, Relief, and Religion: Women Activists Confronting Injustice," Southern Historical Association, St. Louis, Missouri, November 2013.

Johnson, Joan Marie. Papers presented, "Female Leaders in Philanthropy," Women Leading Philanthropy Symposium, Women's Philanthropy Institute, Indiana University Lilly Family School of Philanthropy, Chicago, Illinois, April 2014.

Perlow, Olivia and Loretta Capeheart. "Resisting the Educational Industrial Complex at Public Universities." Panelist at the annual meeting for the Critical Ethnic Studies Association, Chicago, Illinois, September 19-21, 2013.

Perlow, Olivia. "Negotiating Motherhood Across Various Spaces of Engagement." Invited panelist at the annual meeting for the National Women's Studies Association, Cincinnati, Ohio, November 7-10, 2013.

Perlow, Olivia. "Structural Violence as Genocide: The Case of African Americans in Chicago." Paper presented at the annual NEIU African & African American Studies Research Symposium, Chicago, IL, October 24, 2013.

Stockdill, Brett. "Careers Transformation: The Marketplace Value of Diversity and Inclusion." Northwestern University Neighbors Immortal Life and Ethics Panel. Northeastern Illinois University. October 29, 2013.

Stockdill, Brett. "Chicago Police Torture: Bearing Witness Project." Midwest Sociological Society Annual Meeting. Omaha, NE. April 4, 2014.

5. Funded Grants/Awards

Johnson, Joan Marie. National Endowment for the Humanities Summer Stipend, 2013 (\$6,000).

6. Service

Gomez, Christina.

- Reviewer, Social Forces, spring 2014.
- Evaluator, National Endowment for the Humanities Awards for Faculty, summer 2014.

- Board Member, Chicago Area Women's History Council.
- 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, NH, summer 2013.
- Reviewer of Senior Portfolios for Pedro Albizu Campos High School, spring 2014.

Johnson, Brooke. Associate Editor, *Radical Pedagogy*.

Johnson, Joan Marie.

- Southern Association for Women Historians: Executive Council Member, 20112-2014.
- Reviewer of manuscripts for University of Georgia Press and *Journal of Women's History*.
- 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- .

Over, Kristen Lee.

- Reader. *Viator: A Journal of Medieval and Renaissance Studies*, published by Brepols for the UCLA Center for Medieval and Renaissance Studies.
- Manuscript Evaluator. *Cursor Mundi Series*, published by Brepols. Read and commented on full manuscript submitted for publication (Medieval Welsh Perceptions of the Orient).

B. Student Achievements

Arabu, Kimberly. "Women of Color: Imperfectly Beautiful." 9th Annual Women's and Gender Studies Student Symposium, NEIU, April 4, 2014.

Bruch, Simone. "My Experiences of Being a Feminist in Third Wave Feminism." 9th Annual Women's and Gender Studies Student Symposium, NEIU, April 4, 2014.

Ghazavi, Parisa. Renny Golden Student Activism Award

Giarelli, Nicole. BarBara Scott Women's and Gender Studies Distinguished Student Award.

Hart, Jaclyn and Timberlake Silva, Margo. "Intimate Partner Violence." 9th Annual Women's and Gender Studies Student Symposium, NEIU, April 4, 2014.

Higgin, Brittany. "Problematic Language." 9th Annual Women's and Gender Studies Student Symposium, NEIU, April 4, 2014.

Judd, Kaitlyn. "Let's Talk About Sex: Sex Positive Sexual Education." 9th Annual Women's and Gender Studies Student Symposium, NEIU, April 4, 2014.

Judd, Kaitlyn. Renny Golden Student Activism Award.

Ryan, Brenna. “Queer Femme Identify and Race.” 9th Annual Women’s and Gender Studies Student Symposium, NEIU, April 4, 2014.

Ryan, Kerry and Saint George, Clariza. “Feminist Activism and Self Care.” 9th Annual Women’s and Gender Studies Student Symposium, NEIU, April 4, 2014.

Saint George, Clariza. BarBara Scott Women’s and Gender Studies Distinguished Student Award.

Scott, Toni. “Feminism and Language: Communicating Through Our Differences.” 9th Annual Women’s and Gender Studies Student Symposium, NEIU, April 4, 2014.

Segovia, Stefanie. “Breaking the Model Minority Myth: Listening to Asian and Asian American Experiences.” 9th Annual Women’s and Gender Studies Student Symposium, NEIU, April 4, 2014.

Skiba, Agnieszka. “Interdisciplinary Views on Eating Disorders and Body Image.” 9th Annual Women’s and Gender Studies Student Symposium, NEIU, April 4, 2014.

Szurek, Laura. “The Pushback Against Contraception.” 9th Annual Women’s and Gender Studies Student Symposium, NEIU, April 4, 2014.

WORLD LANGUAGES AND CULTURES

Annual Report 2013-2014

Submitted by Paul A. Schroeder Rodríguez

Executive Summary

- In February 2012, our Spanish and French Teacher Licensure Program was nationally recognized by the National Council for Accreditation of Teacher Education (NCATE).
- The French Studies Major was eliminated due to low enrollments and the retirement of Prof. Mary Ellen McGoey. To ensure that the remaining six French Studies Majors are able to complete the requirements for the Major, Prof. McGoey will be offering tutored study courses in Fall 2014 and Spring 2015.
- Prof. Denise Cloonan Cortez de Andersen received NEIU's Excellence Award in Service.
- Instructor of Spanish Carmel O'Kane received NEIU's Excellence Award in Teaching.
- The department continued to offer introductory courses in six languages: Arabic, Chinese, French, Italian, Japanese, Korean, Polish, and Spanish. In Spanish, the department also offered courses at the intermediate and advance levels to serve four programs: B.A. in Spanish (88 students), B.A. in Spanish with K-12 licensure (12 students), Minor in Spanish (80 students), and M.A. in Latin American Literatures and Cultures (29 students).

I. Assessment

A description of how we assess our BA program in Spanish (including links to the different rubrics we use) is posted at <<http://www.neiu.edu/academics/college-of-arts-and-sciences/departments/world-languages-and-cultures/assessment>>.

This year's assessment results are summarized and discussed in the second half of this report.

II. Program Plan

A. Long term goals

- Welcome the outside reviewer who will visit in Fall 2014 to evaluate our B.A. in Spanish program.
- Improve the quality and consistency of assessment across faculty.
- Oversee the successful implementation of the program modifications that take effect in Fall 2014 for the B.A. in Spanish.
- Continue to improve the quality of our teaching and 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: We believe that NEIU should adopt the national practice of housing the Spanish K-12 teacher licensing program within the College of Education. In conjunction with this move, the College of Education should designate a coordinator responsible for keeping up with ever-changing licensing requirements and standards for teachers of Spanish, and for writing the reports that are specific to this program.
- Equipment: None. Using the language course fee, we are able to purchase up-to-date language teaching and learning software for the Language Learning Lab.

III. Accomplishments

A. Faculty Research/Creative Activities

1. Books, National/International Exhibitions or Performances:

Dorantes, Raúl

- *De zorros y erizos* [novel]. Chicago: Ediciones El Béisman, 2013. Print.

2. Articles and Abstracts, Local Exhibitions or Performances:

Dorantes, Raúl

- *El Incas* [original play]. La Casa de Óscar López, 2628 W. Division Street, Chicago, April 10-May 11, 2014.

Schroeder Rodríguez, Paul A.

- “Teoría del Nuevo Cine Latinoamericano: de la militancia al neobarroco.” *Valenciana* [Guanajuato, Mexico] 6.12 (2013): 129-54. Print.

3. Conference Presentations, Group Shows

Bisbey, Brandon P.

- “Humor y género en la reescritura del México imaginario: *Brenda Berenice* de Luis Montaña y ‘La jota de Bergerac’ de Carlos Velázquez.” Modern Language Association, Chicago, January 9-12, 2014.

- "El humor y el género en *La hermana secreta de Angélica María*, de Luis Zapata." Latin American Studies Association, Chicago, May 21-24, 2014.

Cloonan Cortez de Andersen, Denise.

- "Using regional literature to promote understanding of dialectal variation in Spanish." British Association for Applied Linguistics, Edinburgh, Scotland, September 5-7, 2013.
- "Would you like to find out what your colleagues are doing to get the best work from their students"? NEIU Learn and Lead Symposium, February 25, 2014.
- "Dialectology: What is it? Its significance in language prestige and cross-cultural understanding." Chicago Area Translators and Interpreters Association, April 26, 2014.

Schroeder Rodríguez, Paul A.

- "*La teta asustada* and competing memories of Latin America's violent past." Latin American Studies Association, Chicago, May 23, 2014.
- "Time-images and the Latin American Neobaroque: The case of *Limite*." Modern Language Association, Chicago, January 9, 2014.

4. Service

Cloonan Cortez de Andersen, Denise

- Editorial Review Board Member: *The Linguistics Journal*.

B. Student Achievements

- Spanish Major **María D. Muñoz** received the Calixto Masó Endowed Scholarship, worth \$1000.
- Spanish Major **Fulvio De Col** received the Jewell Berlinger Endowed Scholarship, worth \$1000.
- Spanish Major **Crystal Aimee Arroyo** received the Arturo Nájera Endowed Scholarship, worth \$450.
- French Major **Karina Klimek** received the French Excellence in Service Award.
- The following students were accepted to Sigma Delta Pi, the National Honor Society in Spanish: **Fulvio De Col, Sandra Galván, Teresa Goll, Henry Gómez, Jesús Guillén, Tommy Henley, Viridiana Jacobo, Fadua Martínez, Juan Muñoz, María de Jesús Muñoz, Rogeio Orozco, María Padilla, Edison Patiño, Elvia Rodríguez, Jazmin Romero, and David Smith Vargas.**

- The following students were accepted to Pi Delta Phi, the National Honor Society in French: **Buff Rosen-Boyd, Mirka Kaiser, Karina Klimek, and Antoinette Senjanovich.**

WORLD LANGUAGES AND CULTURES

Assessment Report 2013-2014

Submitted by Paul A. Schroeder Rodríguez, Chair

The following is an outline of how the Goals and Outcomes for the B.A. in Spanish are aligned with the University's Baccalaureate Goals and Outcomes, which are in turn linked to the University's Strategic Goal 2.

NEIU Strategic Goal 2: 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.

NEIU Baccalaureate Goals and Outcomes:

Program Goals and Learning Outcomes Mapped to University Baccalaureate Goals—see separate volume.

Undergraduate Program Assessment. The learning outcomes of our undergraduate program in Spanish and French Studies are tied to the standards published by the American Council of Teachers of Foreign Languages (ACTFL). These include:

- 1. Oral Proficiency.** Teacher candidates in French and Spanish are required to pass the Oral Proficiency Interview (OPI), administered by ACTFL, with a score of Advanced Low or above. During AY 2013-2014, all of our teacher candidates met this requirement. Individual results are included at the end of this report.
- 2. Writing Proficiency.** We expect our Majors in Spanish to achieve writing proficiency at the level of Advanced-Mid or above, as demonstrated in a research paper submitted as part of their required capstone seminar. Data from the two capstone seminars taught in Spring 2014 (statistics are included at the end of this report) show that most of our Spanish Majors are finishing their programs of study with a writing proficiency of Advanced-Mid or above, but that a significant number

still needs work with writing mechanics. We advise such students to take the elective course SPAN 301 (Advanced Spanish Grammar).

3. Content Knowledge and Critical Thinking. We expect Majors to be able demonstrate content knowledge through the critical analysis and evaluation of a cultural text or texts in a research paper submitted as part of their required capstone seminar. Data from the capstone seminars taught in Spring 2014 (statistics are included at the end of this report) show that the vast majority of our Majors are finishing their programs of study meeting or exceeding the levels of content knowledge and critical thinking skills that we expect from them. The one area where this is not the case is the review of primary and secondary sources, where the majority of students did not meet or exceed standards. In order to address this problem, we will discuss ways of teaching these skills more intentionally in SPAN 253 (Composition II).

Graduate Program Assessment. We currently assess the graduate students in our MA in Latin American Literatures and Cultures through in-class performance (as reflected in their grades), and through a comprehensive exam.

Beginning in Fall 2014 we will require MA students to create an electronic portfolio that will include (1) the final papers they submit in each of their seminars, (2) their comprehensive exam (3) faculty evaluations of these items, based on rubrics we have developed for that purpose, and (4) their thesis (which is optional).

Our plan was to implement this new assessment structure during AY 2012-2013, but our focus went to the development of electronic portfolios at the undergraduate level. The implementation of the electronic portfolio requirement will therefore take place during AY 2014-2015

Research Paper: Advanced Mid (Capstone Seminar)

Student's Name: _____ Evaluator's Name: _____

Course: _____ Term: _____ Title of Paper: _____

TASK: Write a 10-page research paper in Spanish or French (depending on the class) that contextualizes, describes, and interprets the content of a defining literary, linguistic, or cultural text (broadly defined to include practices and products) from the Spanish- or French-speaking world. 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), interpretation and 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
Introduction 15%	<ul style="list-style-type: none"> Title is appropriate and highly effective in capturing the paper's topic Main thesis is clearly stated Introduction synthesizes ideas and critical issues associated with the text 14-15 points	<ul style="list-style-type: none"> Title is appropriate given the topic Main thesis is clearly stated Introduction presents the main ideas and critical issues associated with the text 12-13 points	<ul style="list-style-type: none"> Title is somewhat appropriate but can be improved Main thesis is suggested but not clearly stated Introduction begins to present the main ideas and critical issues associated with the text 10-11 points	<ul style="list-style-type: none"> Title is not related to the topic of the paper, or else is missing Main thesis is not stated Introduction does not present the main ideas and critical issues associated with the text 0-9 points
Review of primary and secondary sources 10%	<ul style="list-style-type: none"> Accurately describes and critically evaluates competing perspectives from at least two relevant peer-reviewed scholarly essays. 9-10 points	<ul style="list-style-type: none"> Accurately describes perspectives from at least two relevant peer-reviewed scholarly essays. 8 points	<ul style="list-style-type: none"> Begins to describe perspectives from one or two relevant peer-reviewed scholarly essays. 7 points	<ul style="list-style-type: none"> Does not incorporate relevant peer-reviewed scholarship. 0-6 points
Contextualization 2.a. 15%	<ul style="list-style-type: none"> Critically evaluates the connection between the text and the target culture's practices and perspectives. 14-15 points	<ul style="list-style-type: none"> Demonstrates an understanding of the connection between the text and the target culture's practices and perspectives. 12-13 points	<ul style="list-style-type: none"> Begins to connect the text to the target culture's practices and perspectives. 10-11 points	<ul style="list-style-type: none"> Does not connect the text to the target culture's practices and perspectives. 0-9 points
Evidence 2.a. 10%	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. 9-10 points	Cites as evidence for the thesis examples that reflect a solid cultural knowledge base. 8 points	Cites as evidence for the thesis examples that reflect a cultural knowledge base that is still developing. 7 points	Does not provide as evidence examples of cultural practices, products, perspectives from the target culture. 0-6 points

<p>Interpretation 2.b. 20%</p>	<p>Interprets a defining literary or cultural work or works in the target culture from multiple viewpoints of the target culture.</p> <p>Critically evaluates why the selected literary or cultural texts is valuable to interpret and reflect upon the perspectives of the target cultures over time.</p> <p>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.</p> <p>18-20 points</p>	<p>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.</p> <p>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.</p> <p>Uses a cultural, linguistic, or literary model to frame and investigate an original hypothesis about a text.</p> <p>16-17 points</p>	<p>Is aware of major literary texts in the target culture, but the interpretation reveals a limited knowledge of these texts.</p> <p>Attempts to recognize the value and role of the selected text to interpret and reflect upon the perspectives of the target cultures over time.</p> <p>Relies on cultural analyses from secondary sources or that were learned in the classroom.</p> <p>14-15 points</p>	<p>Does not analyze examples.</p> <p>0-13 points</p>
<p>Conclusion 10%</p>	<p>Synthesizes the findings of the research</p> <p>Provides a personal assessment of the text</p> <p>Demonstrates how the findings provide an original contribution to our understanding of the topic</p> <p>9-10 points</p>	<p>Synthesizes the findings of the research</p> <p>Provides a personal assessment of the text</p> <p>8 points</p>	<p>Attempts to synthesize the findings of the research</p> <p>Provides a personal assessment of the text</p> <p>7 points</p>	<p>Does not synthesize the findings of the research</p> <p>Attempts to provide or else does not provide a personal assessment of the text</p> <p>0-6 points</p>
<p>Organization and style 10%</p>	<p>Essay is very organized with well-constructed paragraphs</p> <p>Very smooth transitions between and within introduction, main body and conclusion</p> <p>Shows own voice as a writer</p> <p>9-10 points</p>	<p>Essay is organized with well-constructed paragraphs</p> <p>Good transitions between and within introduction, main body and conclusion</p> <p>Begins to develop own voice as a writer</p> <p>8 points</p>	<p>Information is organized, but paragraphs are not well-constructed</p> <p>Poor transitions</p> <p>7 points</p>	<p>The information appears to be disorganized</p> <p>Little or no transitions used</p> <p>0-6 points</p>

Writing mechanics 10%	<ul style="list-style-type: none"> • Almost no (or none) grammatical, spelling or punctuation errors • Always follows MLA format (title page, page layout, font, spacing, citations, footnotes, and bibliography) • > 2000 words (8+ pages) 	<ul style="list-style-type: none"> • Very few grammatical, spelling or punctuation errors, but does not interfere with reading • Almost always follows MLA format • > 2000 words (8+ pages) 	<ul style="list-style-type: none"> • Some grammatical, spelling or punctuation errors; interferes somewhat with reading • Often follows MLA format • 1700-2000 words (6-7 pages) 	<ul style="list-style-type: none"> • Many grammatical, spelling, or punctuation errors; interferes with reading • Only sometimes follows MLA format • < 1700 words (1-5 pages)
	9-10 points	8 points	7 points	0-6 points

Overall Assessment and Comments:

OPI results for AY 2013-2014, Teacher Candidates in Spanish

<https://tms.languagetesting.com/Clientsite/TestRatings.aspx?mode=4>

/w EPDw UKLTYy
/w EWAw LK6Nb5



Test Ratings

Candidate Info	Company	Language	Product	Test Date	Rating
Dulce Arroyo	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	06/13/2013	A
Crystal Arroyo	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	07/10/2013	A
Karina Klimek	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	08/16/2013	A
Michael Forde	Northeastern Illinois University	Spanish	OPI-ACTFL-OFFCL	09/13/2013	AM
Alondra Juarez	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	09/13/2013	A
Henry Gomez	Northeastern Illinois University	Spanish	OPI-ACTFL-OFFCL	10/17/2013	AH
Freddy Enriquez	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	11/14/2013	A
Julie Phipps	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	02/05/2014	A
Milagro Lutz	Northeastern Illinois University	Spanish	OPIc-ACTFL-OFFCL-A	04/22/2014	A

S = Superior
 AH = Advanced High
 AM = Advanced Mid
 AL = Advanced Low
 IH = Intermediate High
 IM = Intermediate Mid
 IL = Intermediate Low
 NH = Novice High
 NM = Novice Mid
 NL = Novice Low
 A = At Least Advanced Low Proficiency
 Q = Qualified
 NQ = Not Qualified
 BR = Below Range
 UR = Un-Ratable (Contact LTI)
 XXX = No Show

ct100_cphMain_gv

SPAN 353 Rubric 8c - Research Paper: Advanced Mid (Capstone Seminar)

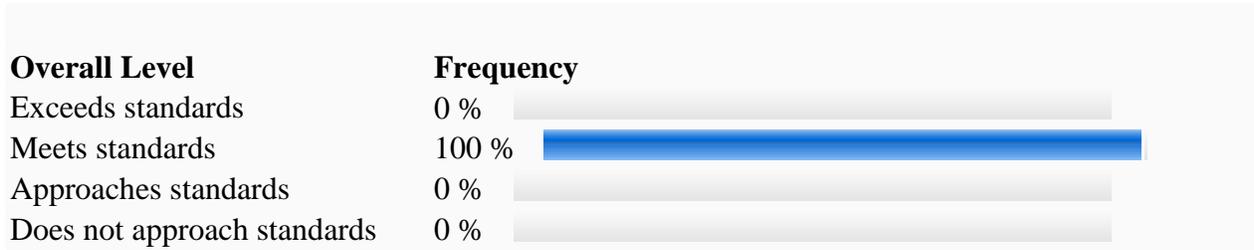
General Statistics for 'SPAN 353 Trabajo Escrito'

Number of Assessments

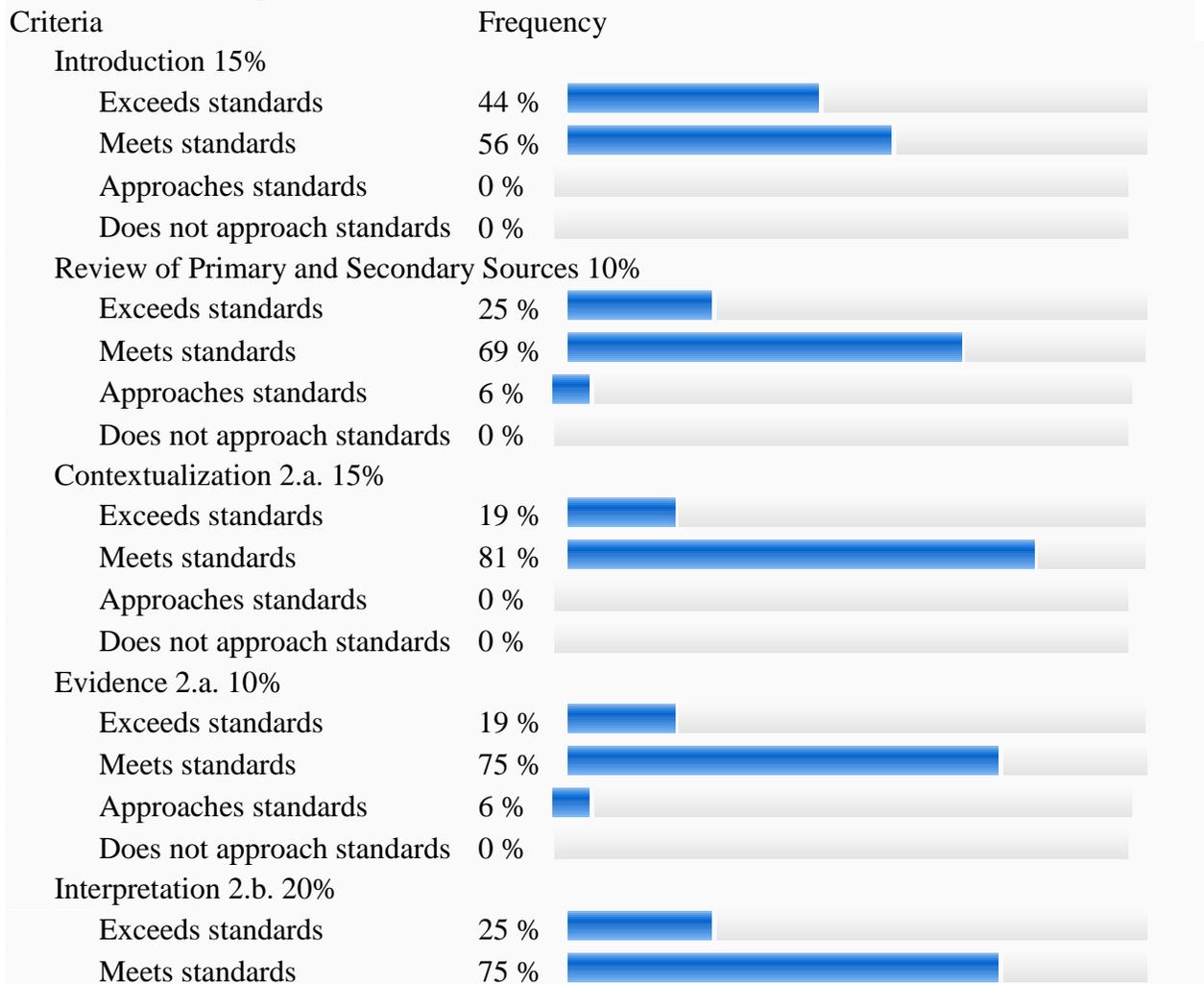
16

Average

Meets standards



Criteria Score Frequency for 'SPAN 353 Trabajo Escrito'





SPAN 377 Rubric 8c - Research Paper: Advanced Mid (Capstone Seminar)

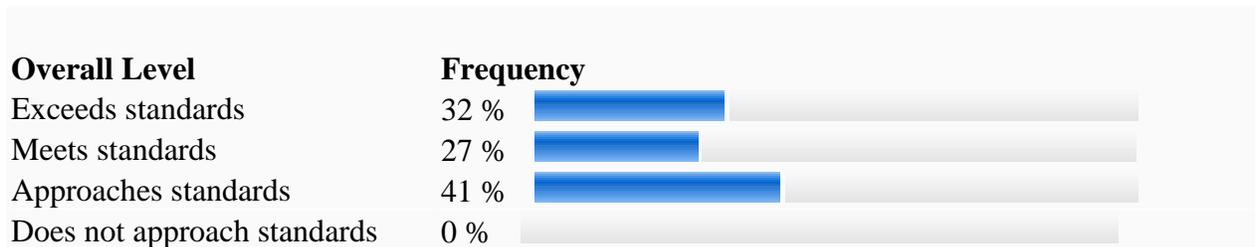
General Statistics for 'SPAN 377 12-page Research Paper'

Number of Assessments

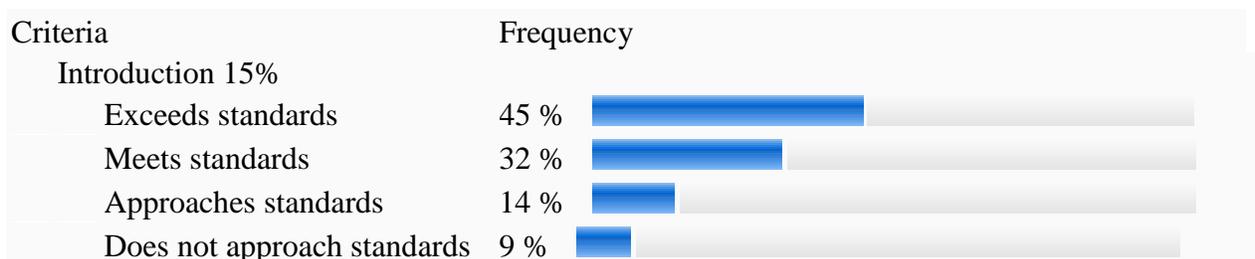
22

Average

Meets standards



Criteria Score Frequency for 'SPAN 377 Research Paper'



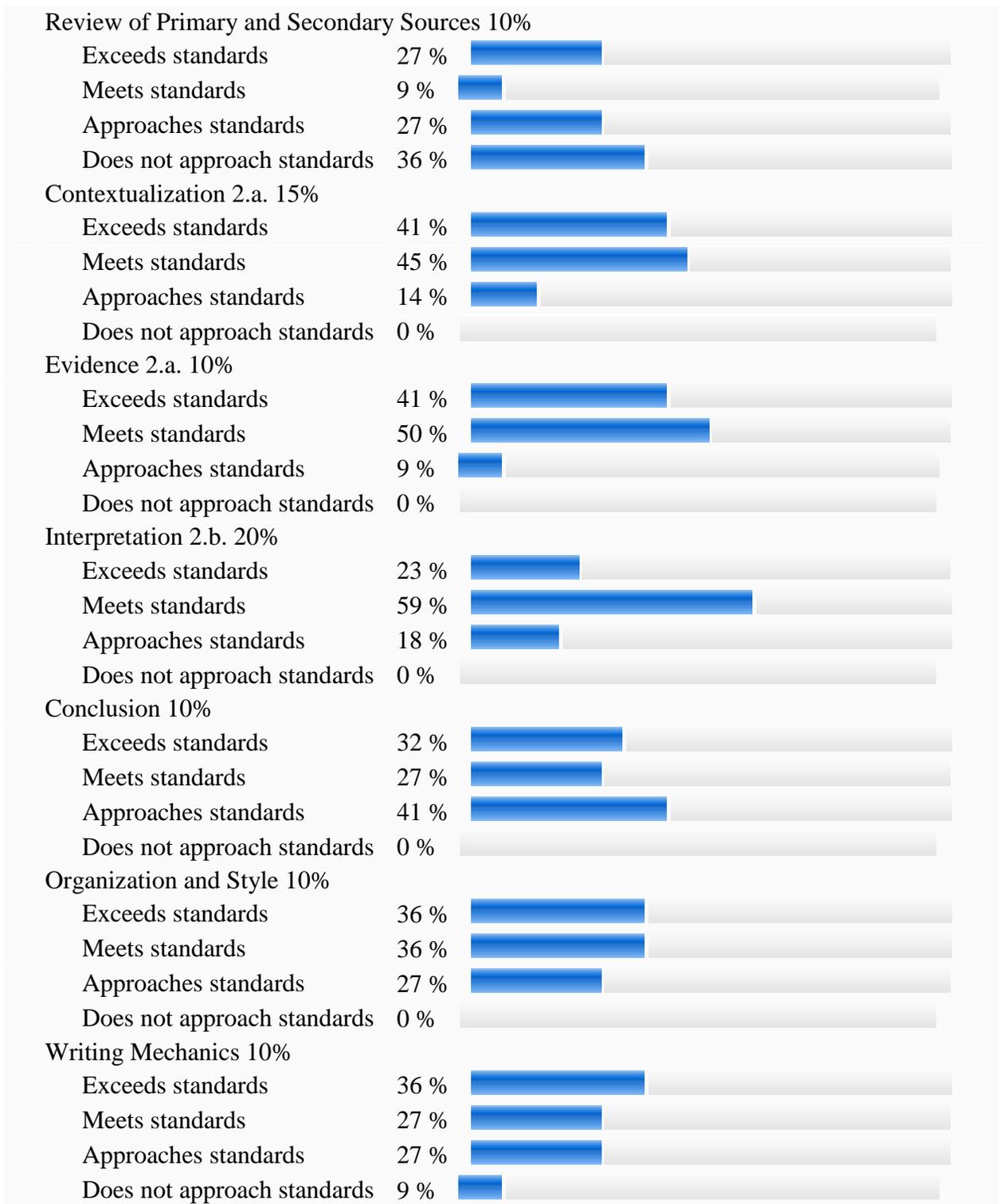


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ANTHROPOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills		Anth 200	Anth 212	Anth 213	Anth 215	Anth 290	Anth 355
1.1 Inquiry, analysis and evaluation	1		X		X		X
1.2 Critical and creative thinking	3	X	X	X	X	X	X
1.3 Written and oral communication proficiency	3	X	X	X	X	X	X
1.4 Original design and artistic performance							
1.5 Quantitative literacy							
1.6 Information literacy and research skills	4	X	X	X	X		
1.7 Technological fluency							
1.8 Teamwork and problem solving	4		X	X	X	X	X
2. Immersion into Disciplines and Fields of Study							
2.1 Knowledge of human cultures and the physical and natural world	2		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	5	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	5		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	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 performance, etc.	6	X	X	X	X		X
3.2 Engagement at the personal and community level	6		X	X	X	X	
3.3 Application of local and global civic knowledge	5		X	X	X		
3.4 Understanding and appreciation of the complexities of individual identities							
3.5 Intercultural knowledge and competence	2		X	X	X		
	7	X	X	X	X	X	X

ANTHROPOLOGY PROGRAM GOALS

Program Goals
1. To provide a knowledge base integrating data, theories, methods, technology, hands-on activities, and history of anthropology in each of its three major sub-disciplines: a. Archaeology; b. Biological Anthropology; c. Cultural Anthropology
2. To foster access to a challenging and well-rounded anthropological curriculum relevant to many majors/minors, as well as all students' future academic, professional and personal endeavors.
3. To foster the development of writing and critical thinking skills that will enable students to evaluate and communicate ideas and information intelligently in their future academic, professional, and personal lives.
4. To instruct students in the protocol of conducting original field-, lab-, or library-based anthropological research.
5. To facilitate an understanding of the connection of anthropology to other disciplines and the relevance of anthropology to world events and issues
6. To enable and encourage use of the vast resources available in the Chicago area to enhance the academic, research, and field experiences of anthropology students.
7. To infuse students with a sense of and respect for integrity, ethics, and honesty in academics and research.

ART ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	106	107	120	130	140	201	202	220	230	234	240	250	261	270	273	281
1. Intellectual and Practical Skills																		
1.1 Inquiry, analysis and evaluation	A, B	A 1/3 B 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	A	A 3/5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency			X	X				X	X									
1.4 Original design and artistic performance	A	A 1/2/4/9			X	X	X			X	X	X	X	X	X	X	X	X
1.5 Quantitative literacy																		
1.6 Information literacy and research skills	B	B 1	x	x						X								
1.7 Technological fluency	A	A 2/4											X	X	X	X	X	X
1.8 Teamwork and problem solving	A	A 7/9			X	X	X			X	X	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study (knowledge)																		
2.1 Knowledge of human cultures and the physical and natural world	B	B 1	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	A, C	A 1 C 1	X	X				X										
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B	A 1 B 1						X										
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life			X	X				X	X		X	X	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU (community and values)																		
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	C	C 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	A, C	A 9 C 1																
3.3 Application of local and global civic knowledge			X	X				X	X									
3.4 Understanding and appreciation of the complexities of individual identities	A, B	A 6/8 B 1	X	X				X										
3.5 Intercultural knowledge and competence	B	B 1						X	X									

ART ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	282	292	305	306	307	308	309	311	312	313	316	318	319	320	330	340
1. Intellectual and Practical Skills																		
1.1 Inquiry, analysis and evaluation	A, B	A 1/3 B 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	A	A 3/5	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency				X	X	X	X	X	X	X	X	X	X	X	X			
1.4 Original design and artistic performance	A	A 1/2/4/9	X	X												X	X	X
1.5 Quantitative literacy																		
1.6 Information literacy and research skills	B	B 1		X	X	X	X	X	X	X	X	X	X	X	X			
1.7 Technological fluency	A	A 2/4	X	X													X	X
1.8 Teamwork and problem solving	A	A 7/9	X	X												X	X	X
2. Immersion into Disciplines and Fields of Study (knowledge)																		
2.1 Knowledge of human cultures and the physical and natural world	B	B 1			X	X	X	X	X	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	A, C	A 1 C 1	X	X														
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B	A 1 B 1		X														
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU (community and values)																		
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	C	C 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	A, C	A 9 C 1														X	X	X
3.3 Application of local and global civic knowledge				X	X	X	X	X	X	X	X	X	X	X	X		X	
3.4 Understanding and appreciation of the complexities of individual identities	A, B	A 6/8 B 1		X												X	X	
3.5 Intercultural knowledge and competence	B	B 1			X	X	X	X	X	X	X	X	X	X	X	X	X	X

ART ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	350	362	370	373	381	382	384	385	386	387	390	392a	392b
1. Intellectual and Practical Skills															
1.1 Inquiry, analysis and evaluation	A, B	A 1/3 B 1	X	X	X	X	X	X	X	X	X	X	X	X	X
1.2 Critical and creative thinking	A	A 3/5	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency														X	X
1.4 Original design and artistic performance	A	A 1/2/4/9	X	X	X	X	X	X	X	X	X	X	X		
1.5 Quantitative literacy															
1.6 Information literacy and research skills	B	B 1												X	X
1.7 Technological fluency	A	A 2/4	X	X	X	X	X	X	X	X	X	X	X	X	X
1.8 Teamwork and problem solving	A	A 7/9	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study (knowledge)															
2.1 Knowledge of human cultures and the physical and natural world	B	B 1													
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	A, C	A 1 C 1									X			X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B	A 1 B 1						X						X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life			X	X	X	X	X	X	X	X	X	X	X	X	X
3. Learning within the Framework and Resources of NEIU (community and values)															
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	C	C 1	X	X	X	X	X	X	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	A, C	A 9 C 1	X	X	X	X	X	X	X	X	X	X	X	X	X
3.3 Application of local and global civic knowledge												X		X	X
3.4 Understanding and appreciation of the complexities of individual identities	A, B	A 6/8 B1										X	X	X	X
3.5 Intercultural knowledge and competence	B	B 1	X	X	X	X	X	X	X			X		X	X

ART PROGRAM GOALS AND LEARNING OUTCOMES

A. 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.
A.1 Develop and apply technical and historical knowledge to their own work.
A.2 Conceive, develop and complete a fully developed, self-directed, cohesive body of work.
A.3 Critically evaluate one's own work.
A.4 Develop specialized skills in their medium.
A.5 Respond to problems presented in complex assignments.
A.6 Accept and employ criticism of one's own work.
A.7 Form and defend an argument for one's own work.
A.8 Employ presentation techniques to communicate effectively.
A.9 Create and submit one or more works for evaluation by faculty and outside jurors.
B. To observe and respond critically to a broad range of art and design from different cultures, different periods, and different disciplines.
B.1 Critically evaluate works in historical and cultural context.
C. To be aware of art and design career possibilities.
C.1 Participate in various career-related opportunities such as lectures, field trips, and internships.

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	2	2a. 2b.	BIO-150		BIO-202	BIO-301		BIO-305
1.2 Critical and creative thinking	2	2b.	BIO-150		BIO-202			BIO-305
1.3 Written and oral communication proficiency	4	4a.4b.	BIO-150	BIO-201 (4a)	BIO-202	BIO-301	BIO-303	BIO-305
1.4 Original design and artistic performance	3	3a.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303	BIO-305
1.5 Quantitative literacy	3	3c.						
1.6 Information literacy and research skills	2. and 3.	2a. 3a. 3c.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303 (3a,b,c)	BIO-305
1.7 Technological fluency	3	3b. 3c.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303	BIO-305
1.8 Teamwork and problem solving	3	3a.	BIO-150	BIO-201	BIO-202	BIO-301	BIO-303	BIO-305

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	1	1a.1b. 1c.	BIO-150	BIO-201 (1a, 1b in part)	BIO-202 (1a, 1b in part)	BIO-301 (1a, 1b in part)	BIO-303 (1a, 1b in part)	BIO-305 (1a, 1b in part)
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. and 4.	1c.						
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1. and 4.	1a. 1c. 4a. 4b.	BIO-150 (1a, 4a, 4b)	BIO-201 (1a, 4a, 4b)	BIO-202 (1a, 4a, 4b)	BIO-301 (1a, 4a, 4b)	BIO-303 (1a, 4a, 4b)	BIO-305 (1a, 4a, 4b)
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1. and 4.	1a. 4a.	BIO-150		BIO-202	BIO-301	BIO-303	BIO-305
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 performance, etc.	3. and 4	3a. 3b.3c. 4a. 4b.						
3.2 Engagement at the personal and community level	4	4a. 4b.	BIO-150					BIO-305
3.3 Application of local and global civic knowledge								
3.4 Understanding and appreciation of the complexities of individual identities								
3.5 Intercultural knowledge and competence								

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course
1. Intellectual and Practical Skills				
1.1 Inquiry, analysis and evaluation	2	2a. 2b.	Electives (BIO-310, 326, 330, 331, 341, 351, 362, 368)	Capstones (BIO-390, 392/393)
1.2 Critical and creative thinking	2	2b.	Electives (BIO-310, 326, 330, 331, 341, 351, 352, 362, 368)	Capstones (BIO-390, 391, 392/393)
1.3 Written and oral communication proficiency	4	4a.4b.	Electives (both 4a & 4b: BIO-330, 331, 351, 352, 360, 362, 368; 4a only: 310, 341)	Capstones (BIO-390, 391, 392/393)
1.4 Original design and artistic performance	3	3a.	Electives (BIO-328, 330, 331, 341, 351, 352, 360, 361, 362)	
1.5 Quantitative literacy	3	3c.		
1.6 Information literacy and research skills	2. and 3.	2a. 3a. 3c.	2a,b: Electives (BIO-310, 326, 330, 331, 341, 351, 352, 362, 368). 3a,b,c: Electives (BIO-330, 331, 341, 351, 352, 360, 361, 362)	2a: Capstones (BIO-390, 391, 392/393)
1.7 Technological fluency	3	3b. 3c.	Electives (BIO-328, 330, 331, 341, 351, 352, 360, 361, 362)	
1.8 Teamwork and problem solving	3	3a.	Electives (BIO-328, 330, 331, 341, 351, 352, 360, 361, 362)	

BIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course
2. Immersion into Disciplines and Fields of Study				
2.1 Knowledge of human cultures and the physical and natural world	1	1a.1b. 1c.	Electives (ALL)	1a, c: Capstones (BIO-390, 391, 392/393)
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. and 4.	1c.	Electives (ALL)	Capstones (BIO-390, 391, 392/393)
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1. and 4.	1a. 1c. 4a. 4b.	Electives (most)	Capstones (BIO-390, 391, 392/393)
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1. and 4.	1a. 4a.	Electives (BIO-326, 331, 333, 341, 342, 343, 345, 346, 351, 352, 357, 361, 366, 368)	Capstones (BIO-390, 391, 392/393)
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 performance, etc.	3. and 4	3a. 3b.3c. 4a. 4b.		Capstones (BIO-391, 392/393, 394)
3.2 Engagement at the personal and community level	4	4a. 4b.	Electives (BIO-326, 331, 333, 341, 342, 343, 345, 346, 351, 352, 357, 361, 366, 368)	Capstones (BIO-390, 391, 392/393, 394)
3.3 Application of local and global civic knowledge				
3.4 Understanding and appreciation of the complexities of individual identities				
3.5 Intercultural knowledge and competence				

BIOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

BIOLOGY GOAL

1. Demonstrate a broad understanding of biological principles

- Student Learning Outcome: 1a. Identify unifying principles in biology with emphasis on natural selection and evolution
- Student Learning Outcome: 1b. Demonstrate a working understanding of the subdisciplines of cell biology, genetics, and ecology
- Student Learning Outcome: 1c. Increase depth of understanding of selected subdisciplines by studying a variety of topics in elective courses

BIOLOGY GOAL

2. Develop critical observational, thinking, and reasoning skills

- Student Learning Outcome: 2a. Competently use the library and internet databases to search scientific literature
- Student Learning Outcome: 2b. Read, evaluate, and interpret primary research articles

BIOLOGY GOAL

3. Understand and apply the scientific method

- Student Learning Outcome: 3a. Formulate hypotheses and properly design experiments to test hypotheses
- Student Learning Outcome: 3b. Proficiently use standard biological equipment and techniques
- Student Learning Outcome: 3c. *Analyze and present experimental results using appropriate statistical and graphical techniques*

BIOLOGY GOAL

4. Demonstrate effective skills in scientific communication

- Student Learning Outcome: 4a. Write proficiently in discipline-specific formats, such as research-style reports, persuasive arguments, and grant proposals
- Student Learning Outcome: 4b. Clearly explain scientific data through oral and poster presentation

CHEMISTRY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Program Outcomes	CHEMISTRY COURSES														
			211	212	213	231	232	311	312	316	319	320	321	330	331	347	
1. Intellectual and Practical Skills																	
1. Inquiry, analysis and evaluation	A	A1, A2, A3															
2. Critical and creative thinking	A	A2, A3															
3. Written and oral communication proficiency	E	E1, E2															
4. Original design and artistic performance																	
5. Quantitative literacy	B	B1 through 4			x				x	x		x		x		x	
6. Information literacy and research skills	C, D	C3, D1, D2, D3															
7. Technological fluency	A	A4							x	x							
8. Teamwork and problem solving	F	F1, F2, F3															
2. Immersion into Disciplines and Fields of Study																	
1. Knowledge of human cultures and the physical and natural world																	
2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, C	A1, A2, A3, A6											x	x	x		
3. Ability to synthesize general and specialized studies both within and across disciplines	A	A5, A6	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A	A2															
3. Learning within the Framework and Resources of NEIU																	
1. Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D3															
2. Engagement at the personal & community level	F	F1, F2, F3, E3															
3. Application of local and global civic knowledge	A	A6											x	x	x		
4. Understanding and appreciation of the complexities of individual identities/complexities of individual identities	F	F1, F2, F3															
5. Intercultural knowledge and competence	F	F1, F2, F3															

CHEMISTRY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Program Outcomes	Seminar courses											Lab	Ugrad Res
			348	350	353	355	391	260	261	262	263	360	361		
1. Intellectual and Practical Skills															
1. Inquiry, analysis and evaluation	A	A1, A2, A3					x	x	x	x	x	x	x	x	x
2. Critical and creative thinking	A	A2, A3						x	x	x	x	x	x	x	x
3. Written and oral communication proficiency	E	E1, E2					x							x	x
4. Original design and artistic performance															
5. Quantitative literacy	B	B1 through 4					x	x	x	x	x	x	x		
6. Information literacy and research skills	C, D	C3, D1, D2, D3					x							x	x
7. Technological fluency	A	A4										x	x		
8. Teamwork and problem solving	F	F1, F2, F3						x	x	x	x	x	x	x	
2. Immersion into Disciplines and Fields of Study															
1. Knowledge of human cultures and the physical and natural world															
2. Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	A, C	A1, A2, A3, A6		x	x	x		x	x	x	x	x	x	x	x
3. Ability to synthesize general and specialized studies both within and across disciplines	A	A5, A6	x	x	x	x	x					x	x		x
4. Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A	A2						x	x	x	x	x	x		x
3. Learning within the Framework and Resources of NEIU															
1. Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	D	D3													x
2. Engagement at the personal & community level	F	F1, F2, F3, E3					x	x	x	x	x	x	x	x	x
3. Application of local and global civic knowledge	A	A6		x	x	x						x	x		x
4. Understanding and appreciation of the complexities of individual identities/complexities of individual identities	F	F1, F2, F3					x	x	x	x	x	x	x	x	
5. Intercultural knowledge and competence	F	F1, F2, F3					x	x	x	x	x	x	x	x	

CHEMISTRY PROGRAM GOALS AND LEARNING OUTCOMES

Program Goal	Learning Outcome
A. Proficient in basic skills of chemistry	1. Master a broad knowledge of chemical principles concerning major areas of chemistry-analytical, bioorganic, inorganic, organic, and physical.
	2. Ability to utilize knowledge from each area (analytical, biorganic, inorganic, organic, and & physical) critically & analyze chem problems.
	3. Ability to utilize the critical thinking skills, problem-solving skills, and data analysis skills to collect/analyze data, apply fundamental principles to gather/explain data, and design experiments to test hypotheses.
	4. Ability to use modern computing resources involving chemical education.
	5. Ability to initiate careers in professional schools, grad programs, or the job market.
	6. Acquire supplementary skills through the STEM programs.
B. Quantitative Reasoning Skills	1. Develop proficiency in calculations skills.
	2. Develop ability to accurately collect and interpret numerical data.
	3. Develop ability to solve problems using approximation, precision, accuracy, and other statistical applications.
	4. Develop ability to relate theories involving numbers.
C. Chemistry Laboratory Skills	1. Ability to perform accurate measurements in various fields of chem with an understanding of theory and use of chemical instrumentations, interpret experimental results, perform accurate calculations of the results and draw reasonable, accurate conclusions.
	2. Ability to synthesize, separate & characterize compounds using published reactions, protocols, standard lab equipment, and modern instrumentation.
	3. 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.
	4. Ability to understand the concepts of safe lab practices and comply with safety regulations.
D. Chemical Literature and Research Skills	1. Ability to use information technology tools such as the internet & computer based literature searches to locate/retrieve scientific info needed for research work.
	2. Ability to use peer-reviewed scientific journals effectively & evaluate published articles critically.
	3. Ability to incorporate knowledge & theoretical thoughts into applied research.
E. Communication and Ethics in Chemistry	1. Ability to present information 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.
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.

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course							
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.	CMTC 100	CMTC 200	CMTC 313	CMTC 330	CMTM 160	CMTM 265	CMTM 365	CMTM 377
1.2 Critical and creative thinking	3.	3.1. 3.2.	CMTC 101	CMTC 210	CMTC 213	CMTC 214	CMTC 310	CMTC 313	CMTM 365	CMTM 370
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.	CMTC 101	CMTC 200	CMTC 202	CMTC 214	CMTM 205	CMTM 250	CMTM 260	CMTM 360
1.4 Original design and artistic performance	2.	2.3.	CMTM 250	CMTM 260	CMTM 360	CMTM 361	CMTM 362	CMTM 364	CMTM 366	CMTT 220
1.5 Quantitative literacy	1.	1.3.	CMTC 200	CMTC 330						
1.6 Information literacy and research skills	2.	2.1.; 2.3.	CMTC 101	CMTC 210	CMTC 313	CMTC 330	CMTM 105	CMTM 365	CMTM 367	CMTM 377
1.7 Technological fluency	2.	2.2.	CMTC 300	CMTM 250	CMTM 260	CMTM 360	CMTM 361	CMTM 362	CMTM 366	CMTM 378
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.	CMTC 214	CMTC 215	CMTC 315	CMTC 318	CMTC 319	CMTM 362	CMTM 368	CMTT 240
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
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. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTC 100	CMTC 200	CMTC 213	CMTC 214	CMTC 301	CMTC 310	CMTC 313	CMTC 314
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 performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2	CMTC 383	CMTC 384	CMTC 385	CMTM 250	CMTM 260	CMTM 360	CMTM 361	CMTM 362
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.	CMTC 214	CMTC 313	CMTC 314	CMTC 315	CMTC 316	CMTC 317	CMTC 318	CMTC 319
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.	CMTC 100	CMTC 213	CMTC 313	CMTC 317	CMTC 318	CMTC 319	CMTM 365	CMTM 368
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.	CMTC 100	CMTC 213	CMTC 214	CMTC 215	CMTC 313	CMTC 314	CMTC 316	CMTC 317
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.	CMTC 100	CMTC 317	CMTM 365	CMTM 373	CMTM 375			

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course							
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.	CMTT 130							
1.2 Critical and creative thinking	3.	3.1. 3.2.	CMTM 377							
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.	CMTM 361	CMTM 362	CMTM 364	CMTM 366	CMTM 367	CMTT 203	CMTT 255	CMTT 355
1.4 Original design and artistic performance	2.	2.3.	CMTT 221	CMTT 255	CMTT 321	CMTT 347	CMTT 350	CMTT 351	CMTT 352	CMTT 353
1.5 Quantitative literacy	1.	1.3.								
1.6 Information literacy and research skills	2.	2.1.; 2.3.	CMTM 378	CMTM 379	CMTT 393					
1.7 Technological fluency	2.	2.2.	CMTT 139	CMTT 239	CMTT 240	CMTT 339	CMTT 340	CMTT 341	CMTT 342	CMTT 343
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.	CMTT 249	CMTT 340	CMTT 341	CMTT 342	CMTT 343	CMTT 345	CMTT 348	CMTT 349
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
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. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTC 315	CMTC 330	CMTM 160	CMTM 265	CMTM 363	CMTM 371	CMTM 372	CMTM 373
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 performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2	CMTM 364	CMTM 366	CMTM 383	CMTM 384	CMTM 385	CMTT 139	CMTM 239	CMTT 339
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.	CMTM 368	CMTM 370	CMTT 350	CMTT 351	CMTT 393			
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.	CMTM 377	CMTM 379						
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.	CMTC 318	CMTC 319	CMTM 377					
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.								

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course								
1. Intellectual and Practical Skills											
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.									
1.2 Critical and creative thinking	3.	3.1. 3.2.									
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.									
1.4 Original design and artistic performance	2.	2.3.	CMTT 354	CMTT 355	CMTT 357	CMTT 358	CMTT 359	CMTT 393			
1.5 Quantitative literacy	1.	1.3.									
1.6 Information literacy and research skills	2.	2.1.; 2.3.									
1.7 Technological fluency	2.	2.2.	CMTT 345	CMTT 348	CMTT 349						
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.	CMTT 359								
2. Immersion into Disciplines and Fields of Study											
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
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. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTM 375	CMTM 376	CMTM 377	CMTM 378	CMTT 130	CMTT 331	CMTT 332	CMTT 333	CMTT 335
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 performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2	CMTT 350	CMTT 351	CMTT 383	CMTT 384	CMTT 393				
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.									
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.									
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.									
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.									

CMT ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course
1. Intellectual and Practical Skills						
1.1 Inquiry, analysis and evaluation	1.	1.1.1.2.				
1.2 Critical and creative thinking	3.	3.1. 3.2.				
1.3 Written and oral communication proficiency	2.	2.1. 2.3. 3.1.				
1.4 Original design and artistic performance	2.	2.3.				
1.5 Quantitative literacy	1.	1.3.				
1.6 Information literacy and research skills	2.	2.1.; 2.3.				
1.7 Technological fluency	2.	2.2.				
1.8 Teamwork and problem solving	4. , 5.	4.2. 4.2. 4.3. 5.1. ; 5.2. 5.3. 5.4.				
2. Immersion into Disciplines and Fields of Study						
2.1 Knowledge of human cultures and the physical and natural world	4.	4.1.; 4.2. 4.4.	CMTT 336	CMTT 337	CMTT 338	CMTT 346
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. ; 4.	1.1.; 1.3. ; 4.1.; 4.2. ; 4.4. E	CMTT 336	CMTT 337	CMTT 338	CMTT 346
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1.	1.1.; 1.2. ; 1.3.	CMTT 336	CMTT 337	CMTT 338	CMTT 346
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	3.	3.3.; 3.4.	CMTT 336	CMTT 337	CMTT 338	CMTT 346
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 performance, etc.	2. ; 5. E	2.1. ; 2.3. 5.2				
3.2 Engagement at the personal and community level	5.	5.1. ; 5.2.; 5.3. ; 5.4.				
3.3 Application of local and global civic knowledge	4.	4.1.; 4.2.; 4.4.				
3.4 Understanding and appreciation of the complexities of individual identities	4. 5.	4.4.; 5.1.; 5.4.				
3.5 Intercultural knowledge and competence	4.	4.1.; 4.2. ; 4.4.				

CMT PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals	Learning Outcomes
1. Proficiency in understanding basic concepts, theories and practices of communication, media and theatre	1.1. Identify, define and use key concepts and vocabulary of communication, media; 1.2. Analyze and evaluate theories of CMT 1.3. Connect CMT theories to practical skills
2. Ability to demonstrate effective oral and written communication, use of communication technologies, and the ability to produce creative and original work	2.1. Deliver/write effectively researched and articulated presentations; 2.2. Use a variety of traditional and new media to communicate with others 2.3. Design/produce/create theoretically sound original works;
3. Development of skills of message construction and critique, creative problem solving and critical thinking	3.1. Construct and support an argument; 3.2. Identify fallacies in an argument 3.3. Apply relevant criteria in making informed judgments; 3.4. Deploy a variety of strategies in solving problems
4. Development of skills of message construction and critique, creative problem solving and critical thinking; 5. Equipping students with transferable skills such as collaboration teamwork and negotiation	4.1. Identify effective competencies/ practices in multiple contexts;; 4.2. Develop skills related to multiple contexts; 4.3. Practive effective skills 4.4. Evaluate self and others in multiple contexts
5. Equipping students with transferable skills such as collaboration teamwork and negotiation	5.1. Apply skills of collaboration, teamwork and negotiation to all communication contexts 5.2. Design/write/perform CMT texts and productions in collaboration with others 5.3. Demonstrate collegial etiquette 5.4. Value and utilize diversity when interacting with others

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	215	217	220	303	304	306	307	308	309
1. Intellectual and Practical Skills		H	C	H	S	M	C	H	S	R
1.1 Inquiry, analysis and evaluation	1	X	X	X	x	X	X	X	x	X
1.2 Critical and creative thinking	1	X	X	X	x	X	X	X	x	X
1.3 Written and oral communication proficiency	2	X		X				X		
1.4 Original design and artistic performance	2									
1.5 Quantitative literacy	1	X	X	X	x		X			X
1.6 Information literacy and research skills	2	X						X		X
1.7 Technological fluency	2			X			X	X		
1.8 Teamwork and problem solving	3	X		X	x			X	x	
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	1		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	X	X			X	X	X		
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1			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	X	X	X	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 performance, etc.	3	X		X				X		
3.2 Engagement at the personal and community level	3									
3.3 Application of local and global civic knowledge	2				x		X	X		X
3.4 Understanding and appreciation of the complexities of individual identities	1	X					X			
3.5 Intercultural knowledge and competence	1									

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	310	312	314	316	318	320	321	322	323
1. Intellectual and Practical Skills		S	M	R	M	S	M	S	S	M
1.1 Inquiry, analysis and evaluation	1	x	X	X		x		x	x	
1.2 Critical and creative thinking	1			X		x		x	x	X
1.3 Written and oral communication proficiency	2	x		X		x			x	X
1.4 Original design and artistic performance	2									
1.5 Quantitative literacy	1	x	X	X		x			x	
1.6 Information literacy and research skills	2	x		X		x			x	X
1.7 Technological fluency	2	x	X	X		x				
1.8 Teamwork and problem solving	3	x	X			x		x	x	
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	1			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			X				x	x	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1	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	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 performance, etc.	3	x			X	x	X			X
3.2 Engagement at the personal and community level	3				X	x	X			
3.3 Application of local and global civic knowledge	2			X	X		X	x	x	X
3.4 Understanding and appreciation of the complexities of individual identities	1				X		X		x	
3.5 Intercultural knowledge and competence	1			X	X		X	x	x	X

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	332	333	334	336	337	338	340	343	344
1. Intellectual and Practical Skills		M	R	R	C	R	C	M	S	H
1.1 Inquiry, analysis and evaluation	1		X	X	X	X	X	X	x	X
1.2 Critical and creative thinking	1		X	X	X	X	X		x	X
1.3 Written and oral communication proficiency	2						X		x	X
1.4 Original design and artistic performance	2						X			
1.5 Quantitative literacy	1		X	X	X	X	X		x	X
1.6 Information literacy and research skills	2		X	X		X	X		x	X
1.7 Technological fluency	2					X	X		x	
1.8 Teamwork and problem solving	3					X	X	X	x	X
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	1				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		X	X	X	X	X	X		X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1		X	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		X	X	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 performance, etc.	3					X	X		x	X
3.2 Engagement at the personal and community level	3					X				
3.3 Application of local and global civic knowledge	2		X			X	X	X		
3.4 Understanding and appreciation of the complexities of individual identities	1				X		X			
3.5 Intercultural knowledge and competence	1		X			X				

ECONOMICS ASSESSMENT MAP

Baccalaureate Goals	Program Goals	377	393	396
1. Intellectual and Practical Skills		M	R	R
1.1 Inquiry, analysis and evaluation	1	X	X	X
1.2 Critical and creative thinking	1		X	X
1.3 Written and oral communication proficiency	2	X	X	X
1.4 Original design and artistic performance	2			
1.5 Quantitative literacy	1	X	X	X
1.6 Information literacy and research skills	2	X	X	X
1.7 Technological fluency	2	X	X	X
1.8 Teamwork and problem solving	3		X	X
2. Immersion into Disciplines and Fields of Study				
2.1 Knowledge of human cultures and the physical and natural world	1			
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 Ability to synthesize general and specialized studies both within and across disciplines	1		X	X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	1	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 performance, etc.	3	X	X	X
3.2 Engagement at the personal and community level	3		X	X
3.3 Application of local and global civic knowledge	2	X		
3.4 Understanding and appreciation of the complexities of individual identities	1			
3.5 Intercultural knowledge and competence	1			

ECONOMICS PROGRAM GOALS

Program Goals
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
2. Develop specialized skills including the ability to collect, manipulate and analyze data, interpret empirical tests and provide oral, written and graphical presentations of data findings.
3. Find employment in chosen subfield.

ENGLISH ASSESSMENT MAP

Baccalaureate Goals	English Major Goals	English Courses that Fulfill this Goal
1. Intellectual and Practical Skills		
1.1 Inquiry, analysis and evaluation	2, 5, 7, 8	Especially 210,345, 367, 310, 375-7, 384-387, 394-397, but all English classes meet this goal.
1.2 Critical and creative thinking	2, 3, 4, 5, 7, 8	All English classes meet this goal, but especially 210, 235, 345, 367, 384-387, 394-397
1.3 Written and oral communication proficiency	4, 7, 8	All English classes meet this goal, but especially 210, 235, 310,335, 345, 375-377, 384-387, 394-397
1.4 Original design and artistic performance	7, 8	235, 384-387, 394-397
1.5 Quantitative literacy		
1.6 Information literacy and research skills	5	201, 310, 372, 376, 377 (Most 300-level literature classes involve a research component)
1.7 Technological fluency	4, 5	210, 310, 376
1.8 Teamwork and problem solving	7	235, 384-387, 394-397
2. Immersion into Disciplines and Fields of Study		
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3	218, 219, 221, 222, 303, 355, 362, 365,367, 369, 370, 371, 380-383, 379, 390 (and really all of our literary and cultural studies classes do this in exploring various cultural periods and genres)
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	2,3,4	303, 345, 355, 362, 365, 367, 368, 369, 371, 372, 380-383
2.3 Ability to synthesize general and specialized studies both within and across disciplines	5, 6	345, 355, 367, 372, 379, 380-383
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	6, 8	All of our courses do this, but especially 235, 345, 330, 331, 355, 367, 371-2, 379, 380-383

ENGLISH ASSESSMENT MAP

Baccalaureate Goals	English Major Goals	English Courses that Fulfill this Goal
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 performance, etc.	4,5,7,8	384-387, 393, 394-397, 372
3.2 Engagement at the personal and community level	4, 6	310, 335,375, 376, 377, 384-387, 393-397
3.3 Application of local and global civic knowledge	6	379, 376
3.4 Understanding and appreciation of the complexities of individual identities	2,3	345, 376, 371, 367, 372, 380-383
3.5 Intercultural knowledge and competence	3	All of our literature courses meet this goal in dealing with different cultural and historical moments, but especially 367, 371-2, 380-3, 355, 379

ENGLISH 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.

ENVIRONMENTAL STUDIES ASSESSMENT MAP

	Program Goals	150: Intro to Env. Studies	205: Physical Geography	250: Writing in Discipline	374: Research Methods	307: Environmental Ed. Sem.	309: Env. Interpretation	319: Natural Resources Policy	338: Sustainable Development	383: Internship in G & ES
Baccalaureate Goals										
1. Intellectual and Practical Skills										
1.1 Inquiry, analysis and evaluation	ES3,ES4		X		X	X	X	X	X	
1.2 Critical and creative thinking	ES4			X						
1.3 Written and oral communication proficiency	ES3			X		X	X	X	X	
1.4 Original design and artistic performance	E6					X				
1.5 Quantitative literacy	ES4					X				
1.6 Information literacy and research skills	ES6			X		X				
1.7 Technological fluency	ES4			X						
1.8 Teamwork and problem solving	ES5					X	X	X	X	X
2. Immersion into Disciplines and Fields of Study										
2.1 Knowledge of human cultures and the physical and natural world	ES1,ES3,ES4	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										
2.3 Ability to synthesize general and specialized studies both within and across disciplines										X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	ES5					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 performance, etc.	ES2									X
3.2 Engagement at the personal and community level							X			X
3.3 Application of local and global civic knowledge	ES5		X			X		X	X	
3.4 Understanding and appreciation of the complexities of individual identities										
3.5 Intercultural knowledge and competence	ES1					X	X	X	X	X

ENVIRONMENTAL STUDIES PROGRAM GOALS

- ES1 Acquire knowledge concerning structure and processes of earth systems and human factors such as population pressures, pollution, resource use, environmental values and environmental behaviors.
- ES2 Acquire knowledge of interrelationships within and among natural and social systems in environmental planning and decision-making;
- ES3 Acquire knowledge of causes of environmental deterioration and solutions to environmental problems within historical and contemporary contexts.
- ES4 Develop skills to obtain, and analyze information from field observations, surveys, maps, aerial photographs, and satellite imagery.
- ES5 Develop skills to analyze environmental issues from different perspectives and form comprehensive recommendations.
- ES6 Develop effective skills for research as well as for oral, written, and graphic presentations

GEOGRAPHY ASSESSMENT MAP

	Program Goals	104: Intro to Geog	205: Physical Geog	250: Writing in the Discipline	291: GIS Across Disciplines	391: GIS 1	217: Urban Geog	212: Econ Geog	213: Cultural Geog
Baccalaureate Goals									
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	G5			X	X	X	X	X	X
1.2 Critical and creative thinking	G5				X	X	X	X	X
1.3 Written and oral communication proficiency	G6			X	X	X			
1.4 Original design and artistic performance	G4,G6			X	X	X			
1.5 Quantitative literacy	G4			X	X	X			
1.6 Information literacy and research skills	G6			X	X	X			
1.7 Technological fluency	G4			X	X	X			
1.8 Teamwork and problem solving						X			
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	G2,G3	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	G1	X							
2.3 Ability to synthesize general and specialized studies both within and across disciplines	G5					X			
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	G5						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 performance, etc.									
3.2 Engagement at the personal and community level						X			
3.3 Application of local and global civic knowledge	G5				X	X			
3.4 Understanding and appreciation of the complexities of individual identities									
3.5 Intercultural knowledge and competence	G3					X			

GEOGRAPHY ASSESSMENT MAP

	Program Goals	362: Population Geog	314: Political Geog	302:Regional Geogs	380: Field Methods	344: Chicago River Issues	347: Gentrification	388: Field Camp
Baccalaureate Goals								
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	G5	X	X	X		X		
1.2 Critical and creative thinking	G5	X	X					
1.3 Written and oral communication proficiency	G6				X			X
1.4 Original design and artistic performance	G4,G6							
1.5 Quantitative literacy	G4				X	X		
1.6 Information literacy and research skills	G6				X			
1.7 Technological fluency	G4							
1.8 Teamwork and problem solving					X			X
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	G2,G3	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	G1							X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	G5							
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	G5	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 performance, etc.								X
3.2 Engagement at the personal and community level						X	X	
3.3 Application of local and global civic knowledge	G5							
3.4 Understanding and appreciation of the complexities of individual identities				X			X	
3.5 Intercultural knowledge and competence	G3			X			X	X

GEOGRAPHY PROGRAM GOALS

- G1 Acquire, interpret, analyze, and organize geographic knowledge using systematic and regional approaches
- G2 Acquire, through physical geography courses, knowledge about weather, climate, landforms, soils, and natural vegetation, water systems, and the processes that operate within and among these systems
- G3 Acquire, through human geography courses, knowledge about human roles in shaping urban, economic and other cultural patterns in the landscape;
- G4 Develop specialized skills including the ability to interpret maps, data, and images; collect data through field observations, make maps and work with Geographic Information Systems.
- G5 Analyze and propose solutions to geographic problems; interpret, evaluate, and predict spatial patterns and related processes;
- G6 Develop effective skills for research as well as for oral, written, and graphic presentations

JUSTICE STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	A1, A2, B1	A1a-c, A2a-h, B1a & 1b	JUST 202	JUST 301	JUST 350			
1.2 Critical and creative thinking	C1, C2	C1e, C2a-c	JUST 202	JUST 301	JUST 350			
1.3 Written and oral communication proficiency	B3	B3a, b, d, & e	JUST 202	JUST 301	JUST 345	JUST 350		
1.4 Original design and artistic performance	B2	B2a & c	JUST 241					
1.5 Quantitative literacy	B2	B2a-c	JUST 241					
1.6 Information literacy and research skills	B2	B2a-c	JUST 202	JUST 241				
1.7 Technological fluency	B2	B2a	JUST 202					
1.8 Teamwork and problem solving	B4, C1	B4b & C1d	JUST 101	JUST 202	JUST 345	JUST 350		
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	A1	A1a-c, A2a-h, B1a & 1b						
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	A1, B1, & C2	A1b, B1a-c, & C2a-c	JUST 101	JUST 202	JUST 241	JUST 301	JUST 345	JUST 350
2.3 Ability to synthesize general and specialized studies both within and across disciplines								
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	A1, B1, & C1	A1b-c, B1a-c, & C1a-c	JUST 101	JUST 202	JUST 241	JUST 301	JUST 345	JUST 350

JUSTICE STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
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 performance, etc.	B4	B4a, b, d-f	JUST 345	JUST 350				
3.2 Engagement at the personal and community level	B4	B4b-d	JUST 101	JUST 345	JUST 350			
3.3 Application of local and global civic knowledge	B4	B4a-f	JUST101	JUST 202	JUST 345	JUST 350		
3.4 Understanding and appreciation of the complexities of individual identities	B4, C1	B4b & C1f-g	JUST 101	JUST 202	JUST 345	JUST 350		
3.5 Intercultural knowledge and competence	B4,C3	B4b-c, C3a-b	JUST 101	JUST 202	JUST 345	JUST 350		
Acts ethically	B4	B4c	JUST 202	JUST 345	JUST 350			
Develops values for transformative justice & social change	C1, C3	C1d, f-h, C3a-b						

MATHEMATICS ASSESSMENT MAP

	Program Courses	Required for both tracks					Req'd for Sec Ed track					Req'd for Applied track					
		Math 187	Math 202	Math 203	Math 251	Math 253	Math 305	Math 312	Math 321	Math 331	Math 338	Math 340	Math 334	Math 336	Math 338 or	Math 339 or	Math 340
Baccalaureate Goals	Program Goals																
Intellectual and Practical Skills (CAT 1)																	
BG 1: Inquiry, evaluation, analysis	PG 1	x	x		x	x	x	x		x	x		x	x	x	x	
	PG 3:				x	x		x		x	x			x			
BG 2: Critical and creative thinking	PG 1:	x	x		x	x	x	x		x	x		x	x	x	x	
	PG 2:	x	x		x	x			x	x		x	x		x	x	
	PG 3:				x	x		x		x	x			x			
	PG 6:	x	x			x	x	x	x	x			x	x		x	
BG 3: Written and oral communication proficiency	PG 3:				x	x		x		x	x			x			
	PG 5:				x											x	
BG 4: Original design and artistic performance																	
BG 5: Quantitative Literacy	All goals																
BG 6: Information literacy and research skills																	
BG 7: Technological fluency	PG 4:	x	x			x				x		x	x	x			x
BG 8: Teamwork and Problem Solving																	
Immersion in Disciplines (CAT 2)																	
BG 1: Knowledge of human cultures and the physical and natural world																	
BG 2: Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	PG 1:	x	x		x	x	x	x		x	x		x	x	x	x	
	PG 2:	x	x		x	x			x	x		x	x		x	x	
BG 3: Ability to synthesize general and specialized studies both within and across disciplines	PG 1:	x	x		x												
	PG 2:	x	x		x	x			x	x		x	x		x	x	
	PG 4:	x	x			x				x		x	x				x
BG 4: Use of classroom knowledge to identify and engage big questions , as well as the practical issues of everyday life	PG 2:	x	x		x	x			x	x		x	x		x	x	
	PG 5:				x											x	
	PG 6:	x	x			x	x	x	x	x			x	x		x	

MATHEMATICS ASSESSMENT MAP

	Program Courses	Required for both tracks					Req'd for Sec Ed track					Req'd for Applied track					
		Math 187	Math 202	Math 203	Math 251	Math 253	Math 305	Math 312	Math 321	Math 331	Math 338	Math 340	Math 334	Math 336	Math 338 or	Math 339 or	Math 340
Baccalaureate Goals	Program Goals																
Learning within the Resources of Community and Diversity (CAT 3)																	
BG 1: Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	PG 2:	x	x		x	x			x	x		x	x		x	x	
	PG 5:				x										x		
BG 2: Engagement at the personal and community level																	
BG 3: Application of local and global civic knowledge																	
BG 4: Understanding and appreciation of the complexities of individual identities																	
BG 5: Intercultural knowledge and competence																	

MATHEMATICS ASSESSMENT MAP

		Choose 3 for Sec Ed track or 5 for Applied track										
	Program Courses	Math 301	Math 302	Math 304	Math 306	Math 307	Math 309	Math 328	Math 332	Math 337	Math 343	Math 365
Baccalaureate Goals	Program Goals											
Intellectual and Practical Skills (CAT 1)												
BG 1: Inquiry, evaluation, analysis	PG 1											
	PG 3:											
BG 2: Critical and creative thinking	PG 1:											
	PG 2:											
	PG 3:											
	PG 6:											
BG 3: Written and oral communication proficiency	PG 3:											
	PG 5:											
BG 4: Original design and artistic performance												
BG 5: Quantitative Literacy	All goals											
BG 6: Information literacy and research skills												
BG 7: Technological fluency	PG 4:											
BG 8: Teamwork and Problem Solving												
Immersion in Disciplines (CAT 2)												
BG 1: Knowledge of human cultures and the physical and natural world												
BG 2: Mastery of different modes of knowing and integrative learning in a student's major, with a broad awareness of other areas of study	PG 1:											
	PG 2:											
BG 3: Ability to synthesize general and specialized studies both within and across disciplines	PG 1:											
	PG 2:											
	PG 4:											
BG 4: Use of classroom knowledge to identify and engage big questions , as well as the practical issues of everyday life	PG 2:											
	PG 5:											
	PG 6:											

MATHEMATICS ASSESSMENT MAP

		Choose 3 for Sec Ed track or 5 for Applied track										
	Program Courses	Math 301	Math 302	Math 304	Math 306	Math 307	Math 309	Math 328	Math 332	Math 337	Math 343	Math 365
Baccalaureate Goals	Program Goals											
Learning within the Resources of Community and Diversity (CAT 3)												
BG 1: Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	PG 2:											
	PG 5:											
BG 2: Engagement at the personal and community level												
BG 3: Application of local and global civic knowledge												
BG 4: Understanding and appreciation of the complexities of individual identities												
BG 5: Intercultural knowledge and competence												

MATHEMATICS PROGRAM GOALS

PG 1: Formulate questions and problems mathematically and analyze such formulations to solve and draw conclusions.
PG 2: Develop effective strategies for solving mathematical problems and be able to apply these strategies in practical situations.
PG 3: Demonstrate mathematical reasoning skills and rigorously reason through mathematical arguments (including generalization and abstraction)
PG 4: Demonstrate mathematical calculation skills and the ability to use technology to perform such calculations, where appropriate.
PG 5: Communicate mathematics effectively, to a variety of audiences, and in a variety of settings, both orally and in writing.
PG 6: Appreciate mathematical ideas and develop them creatively.

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course																
			101	104	105	106	110	111	112	113	114	115	116	117	118	119	120		
1. Intellectual and Practical Skills																			
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -							X	X	X	X	X	X	X				
1.2 Critical and creative thinking	2 - 5 -	2a - 2b - 2c - 5m -							X	X	X	X	X	X	X				
1.3 Written and oral communication proficiency																			
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -							X	X	X	X	X	X	X				
1.5 Quantitative literacy																			
1.6 Information literacy and research skills																			
1.7 Technological fluency	3 - 5 -	3f - 5L -																	
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	3 -	3a - 3b - 3c -																	
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	3 -	3f -																	
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -																	
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																			
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 performance, etc.	5 -	5b - 5d -																	
3.2 Engagement at the personal and community level	5 -	5a - 5e -																	
3.3 Application of local and global civic knowledge																			
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -																	
3.5 Intercultural knowledge and competence	3 -	3a - 3b -																	
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -																	
	5 -	5g - 5i - 5j - 5k - 5n -										X	X	X	X				

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course	Course								
			121	122	123	124	125	127	128	131	151-154	201	202	203	204	205	
1. Intellectual and Practical Skills																	
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -	X	X							X			X	X	X	
1.2 Critical and creative thinking	2 - 5 -	2a - 2b - 2c - 5m -	X	X							X			X	X	X	
1.3 Written and oral communication proficiency																	
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -	X	X							X			X	X	X	
1.5 Quantitative literacy																	
1.6 Information literacy and research skills																	
1.7 Technological fluency	3 - 5 -	3f - 5L -															
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	3 -	3a - 3b - 3c -									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	3 -	3f -															
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -	X	X							X						
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																	
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 performance, etc.	5 -	5b - 5d -															
3.2 Engagement at the personal and community level	5 -	5a - 5e -															
3.3 Application of local and global civic knowledge																	
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -															
3.5 Intercultural knowledge and competence	3 -	3a - 3b -									X			X	X	X	
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
	3 -	3d - 3e - 3h -									X			X	X	X	
	5 -	5g - 5i - 5j - 5k - 5n -															

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course
			210	211	220	221/222	223	224	226	231	234	235	250	300	305	307	
1. Intellectual and Practical Skills																	
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -				X	X	X	X	X		X					
1.2 Critical and creative thinking	2 - 5 -	2a - 2b - 2c - 5m -				X	X	X	X	X		X					
1.3 Written and oral communication proficiency																	
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -				X	X	X	X	X		X					
1.5 Quantitative literacy																	
1.6 Information literacy and research skills																	
1.7 Technological fluency	3 - 5 -	3f - 5L -															X
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	3 -	3a - 3b - 3c -				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	3 -	3f -															X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -															X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																	
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 performance, etc.	5 -	5b - 5d -						X									
3.2 Engagement at the personal and community level	5 -	5a - 5e -															
3.3 Application of local and global civic knowledge																	
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -															
3.5 Intercultural knowledge and competence	3 -	3a - 3b -				X				X		X					X
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -					X	X									
	5 -	5g - 5i - 5j - 5k - 5n -				X	X	X		X		X					

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course																
			308	309	310	311	312	314	318	342	320	321	325	326	328	329	331	332	
1. Intellectual and Practical Skills																			
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -	X																X
1.2 Critical and creative thinking	2 - 5 -	2a - 2b - 2c - 5m -	X																X
1.3 Written and oral communication proficiency																			
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -	X																X
1.5 Quantitative literacy																			
1.6 Information literacy and research skills																			
1.7 Technological fluency	3 - 5 -	3f - 5L -																	
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	3 -	3a - 3b - 3c -																	
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	3 -	3f -																	
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -																	
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life																			
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 performance, etc.	5 -	5b - 5d -																	
3.2 Engagement at the personal and community level	5 -	5a - 5e -																	
3.3 Application of local and global civic knowledge																			
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -																	X X
3.5 Intercultural knowledge and competence	3 -	3a - 3b -																	
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -																	
	5 -	5g - 5i - 5j - 5k - 5n -	X																

MUSIC ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course	Course
			333	342	350	351 thru 354	391	393	394	397	398	SCED 303I	SCED 303V	305N	
1. Intellectual and Practical Skills															
1.1 Inquiry, analysis and evaluation	2 -	2a - 2b - 2c -				X	X								
1.2 Critical and creative thinking	2 - 5 -	2a - 2b - 2c - 5m -				X	X								
1.3 Written and oral communication proficiency															
1.4 Original design and artistic performance	2 -	2a - 2b - 2c -				X	X								
1.5 Quantitative literacy															
1.6 Information literacy and research skills															
1.7 Technological fluency	3 - 5 -	3f - 5L -		X			X					X	X		
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	3 -	3a - 3b - 3c -		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	3 -	3f -		X			X					X	X		
2.3 Ability to synthesize general and specialized studies both within and across disciplines	3 - 4 - 5 -	3f - 3g - 4a - 4c - 5f -		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															
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 performance, etc.	5 -	5b - 5d -					X					X	X	X	
3.2 Engagement at the personal and community level	5 -	5a - 5e -					X					X	X	X	
3.3 Application of local and global civic knowledge															
3.4 Understanding and appreciation of the complexities of individual identities	5 -	5e - 5h -					X					X	X	X	
3.5 Intercultural knowledge and competence	3 -	3a - 3b -		X		X									
	1 -	1a - 1b - 1c - 1d - s	X	X	X	X	X	X	X	X	X	X	X	X	X
	3 -	3d - 3e - 3h -				X	X					X	X		
	5 -	5g - 5i - 5j - 5k - 5n -		X			X					X	X	X	X

MUSIC PROGRAM GOALS (OBJECTIVES) AND LEARNING OUTCOMES (PERFORMANCE INDICATORS)

Program Goals (Objectives)	Learning Outcomes (Performance Indicators)
1 - Demonstrate knowledge and skills in the use of the basic vocabulary of music	1a - Elements of music, 1b - expressive qualities, 1c - musical notation, 1d - styles and genres, historical, and cultural/national
2 - Demonstrates the processes and is able to apply the knowledge and skills necessary to create and perform music.	2a - Understands creating music: composing, improving, arranging, orchestrating; 2b - Understands performing music: vocal technique, instrumental technique, piano or other accompanying, instruments, conducting, performance practices; 2c - Understands criteria for evaluating music performances and compositions.
3 - Understands and analyzes the role of music within a variety of cultures and historical periods and its impact on society.	3a - How music shapes and reflects ideas, issues, or themes in a particular culture (e.g., popular, folk, and ethnic music of the United States). 3b - How musicians and their works shape culture and increase understanding of societies, past and present (e.g., analyzes the relationships between music and other aspects of the period's culture). 3c - A variety of musical styles from various regions of the world. 3d - the developments in and distinguishing characteristics of historical and contemporary musical works by style and period. 3e - composers and works of Western art music, including those from under-represented groups, from major historical and contemporary periods (e.g., Baroque, Classical, Romantic, and Modern). 3f - How music is expanding and developing based on new technologies and societal changes. 3g - How music functions in commercial applications (e.g., movies, and commercials). 3h - Careers and jobs in music.
4 - Be able to relate various types of music knowledge and skills within and across the arts,	4a - similarities and differences in the meaning of common terms used in the various arts. 4b - ways in which the principles and subject matter of other disciplines taught in school are interrelated with those of music (e.g., the science of vibrations and pitch, and the study of patterns and forms). 4c - aesthetic principles of music,

MUSIC PROGRAM GOALS (OBJECTIVES) AND LEARNING OUTCOMES (PERFORMANCE INDICATORS)

<p>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.</p>	<p>5a - rationales for music as a basic component of general education. 5b - teaching methods for elementary, middle school, secondary general music education. 5c - teaching methods for middle school/secondary choral music education (6-12). 5d - teaching methods for middle school.secondary instrumental music education (5-12). 5e - teaching methods for students with special educational needs. 5f - teaching methods for integrating music into other areas of the curriculum. 5g - characteristics of appropriate music education materials and literature for a variety of music education settings. 5h - characteristics of the developing human voice from early childhood to late 5i - characterists of wind, string, and percussion instrumcments. 5j - characteristics of rhythmic, harmonic, and melodic instruments (including ethnic instruments) used in the classroom, 5k - techniques of accompanying classroom and performing ensembles, 5L - types and characteristics of music technology appropriate for the school music program. 5m - techniques of composing (including improvisation), scoring, and arranging music appropriate for a variety of instruments and voices within the school music program. 5n - techniques of conducting appropraite to school performing ensembles, 5o - techniques for assessing student aptitude and achievement appropriate to the school music program.</p>
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PHILOSOPHY ASSESSMENT MAP

						Must take two of these five courses							
Baccalaureate Goals	Program Goals	Learning Outcomes	213	201	210	222	231	241	390	391	332	383	
1. Intellectual and Practical Skills													
1.1 Inquiry, analysis and evaluation	Program Goal: B	B1, B2, B3, B4	X	X	X	X	X	X	X	X	X	X	
1.2 Critical and creative thinking	Program Goal: B	B1, B2, B3, B4	X	X	X	X	X	X	X	X	X	X	
1.3 Written and oral communication proficiency	Program Goal B:	B2	X		X	X	X	X	X	X	X	X	
1.4 Original design and artistic performance													
1.5 Quantitative literacy	Program Goal B and A	B1, A6		X									
1.6 Information literacy and research skills	Program Goals B and A	B1, B2, B4, A1-7.			X	X	X	X	X	X	X	X	
1.7 Technological fluency													
1.8 Teamwork and problem solving	Program Goals B and A	B1, B3, B4, A1-A7	X						X	X		X	
2. Immersion into Disciplines and Fields of Study													
2.1 Knowledge of human cultures and the physical and natural world	Program Goal A	A1, A2, A3, A4, A7	X		X	X	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	Program Goals A and B	B1, B3,B4, A1-A7	X		X	X	X	X	X	X	X	X	
2.3 Ability to synthesize general and specialized studies both within and across disciplines	Program Goals A and B	B1,B2,B3,B4, A1-A7	X		X	X	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	Program Goals A and B	B1, B3, B4, A1-A7	X	X		X	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 performance, etc.													
3.2 Engagement at the personal and community level	Program Goal B	B3	X	X									
3.3 Application of local and global civic knowledge	Program Goal B and A	B3,B4, A3,A4	X	X						X		X	
3.4 Understanding and appreciation of the complexities of individual identities	Program Goal B and A	B3, A1-A7	X			X	X	X	X	X	X	X	
3.5 Intercultural knowledge and competence	Program Goals B and A	B1,B3,B4, A1-A7	X			X	X	X	X	X	X	X	

PHILOSOPHY PROGRAM GOALS AND LEARNING OUTCOMES

A. Knowledge Base in Philosophy. For the following learning outcomes students will develop an understanding of the issues and questions specific to each sub field in philosophy:

1. Metaphysics
2. Epistemology
3. Ethics
4. Social/Political Philosophy
5. Aesthetics
6. Logic
7. History of Philosophy

B. Philosophical Method and Skill development

1. Critical thinking: To demonstrate a fluency with critical thinking as a form of self-regulatory judgment that manifests itself in reasoned consideration of concepts, claims, evidence, contexts, methods, and standards when deciding what to believe and what to do. Students are to challenge claims and their assumptions, to make meanings clear, to ensure that evidence is credible, that inferences are valid, and that judgments are wise, that arguments are sound, and that theories are coherent.
2. Philosophical writing: Demonstrate an ability to write as a form of deliberative democracy. This form of argumentation requires clear and direct expression of ideas, in a precise statement of thesis, in transparent organization, correct grammar, proper tone, appropriate examples, well-reasoned argument, credible evidence, anticipated objections, contextualized information, clear definitions, smooth transitions, coherent structure, and so on.
3. Appreciation of pluralism and sensitivity to human differences: This is a form of responsible citizenship that manifests itself in empathy for the feelings of others, in serious consideration of the perspectives of those others, in seeking common ground where it can be found, in refusing to use fear or hatred to control a conversation, and in honest evaluation of everyone's ideas, especially one's own.
4. Appreciation of interdisciplinarity: Students will demonstrate an understanding of the cross disciplinary implications of philosophical questions and answers. They will also demonstrate an understanding of the implications of research in other disciplines for philosophy and philosophical questions.

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 109	Course 210	Course 216	Course 251	Course 275	Course 305	Course 310
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	X	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3, 4	1.2, 2.2, 2.3, 3.1, 3.2, 4.2	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	2, 4	2.3, 4.1				X		X	
1.4 Original design and artistic performance									
1.5 Quantitative literacy	1, 4	1.1, 4.1, 4.2							
1.6 Information literacy and research skills	1, 4	1.1, 1.2, 4.1, 4.2	X	X	X	X	X	X	X
1.7 Technological fluency									
1.8 Teamwork and problem solving	2	2.2, 2.3	X					X	
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3, 4	1.1, 2.2, 3.1, 3.3, 4.1	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, 4	1.1, 1.2, 2.1, 3.2, 3.3, 4.1, 4.2							
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 4	1.1, 1.2, 2.1, 2.2, 4.1, 4.2		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, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2	X	X	X	X	X	X	X

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course						
			109	210	216	251	275	305	310
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 performance, etc.	2, 4	2,1, 2.2, 2.3, 4.1, 4.2	X					X	
3.2 Engagement at the personal and community level	2, 4	2.1, 2.2, 2.3, 4.1	X					X	
3.3 Application of local and global civic knowledge	2, 4	2.1, 2.2, 2.3, 4.1, 4.2	X					X	
3.4 Understanding and appreciation of the complexities of individual identities	1, 3	1.1, 1.2, 3.1, 3.2, 3.3		X	X	X	X		
3.5 Intercultural knowledge and competence	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2		X	X	X	X		X

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 311	Course 312	Course 320	Course 326	Course 331	Course 335
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2	X	X	X	X	X	X
1.2 Critical and creative thinking	1, 2, 3, 4	1.2, 2.2, 2.3, 3.1, 3.2, 4.2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	2, 4	2.3, 4.1				X		X
1.4 Original design and artistic performance								
1.5 Quantitative literacy	1, 4	1.1, 4.1, 4.2						
1.6 Information literacy and research skills	1, 4	1.1, 1.2, 4.1, 4.2	X	X	X	X	X	X
1.7 Technological fluency								
1.8 Teamwork and problem solving	2	2.2, 2.3						
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	1, 2, 3, 4	1.1, 2.2, 3.1, 3.3, 4.1	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, 4	1.1, 1.2, 2.1, 3.2, 3.3, 4.1, 4.2			X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	1, 2, 4	1.1, 1.2, 2.1, 2.2, 4.1, 4.2	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, 4	1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, 4.2	X	X	X	X	X	X

POLITICAL SCIENCE ASSESSMENT REPORT

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
			311	312	320	326	331	335
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 performance, etc.	2, 4	2,1, 2.2, 2.3, 4.1, 4.2						
3.2 Engagement at the personal and community level	2, 4	2.1, 2.2, 2.3, 4.1						
3.3 Application of local and global civic knowledge	2, 4	2.1, 2.2, 2.3, 4.1, 4.2						X
3.4 Understanding and appreciation of the complexities of individual identities	1, 3	1.1, 1.2, 3.1, 3.2, 3.3			X	X	X	
3.5 Intercultural knowledge and competence	1, 2, 3, 4	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.2	X	X	X	X	X	X

POLITICAL SCIENCE PROGRAM GOALS AND LEARNING OUTCOMES

GOAL 1: Students able to understand/comprehend and assess empirical political information, and concepts and analytical frameworks.

Outcome 1.1: Able to understand/comprehend and assess important empirical information (features, events, trends, interactions, structures and processes).

Outcome 1.2: Understand major concepts and theoretical frameworks as they are used to organize and clarify the empirical realities above.

GOAL 2: Students develop interest in and understanding of organizing, planning, executing, and participating in political activity.

Outcome 2.1: Able to utilize theory to address problems and shape practice.

Outcome 2.2: Understand historical and contemporary examples of political action at local, national, and global levels.

Outcome 2.3: Able to analyze and discuss different kinds of participation and organizing strategies (both successes and failures).

GOAL 3: Students able to understand the values underlying political choices.

Outcome 3.1: Understand and clarify one's own and other's values.

Outcome 3.2: Able to distinguish analytical frameworks and the values inherent in each.

Outcome 3.3: Understand and respect diversity of perspective and preference.

GOAL 4: Students able to communicate in both written and oral forms and to demonstrate effective and critical use of information-gathering and research media within the broad context of social science.

Outcome 4.1: Able to communicate in writing and speaking clear and accurate empirical descriptions and to develop and express coherent arguments.

Outcome 4.2: Able to demonstrate effective and critical use of information-gathering and research media within the broad context of social science.

PSYCHOLOGY ASSESSMENT MAP

Baccalaureate Goals	Prgm Goals --APA	Learning Outcomes	CORE A						
			200	202	302	350	370	373	375
1. Intellectual and Practice Skills									
1.1. Inquiry, analysis and evaluation	B	B.1, B.2, B.3, B.4, B.5		X	X				
1.2. Critical and creative thinking	B	B.1, B.2, B.3, B.4, B.5		X	X	X	X	X	X
1.3. Written and oral communication proficiency	D	D.1, D.2, D.3		X	X				
1.4. Original design and artistic performance									
1.5. Quantitative literacy	B	B.4, B.5		X	X				
1.6. Information literacy and research skills	B, D	B.1, B.2, B.3, B.4, B.5 D.6, D.7, D.8		X	X				
1.7. Technological fluency	B, D	B.4; D.6, D.7, D.8		X	X				
2. Immersion in Disciplines and Fields of Study:									
2.1. Knowledge of human cultures and the physical and natural world	A, C	A.1, C.2, C.3	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	A, B	A.1, A.2, B.1, B.2, B.6	X	X	X	X	X	X	X
2.3. Ability to synthesize general and specialized studies both within and across disciplines	A, B	A.1, A.2, B.2, B.6	X	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	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.5, C.3; E.1, E.3	X	X	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:									
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.4 B.5, B.6; C.3; D.3; E.1 , E.3	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	C, E	C.2, C.3; E.2, E.4	X						
3.3 Application of local and global civic knowledge	C, E	C.2, C.3; E.2, E.4	X						
3.4 Understanding and appreciation of the complexities of individual identities	A, C	A.1; C.2	X			X	X	X	X
3.5 Intercultural knowledge and competence	C, E	C.2, C.3; E.4	X						

*Lab course numbers: Psych 308, 316, 331, 361, 374

PSYCHOLOGY ASSESSMENT MAP

Baccalaureate Goals	Prgm Goals --APA	Learning Outcomes	CORE B		CORE C		LAB COURSES*
			330	340	310	360	
1. Intellectual and Practice Skills							
1.1. Inquiry, analysis and evaluation	B	B.1, B.2, B.3, B.4, B.5					X
1.2. Critical and creative thinking	B	B.1, B.2, B.3, B.4, B.5	X	X	X	X	X
1.3. Written and oral communication proficiency	D	D.1, D.2, D.3					X
1.4. Original design and artistic performance							
1.5. Quantitative literacy	B	B.4, B.5					X
1.6. Information literacy and research skills	B, D	B.1, B.2, B.3, B.4, B.5 D.6, D.7, D.8					X
1.7. Technological fluency	B, D	B.4; D.6, D.7, D.8					X
2. Immersion in Disciplines and Fields of Study:							
2.1. Knowledge of human cultures and the physical and natural world	A, C	A.1, C.2, C.3	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	A, B	A.1, A.2, B.1, B.2, B.6	X	X	X	X	
2.3. Ability to synthesize general and specialized studies both within and across disciplines	A, B	A.1, A.2, B.2, B.6	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	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.5, C.3; E.1, E.3	X	X	X	X	X
3. Learning within the Resources of Community and Diversity at NEIU:							
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.4 B.5, B.6; C.3; D.3; E.1 , E.3	X	X	X	X	X
3.2 Engagement at the personal and community level	C, E	C.2, C.3; E.2, E.4					X
3.3 Application of local and global civic knowledge	C, E	C.2, C.3; E.2, E.4					X
3.4 Understanding and appreciation of the complexities of individual identities	A, C	A.1; C.2	X	X	X	X	X
3.5 Intercultural knowledge and competence	C, E	C.2, C.3; E.4					X

*Lab course numbers: Psych 308, 316, 331, 361, 374

PSYCHOLOGY ASSESSMENT MAP

Baccalaureate Goals	Prgm Goals --APA	Learning Outcomes	CAPSTONES					
			IS	FE	Seminars	HOP	SL	
1. Intellectual and Practice Skills								
1.1. Inquiry, analysis and evaluation	B	B.1, B.2, B.3, B.4, B.5						
1.2. Critical and creative thinking	B	B.1, B.2, B.3, B.4, B.5	X	X	X	X	X	
1.3. Written and oral communication proficiency	D	D.1, D.2, D.3	X			X	X	
1.4. Original design and artistic performance								
1.5. Quantitative literacy	B	B.4, B.5	X					
1.6. Information literacy and research skills	B, D	B.1, B.2, B.3, B.4, B.5 D.6, D.7, D.8	X			X		
1.7. Technological fluency	B, D	B.4; D.6, D.7, D.8	X			X		
2. Immersion in Disciplines and Fields of Study:								
2.1. Knowledge of human cultures and the physical and natural world	A, C	A.1, C.2, C.3						
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	A, B	A.1, A.2, B.1, B.2, B.6	X	X	X	X	X	
2.3. Ability to synthesize general and specialized studies both within and across disciplines	A, B	A.1, A.2, B.2, B.6	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	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.5, C.3; E.1, E.3	X	X	X	X	X	
3. Learning within the Resources of Community and Diversity at NEIU:								
3.1 Integration of knowledge through internships, volunteerism, service learning, student teaching, applied research and writing, creative work and performance, etc.	A, B, C, E	A.1, A.2; B.1, B.2, B.3, B.4 B.5, B.6; C.3; D.3; E.1 , E.3	X	X	X	X	X	
3.2 Engagement at the personal and community level	C, E	C.2, C.3; E.2, E.4	X	X	X	X	X	
3.3 Application of local and global civic knowledge	C, E	C.2, C.3; E.2, E.4	X	X	X	X	X	
3.4 Understanding and appreciation of the complexities of individual identities	A, C	A.1; C.2						
3.5 Intercultural knowledge and competence	C, E	C.2, C.3; E.4	X	X	X	X	X	

*Lab course numbers: Psych 308, 316, 331, 361, 374

PSYCHOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

A. Knowledge Base in Psychology

1. Demonstrate understanding of the most important theories and studies in at least three of the following sub-disciplines: physiological, cognitive, learning, perception, personality, abnormal, developmental, social.

- PSYC 200, Core Classes

2. Demonstrate an in-depth understanding of at least one topic within Psychology.

- Electives, Lab, and Capstone

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.

- 202, 302, Lab

2. Have an understanding of and be able to objectively critique research that has been reported by others.

- Core, 202, 302, Lab, Capstone

3. Be able to design a psychological research study at a level appropriate for an undergraduate. In designing the study they will choose appropriate methods, and control for confounding variables.

- Lab

4. Have an understanding of, and ability to calculate by hand and by computer, various descriptive and inferential statistics.

- 202, 302, lab

5. Be able to use inductive and deductive reasoning to draw valid conclusions in the interpretation of research results.

- Core, Lab

6. Be able to compare and contrast different theoretical perspectives.

- Core, Lab, Capstone

C. Ethical and Social Standard across Diverse Contexts

1. Apply ethical standards to evaluate psychological science and practice

- Labs

2. Build and enhance interpersonal relationships

- PSYC 200, Lab

3. Contribute to community at local, national, and global levels

PSYCHOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

D. Communication

1. Students will demonstrate the ability to write a paper using correct English spelling and grammar and proper APA citations and style.
 - 202, 302, Lab
 2. Students will demonstrate the ability to write a paper that is well-organized at the level of the sentence, paragraph, and entire paper.
 - 202, 302, Lab, Capstone
 3. Students demonstrate the ability to write scholarly papers that exhibit originality and creative thinking.
 - 202, 302, Lab, Capstone
 4. Students will demonstrate the ability to engage in interpersonal communication to solve problems as a group.
 - 200, 202, 302, Lab
 5. Students will demonstrate the ability to orally present the results of scholarly activities.
 - Lab, Capstone
1. Students will demonstrate the ability to utilize computer software to communicate scholarly work.
 - Lab, capstone
 2. Students will be able to find articles in scholarly journals and books using computerized search tools.
 - 202, Lab, Capstone
 3. Students will be able to enter data, conduct statistical analyses, graph results and interpret output using SPSS.

E. Professional Development in a Diverse World

1. Apply psychological content and skills to meaningful career goals
 - Workshops, Grad Fair, Advising, Orientation, Field Experience
2. Exhibit self-efficacy and self-regulation
 - PSYC 200, Lab, Capstone
3. Refine project-management skills
 - Lab, Capstone
4. Enhance teamwork capacity
 - Lab

SOCIAL WORK ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 200	Course 207	Course 303	Course 304	Course 305	Course 306	Course 309	Course 310	Course 311	Course 353	Course 354	Course 355	Course 356	Course 357
1. Intellectual and Practical Skills																
1.1 Inquiry, analysis and evaluation	Goal 5:	2.1.1.2 2.1.2.4 2.1.10.13 2.1.3.1 2.1.3.2 2.1.6.1 2.1.6.2 2.1.7.1 2.1.7.2 2.1.8.1	X	X												
1.2 Critical and creative thinking	Goal 5:	2.1.1.2 2.1.10.13 2.1.3.1 2.1.3.2 2.1.6.1 2.1.6.2	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	Goal 5: Goal 2:	2.1.3.3 2.1.4.3	X		X	X	X	X	X	X	X					
1.4 Original design and artistic performance	NA															
1.5 Quantitative literacy	Goal 5: Goal 1:	2.1.3.1 2.1.3.2 2.1.6.1 2.1.6.2	X						X	X	X	X	X	X	X	
1.6 Information literacy and research skills	Goal 5:	2.1.6.1 2.1.6.2	X	X												
1.7 Technological fluency	Goal 5:	2.1.10.4 2.1.9.1	X						X	X	X	X	X	X	X	X
1.8 Teamwork and problem solving	Goal 3:	2.1.10.6 2.1.10.7 2.1.10.8	X			X	X					X	X	X	X	X

SOCIAL WORK ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course 200	Course 207	Course 303	Course 304	Course 305	Course 306	Course 309	Course 310	Course 311	Course 353	Course 354	Course 355	Course 356	Course 357
2. Immersion into Disciplines and Fields of Study																
2.1 Knowledge of human cultures and the physical and natural world	Goal 1: Goal 3:	2.1.4.1 2.1.4.2 2.1.4.3	X		X			X	X	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	Goal 1: Goal 5:	2.1.3.1	X						X	X	X	X	X	X	X	
2.3 Ability to synthesize general and specialized studies both within and across disciplines	Goal 1: Goal 5:	2.1.3.1	X						X	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	Goal 1: Goal 2:	2.1.6.1 2.1.6.2	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 performance, etc.	Goal 1: Goal 3: Goal 4:	2.1.5.2 2.1.5.3 2.1.6.1 2.1.6.2	X	X												X
3.2 Engagement at the personal and community level	Goal 3: Goal 2: Goal 4:	2.1.7.2 2.1.8.1 2.1.8.2 2.1.10.1	X	X	X			X								X
3.3 Application of local and global civic knowledge	Goal 1: Goal 4:	2.1.4.1	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	Goal 2:	2.1.4.1 2.1.4.2 2.1.4.3 2.1.4.4	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	Goal 1: Goal 2: Goal 3:	2.1.4.1 2.1.4.2 2.1.4.3	X	X	X	X	X	X	X	X	X	X	X	X	X	X

SOCIAL WORK PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals

Goal 1: Teach students to engage in generalist practice as competent professionals to sensitively to work with diverse populations.

Goal 2: Utilize one's strengths and multifaceted identity to develop a professional social work identity and values.

Goal 3: Enhance the strengths of clients to build the capacities within themselves and their environments.

Goal 4: Promote human rights and social justice locally and globally.

Goal 5: Critically consume and generate social work knowledge to inform generalist practice. □

Learning Outcomes

2.1.1.2 Practice personal reflection & self-correction to assure continual professional development.

2.1.2.4 Apply strategies of ethical reasoning to arrive at principled decisions.

2.1.3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

2.1.3.2 Analyze models of assessment, prevention, intervention, and evaluation.

2.1.3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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.

2.1.4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

2.1.4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.

2.1.4.4 View themselves as learners and engage those with whom they work as informants.

2.1.5.2 Advocate for human rights and social and economic justice

2.1.5.3 Engage in practices that advance social and economic justice

2.1.6.1 Use practice experience to inform scientific inquiry.

2.1.6.2 Use research evidence to inform practice.

2.1.7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

2.1.7.2 Critique and apply knowledge to understand person and environment.

2.1.8.1 Analyze, formulate, and advocate for policies that advance social well-being.

2.1.8.2 Collaborate with colleagues and clients for effective policy action.

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.

2.1.10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities).

2.1.10.4 Collect, organize, and interpret client data.

2.1.10.6 Develop mutually agreed-on intervention goals and objectives.

SOCIAL WORK PROGRAM GOALS AND LEARNING OUTCOMES

2.1.10.7 Select appropriate intervention strategies.

2.1.10.8 Initiate actions to achieve organizational goals.

2.1.10.13 Critically analyze, monitor, and evaluate interventions.

SOCIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	100	211	212	245	335	342	351
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	A, B, C, D, E	A.1, A.2;				X	X	X	X
1.2 Critical and creative thinking	A, B, C, D, E	A.2; B.1, B.2; C.3, C.5, C.8; D.3, D.4, D.5; E.6, E.7	X	X	X	X	X	X	X
1.3 Written and oral communication proficiency	C, D	C.2, C.5; D.1, D.2, D.3, D.4, D.5	X	X	X	X	X	X	X
1.4 Original design and artistic performance	NA								
1.5 Quantitative literacy	C	C.2, C.3, C.5, C.6, C.7		X	X	X			
1.6 Information literacy and research skills	C, D	C.1, C.2, C.3, C.4, C.5, C.6, C.7, C.8; D.5	X	X	X	X	X	X	X
1.7 Technological fluency	C, D	C.1, C.6, C.7; D.2	X	X	X	X	X	X	X
1.8 Teamwork and problem solving	E	E.3, E.5, E.7	X	X	X	X	X	X	X
2. Immersion into Disciplines and Fields of Study									
2.1 Knowledge of human cultures and the physical and natural world	A, B, C	A.2; B.2, B.3; C.1, C.2, C.3		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	A, B, C, D, E	A.1, A.2; B.1, B.3; C.1, C.3, C.4, C.7; D.3, D.4, D.5; E.1, E.2, E.4	X	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B, C	A.1, A.2; B.3; C.1, C.3, C.7		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	A, B, C, D, E	A.1, A.2; B.1, B.2, B.3; C.3, C.5, C.6, C.7; D.1, D. 3; E.1, E.2, E.4, E.5, E.6, E.7	X	X	X	X	X	X	X

SOCIOLOGY ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	100	211	212	245	335	342	351
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 performance, etc.	C, E	C.1, C.5, C.6, C.7; E.1, E.2, E.3, E.4, E.6, E.7	X	X	X	X	X	X	X
3.2 Engagement at the personal and community level	B, E	B.1, B.2, B.3; E.1, E.3, E.4, E.5, E.6, E.7	X	X	X	X	X	X	X
3.3 Application of local and global civic knowledge	A, B, C, D, E	A.2; B.1, B.2, B.3; C.1, C.5; D.4, D.5; E.1, E.2, E.4, E.7	X	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	B, C, E	B.1, B.2, B.3; C.3, C.5; E.1, E.2, E.5	X	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	A, B, C, E	A.2; B.1, B.2, B.3; C.3, C.5; E.2, E.4, E.7	X	X	X	X	X	X	X

SOCIOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

Program Goal A: An understanding of key sociological ideas

Learning Outcomes and Assessments:

1. Compare and contrast key sociological theories: 1) functionalism; 2) conflict theory; and 3) symbolic interactionism. SOC 245, SOC 335.
2. Critically analyze and apply key sociological concepts including social inequality, intersectionality, and social change. SOC 245, SOC 335, SOC 342 or SOC 351.

Program Goal B: Application of a sociological perspective

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

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

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.

SOCIOLOGY PROGRAM GOALS AND LEARNING OUTCOMES

Program Goal E: Activism and careers for social justice

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.

WOMEN'S AND GENDER STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
1. Intellectual and Practical Skills			WGS101	WGS201	WGS202	WGS302	WGS323	WGS350
1.1 Inquiry, analysis and evaluation	A. B. C.	A-1, A-2, A-3, B-1, B-2, C-1, C-2	X	X	X	X	X	X
1.2 Critical and creative thinking	A. B.	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
1.3 Written and oral communication proficiency	E, F, G, H	E-1, E-2, E-3, E-4, E-5, F-1, F-2, F-3, G	X	X	X	X	X	X
1.4 Original design and artistic performance								
1.5 Quantitative literacy								
1.6 Information literacy and research skills	I	I		X				X
1.7 Technological fluency	I	I		X				X
1.8 Teamwork and problem solving	D, G, H	D, G, H-1, H-2					X	X
2. Immersion into Disciplines and Fields of Study								
2.1 Knowledge of human cultures and the physical and natural world	A, B	A-1,A-2, A-3, B-1, B-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	A, B	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
2.3 Ability to synthesize general and specialized studies both within and across disciplines	A, B	A-1,A-2, A-3, B-1, B-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	A, B, C, D, G	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X

WOMEN'S AND GENDER STUDIES ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Course	Course	Course	Course	Course	Course
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 performance, etc.	D.	D				X	X	
3.2 Engagement at the personal and community level	A, B, C, D	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
3.3 Application of local and global civic knowledge	A, B, C, D	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
3.4 Understanding and appreciation of the complexities of individual identities	A, B	A-1,A-2, A-3, B-1, B-2	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	A, B	A-1,A-2, A-3,	X	X	X	X	X	X

WOMEN'S AND GENDER STUDIES PROGRAM GOALS AND LEARNING OUTCOMES

Program Goals	Learning Outcomes
A. Recognize intersections of inequality, power and oppression and apply them to own and others' lives.	A: 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.
B. Analyze the relationships between and among various social institutions in the context of inequality, power and oppression.	A: 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.
C. Evaluate women's changing status, using the intersections of race, class, age, ability, sexuality, and other dimensions of inequality.	C: 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
D. Understand implications and applications of feminist theories.	
E.. Development of clear and effective writing in the discipline.	E: 1) Understand audiences 2) Makes clear argument 3) Develops conclusions and implications 4) Mechanics 5) Appropriate academic style & citations (APA, Chicago, etc.)
F. Development of thinking and writing skills.	F: 1) Compare and contrast concepts and ideas 2) Conceptualize different understandings of feminisms 3) Craft a theoretical perspective
G. Development of discussion skills.	G: Respond effectively to others' arguments; listen to others; identify the main issue(s) in a group discussion; identify points of agreement and consensus
H. Development of presentation skills	H: 1) Adapt verbal messages to a specific audience 2) Use multiple strategies with audiences
I. Demonstrate the ability to distinguish the value of different research sources	

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Oral Profic Interview (OPI)	Writing Proficiency Test (WPT)	SPAN224	SPAN 225	SPAN 252	SPAN 253	SPAN 314
1. Intellectual and Practical Skills									
1.1 Inquiry, analysis and evaluation	WLC 3	3.1							
1.2 Critical and creative thinking	WLC 2, 3	2.3, 3.1							X
1.3 Written and oral communication proficiency	WLC 1	1.1, 1.2	X	X					
1.4 Original design and artistic performance									
1.5 Quantitative literacy									
1.6 Information literacy and research skills	WLC 2	2.2, 2.3					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	WLC 2	2.1, 2.2, 2.3			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	WLC 2	2.2, 2.3					X	X	X

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	Oral Profic Interview (OPI)	Writing Proficiency Test (WPT)	SPAN224	SPAN 225	SPAN 252	SPAN 253	SPAN 314
2.3 Ability to synthesize general and specialized studies both within and across disciplines	WLC 3	3.1							
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	WLC 2, 3	2.3, 3.1							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 performance, etc.	WLC 3	3.1							
3.2 Engagement at the personal and community level									
3.3 Application of local and global civic knowledge									
3.4 Understanding and appreciation of the complexities of individual identities	WLC 2, 3	2.3, 3.1							X
3.5 Intercultural knowledge and competence	WLC 2, 3	2.3, 3.1							X

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	SPAN 315	SPAN 321	SPAN 323	SPAN 326	SPAN 328	Capstone Seminar
1. Intellectual and Practical Skills								
1.1 Inquiry, analysis and evaluation	WLC 3	3.1						X
1.2 Critical and creative thinking	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X
1.3 Written and oral communication proficiency	WLC 1	1.1, 1.2						
1.4 Original design and artistic performance								
1.5 Quantitative literacy								
1.6 Information literacy and research skills	WLC 2	2.2, 2.3	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	WLC 2	2.1, 2.2, 2.3	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	WLC 2	2.2, 2.3	X	X	X	X	X	

WORLD LANGUAGE AND CULTURE (SPANISH) ASSESSMENT MAP

Baccalaureate Goals	Program Goals	Learning Outcomes	SPAN 315	SPAN 321	SPAN 323	SPAN 326	SPAN 328	Capstone Seminar
2.3 Ability to synthesize general and specialized studies both within and across disciplines	WLC 3	3.1						X
2.4 Use of classroom knowledge to identify and engage big questions, as well as the practical issues of everyday life	WLC 2, 3	2.3, 3.1	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 performance, etc.	WLC 3	3.1						X
3.2 Engagement at the personal and community level								
3.3 Application of local and global civic knowledge								
3.4 Understanding and appreciation of the complexities of individual identities	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X
3.5 Intercultural knowledge and competence	WLC 2, 3	2.3, 3.1	X	X	X	X	X	X

WORLD LANGUAGE AND CULTURE (SPANISH) PROGRAM GOALS AND LEARNING OUTCOMES

Goal 1: Oral and written communication proficiency in Spanish. Students express ideas and communicate information in the target language at the Advanced-Low level or above.

1.1 Oral proficiency in Spanish. Students pass the Oral Proficiency Interview with a score of Advanced-Low or above.

1.2 Writing proficiency in Spanish. Students pass the Writing Proficiency Test with a score of Advanced-Low or above.

Goal 2: Immersion in the discipline. Students develop ever-more-sophisticated understanding of the complex relationship between cultural texts (for example, a poem, a film, or a song), and the context that frames the production of the text in space and time, through the successful completion of the sequence of required courses in the Major.

2.1 Students demonstrate reading and writing skills at the Intermediate-Low level.

2.2 Students demonstrate reading and writing skills at the Intermediate-High level.

2.3 Students demonstrate reading and writing skills at the Advanced-Low level.

Goal 3: Integration of Knowledge. Students conduct research that demonstrates intercultural knowledge and competence.

3.1 Capstone seminar (SPAN courses numbered 350-399) at the Advanced-Mid level. Students demonstrate the ability to contextualize, describe, and interpret a defining literary, linguistic, or cultural text through a research paper that is organized and persuasive, and whose thesis is clearly defined and supported with appropriate evidence.