

FY 2004 Completed Departmental Initiatives

Academic Dept	Initiative	Results
Accounting and Information Systems	Initiative 1: Curriculum Review Initiative	<p>Faculty in each of the major areas in the department reviewed the course requirements and the content of the courses. Changes were made to each of the areas.</p> <p>Several certificated programs were developed in the ISA area.</p> <p>The technology emphasis in Information Systems Administration was changed significantly as a result of information received at the Advisory Board meeting.</p> <p>The curriculum in the Computer Information Systems major was extensively reviewed by the Advisory Board, and a number of changes were made to the courses and to the course content.</p> <p>The First Annual Technology Academy was held during the summer. This course attracted over 40 teachers from the area.</p>
	Initiative 2: Increase Recruitment and Promotional Efforts for all Majors.	<p>A new brochure was developed for the department. Because of the addition of the accounting area and the departmental name change, the new brochure is for the entire Accounting and Information Systems Department.</p> <p>Information was sent to some area high schools about the changes in the department, and there was advertising for courses that were offered during the summer.</p>
	Initiative 3: Develop courses for the Virtual College and MLS degree program.	<p>Additional courses were developed in the Computer Information Systems major for the MLS program. These courses will begin Spring 2004.</p> <p>Additional Virtual College courses were offered in the Computer and Information Systems major.</p>
Agriculture	Initiative 1: Curriculum Revision Initiative	<p>The department completed its comprehensive review of curricula within the Agriculture and Agribusiness majors. Proposed revisions include development of a Beef Cattle Management option under the Agriculture major, streamlining the Crop Science and Soil Science options under the Agriculture major into a single Agronomy option, changing the core coursework requirements under both majors, and individual course modifications/additions. Materials have been submitted for administrative approval and implementation no later than Fall 2004.</p>

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Agriculture (continued)	Initiative 2: Enhanced Student Recruiting Initiative	Recruiting efforts expanded to include additional high schools in Kansas and Colorado. Community colleges in Nebraska and Oklahoma also received recruiting visits. Recruiting efforts were performed by the livestock judging team coach/agriculture program specialist and the department chair. Also, the department placed advertisements in publications directed at 4-H members and rodeo youth.
Allied Health	Initiative 1: Improve the consistency of teaching between the nine clinical affiliates.	The major revisions to the clinical educational experiences offered at each of the radiology clinical affiliates have been completed. Through the JRCERT site visit and recommendations from the site visit report, there was a lack of consistency in the educational experiences received by FHSU students while completing clinical components. Each of the clinical instructors at each affiliate site was instructing different components. The program faculty changed the clinical experience to incorporate a two-credit hour course taught by program faculty, to be offered once a week by the on-campus faculty at a standardized time for each of the three separate clinical experiences required by the student to complete. This enabled a consistent educational component to be offered to each student while completing clinical experiences. This course is offered through Blackboard technology and is accessible to all students at every clinical affiliate. The program faculty each teach their specialty area to all students at a specific time during the clinical experiences to coincide with the students' progression through the clinical component. Positive feedback has been received after the first complete year (three clinical experiences) by program students. Only minor revisions such as the time offered, day of the week, location of the computer, etc. have been issues and have been easily addressed. The students' comments indicate they are pleased that they all have the same assignments and requirements for the program faculty component.
	Initiative 2: The FHSU mission statement includes the measure of FHSU as a link between communities of western Kansas to address the educational needs of Kansans. A departmental goal is to develop a dedicated ultrasound curriculum which will address the current shortage for diagnostic medical sonographers within Kansas and will provide Kansas and area states with qualified Diagnostic Medical Sonographers.	The funding for the Sunflower Foundation for Kansans grant, \$148,500, continues and has enabled the department to develop a dedicated ultrasound track within the current Medical Diagnostic Imaging Program which began Fall 2003. Students will be able to pursue a Bachelors of Medical Diagnostic Imaging degree with emphasis in ultrasound. Curriculum development and fall semester course syllabi and materials have been

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Allied Health (continued)	Initiative 2 (continued)	<p>developed. The first class of ten students was selected in May 2003 with eight students accepting positions within the dedicated track at FHSU.</p> <p>The search process for a full-time ultrasound faculty continues. This has been the biggest obstacle to overcome. Part-time faculty has been utilized to assist in covering laboratory sessions. The department has/is establishing clinical affiliates for the ultrasound clinical experiences at seven facilities.</p> <p>The first grant installment was received in May 2003. The department was able to purchase a new ultrasound system through the grant and action plan funds through FHSU. The unit was delivered in September 2003.</p> <p>Marketing brochure is being developed for recruiting purposes of the dedicated track within ultrasound. In addition, web site development is in progress to promote the new track within the current department web site.</p> <p>At the time of submission of this report, the first semester has been successfully completed with a 100% pass rate for the students. Syllabi and materials for the spring semester are complete.</p> <p>Finally, the department continues to provide the granting agency with progress and financial reports. Each semester syllabi for the clinical experiences are in the developmental stage. The program faculty continue to develop and assimilate materials for voluntary accreditation of the ultrasound curriculum through the JRCDS, the goal being to be the only accredited general/vascular ultrasound program within the state of Kansas.</p>
Art	Initiative 1	Action plan funding equipped the advanced graphics lab well to meet the course and project demands of the past academic year.
Art	Initiative 2	This initiative will be a long-term project, as its success depends upon the progress of the building project itself. The department is working with the Endowment Association and FHSU administration on securing a significant collection, which has state-wide appeal, to be exhibited in the new Alumni-Endowment Center.

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Biological Sciences	Initiative 1: DNA Lab	We have received and accepted a donation of a DNA sequencer from LI Cor and have developed the use of the instrument in teaching and research.
	Initiative 2: Grasslands of South Central Kansas	Drs. Karen Hickman, Greg Farley, and Elmer Finck have received initial funding from the Kansas Department of Wildlife and Parks to study grassland birds relative to invasive plants in the Red Hills of Kansas. Three MS theses projects have now been developed and are ongoing for this project.
Chemistry	Initiative 1: Improving Student Success in Freshman Chemistry	Incoming students are frequently ill prepared for the rigors of freshman chemistry classes, and sometimes continue to struggle even in sophomore or higher level classes. The Chemistry Department proposed a two-pronged approach to solve this problem: the use of on-line aids <i>via</i> Blackboard and similar programs, and the provision of free tutors to work with these students. Several of the Chemistry faculty members are now providing on-line assistance or have received training in Blackboard, or both, in addition to the individual and group help sessions that have long been offered. Gradual expansion of these forms of assistance to struggling students in all freshman chemistry courses is planned. Free tutoring services have also been increased, operating through the Kelly Center, and student response seems to be positive. Plans are for continuation of these services.
	Initiative 2: Mentoring of Freshman Chemistry Majors by Upper Class Chemistry Majors	Aside from their academic struggles, freshman chemistry students frequently feel out of place or have difficulty adapting to their programs in chemistry. Even those earning good grades in their chemistry classes sometimes "drop out" or switch majors because of these doubts and uncertainties. This initiative sought to establish mentors for freshman chemistry students by pairing them with junior and senior Chemistry majors from the Chemistry and Pre-professional Club, to provide a kind of "support group" for these students. Efforts in this direction have begun, particularly with those chemistry students who are pursuing Pre-Medicine programs, but progress has been slow. This has been because of excessively large freshman chemistry classes, relative to junior and senior level class sizes, and due to other demands on the time of our junior and senior students. Fresh efforts to make progress in this initiative are planned.

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Communication Disorders	<p>Initiative 1: Recruitment</p> <p>Initiative: All faculty and staff, with support from students, will become more involved in encouraging individuals to become part of the speech-language pathology profession for the provision of clinical service and instruction and expansion or extension of its knowledge base.</p>	<p>All faculty and staff, with support from students, became more involved in the recruitment process at various levels:</p> <p>Faculty, staff, and students worked together to make mail, telephone, and personal contacts. At the close of FY 2003, nine freshmen and five transfer students had registered for Fall 2003 or had made appointments for registration.</p> <p>The SLP 160 introduction class showed a record number of enrollees at 28. This figure reflects a significant number of change-of-major students, as well as the registration of several non-majors. The department's contact-tracking database is less than a year old, but in time it should aid in the assessment of the effectiveness of various recruitment efforts.</p> <p>Faculty took serious ownership in making the program and the clinical services better known on campus:</p> <p>Letters were mailed to students with undecided majors and strong GPAs inviting them to the fall open house, yielding two responses.</p> <p>Some faculty members provided a tour and interactive discussion period with Kelley Center staff, including the advisor for undecided students. At least two students subsequently changed their majors to SLP.</p> <p>One faculty member, as a representative of "Communication Disorders," talked to the Student Government Association. Later in the semester NSSLHA members gave some of the SGA officers a tour of the clinical facilities to better acquaint them with the SLP major and the services provided.</p> <p>Non-major students enrolled in departmental offerings, such as Professional Voice, have been given tours of the clinical and departmental facilities.</p>

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Communication Disorders (continued)	Initiative 1: Recruitment (continued)	<p>Although faculty have continued to discuss thoughts about implementing a more efficient leveling system for post-baccalaureate students, program details have not been completed.</p> <p>The Masonic relationship is benefiting recruitment indirectly in terms of increasing FHSU's name recognition across the state. One of the department's Masonic Fellows addressed the Kansas Shriners in May on her pride in entering the profession, the FHSU program, and the Masonic partnership.</p> <p>Graduate assistants accepted responsibility for follow-up calling with both undergraduate and graduate recruits.</p> <p>Faculty advisors and instructors are attempting individually and collectively to encourage undergraduate students to develop good study habits and better writing skills. A special study course is also available for helping develop the reading, thinking, and writing skills that are helpful in standardized testing. Faculty have made personal contacts with several alumni and continue to encourage students with strong potential to pursue a Ph.D. degree.</p>
	<p>Initiative 2: M.S. Curriculum Review</p> <p>Initiative: Faculty will complete a review of core requirements and the packaging of course offerings for the M.S. in Speech-Language Pathology.</p>	<p>Areas that are being tested or studied at this time include:</p> <p>The new sequence and credit hour packaging of the neurological bases and disorders courses worked effectively in its one-year trial, meaning that <i>Aphasia and Dementia</i> and <i>Motor Speech Disorders</i> will need to be submitted to the Faculty Senate and Graduate Council for approval. That will complete a set of four two-credit hour courses.</p> <p>It was decided that some of the elective courses relating to speech and communication disorders in general would remain as seminars so content can be varied as needed to focus on different aspects of the scope of practice.</p> <p>Little time was available to discuss ways of bringing the <i>Aural Rehabilitation Emphasis for Speech-Language Pathologists</i> into greater focus. The FHSU program has a strong base and it needs to be determined how to best utilize it in developing future professionals.</p>

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Communication Disorders (continued)	Initiative 2: M.S. Curriculum Review (continued)	<p>A laboratory component was added to the research class. Research advisors and students acknowledge the value of the mini-research project involved, but are still having difficulty with the time of the individual research projects within the academic and clinical curriculum.</p> <p>Even though integration of laboratory activities into course work is a characteristic of many departmental courses, faculty have begun to develop more applied projects and laboratory activities for both basic science courses and “disorder” courses at both the undergraduate and graduate levels.</p> <p>Many students have completed clinically relevant research papers based on case studies.</p>
	<p>Initiative 3: Formative Assessment</p> <p>Initiative: Faculty will determine preferred methods of formative assessment covering content areas and clinical skills.</p>	<p>In the process, faculty must review potential clinical learning experiences on both simulated and practicum bases considering:</p> <p>Faculty are yet in the process of determining methods for formative assessment covering content areas and clinical skills. Some of the laboratory experiences utilized with content classes will provide opportunities for formative evaluations. Others will fall within the clinical practicum, both prior to and during the cumulative externship experiences. An example of a formative assessment practice that will be initiated is requiring each student to complete a clinical evaluation in its entirety and write the final report.</p> <p>A new evaluation procedure for clinical competencies has been developed by two of the clinical faculty and it will be initiated on a test basis in July. As procedures are developed, they can be integrated into the Graduate Handbook or the Clinic Handbook. Faculty are finding that many experiences related to the Herndon Clinic help students meet skills that are important for the professional clinician. These include speaking with ease while providing information to others about the profession and areas of treatment, and reporting the results of screening and prevention activities to members of interdisciplinary professional teams. Similar experiences will be integrated into the Kansas Masonic Foundation Outreach Program, in which student clinicians in health care practicums will participate. That program was initiated in September 2003.</p>

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Communication Studies	Initiative 1: Assessment Portfolios for prospective Speech/Theatre Teachers	Students have begun to employ and are using the LiveText technology in developing their portfolios.
	Initiative 2: Teacher Education Curriculum Revision	While the courses have been identified, this project is still in the review stage. As departmental staffing is changing, this may affect the choices that are finally made. The program will be completed by Fall 2003.
Economics and Finance	Initiative 1: Creating New Internship Opportunities	Procedures Completed. Internship Policy completed and posted on web. Many firms have been contacted and a student assistant has been assigned to assist in finalizing available opportunities.
	Initiative 2: Student Recruitment Process Upgrade	Completed. CDs were sent to 380 high schools (all high schools in Kansas) promoting department majors.
	Initiative 3: Develop Feedback Loop for Student Orientation/Advising/ Registration	Completed. Questionnaire from Academic Advising provides feedback.
	Initiative 4: Advisory Board Development	Completed. Advisory Board for the Banking Emphasis has been established.
	Initiative 5: Revise Department Web Site.	Completed.
Educational Administration and Counseling	Initiative 1: Update faculty evaluation system.	New Faculty Evaluation and development document was completed.
	Initiative 2: Enhance recruitment by revising brochures, data baseline and WEB page revision.	New brochures have been completed, WEB pages refined, and the data baseline has become part of the NCATE initiative.
English	Initiative 1: Faculty Research/Creative Activities	The Department promotes participation in regional, national and international conferences (faculty attended 18 conferences and most delivered juried papers at the conferences). Faculty received financial support to present juried papers, organize sessions or attend conferences through departmental funds, Dean of Arts and Sciences, Provost, Faculty Development and other avenues. The department recognizes publications by announcing them to the university community and general public, displaying them in its showcase (located outside the main English Office, RH 370), and rewarding faculty who write them with appropriate merit monies. Faculty published 11 juried articles and three juried books; ten faculty members are working on articles and books. Additionally, the department

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English (continued)	Initiative 1: Faculty Research/Creative Activities (continued)	supports deserving faculty in their efforts to receive reassigned time, grants and sabbatical leaves. (One faculty member was granted a sabbatical; three faculty members applied for Reassigned Time, Track II, and two faculty had their teaching loads reduced by three classes, because of Reassigned Time, Track II.) The department continues to make the best possible use of allocations to build its collection in the Forsyth Library.
	Initiative 2: Recruitment of High-Quality Students	The department continues to use its recruitment strategies for the MA for In-Service Teachers program, which include 1) placing ads in regional and national journals, 2) sending packets of information to all middle and high school English Departments in the five-state area, and 3) providing information through word of mouth, the English Department website, and brochures. In calendar year 2002, the department used \$2,068 of its sales and services account to fund these recruitment efforts. It intends to expand these strategies in order to ensure it not only maintains but also might increase the number of students in the program. In FY2003, 28 students pursued the MA in English. Because nearly all of them took classes as part of the special program for in-service teachers during the summer, eight classes, generating 310 SCH, were offered Summer 2002.
Geosciences	Initiative 1: To bring about interaction between faculty and students at a social level.	<p>To accomplish this goal the department did the following:</p> <ul style="list-style-type: none"> • Held faculty meals during both the fall and spring semesters. The spring semester gathering was held to honor and roast a retiring faculty member. • Held a departmental pizza party for faculty and students during both the fall and spring semesters. • Held a reception for graduating BS and MS students, their families, and the geosciences faculty. <p>Students and faculty enjoyed the experience and suggested that we continue this activity into the future.</p>
	Initiative 2: Establish a faculty social committee.	This committee functioned irregularly at best, and most activities were planned and implemented by the chair.

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History	Initiative 1: Implement external exam (History Content Exam—Educational Testing Service [ETS]) for all graduating seniors.	Exam was purchased and administered. However, like other elements of the assessment process, the department discovered a serious flaw. Namely, there is no programmatic mechanism to enforce the requirement. Accordingly, the department has proposed a (0) credit hr./ (0) cost course -- Hist. 099 Assessment. This course, once approved during Spring 2004, will become part of the curriculum and major program requirement. This course will cover not only the external content test but also all other elements of the department's assessment procedure.
	Initiative 2: Implement major marketing campaign in support of recruitment (BA, BGS concentration in history, MA, MLS concentration in history).	Department Newsletter and Alumni contact process has been fully developed and implemented. Erin Zamrzla, a recent BFA graduate in graphic arts, was hired to develop the department logo. The department logo and brand insignia have been completed. Due to insufficient staff and personnel, the department has deferred implementation of its marketing campaign. The department believes that it should not promise programs it cannot consistently deliver.
Health and Human Performance	Initiative 1: Receive accreditation for the Athletic Training Education Program.	The department completed and submitted a self-study of the athletic training education program and received a site visit from the Joint Review Committee of the National Athletic Training Association. Program accreditation status will be determined in Fall 2003.
	Initiative 2: Review the graduate curriculum in Health and Human Performance.	The department conducted a review of the graduate program and restructured areas of concentration. Concentrations in exercise science, sport administration, and movement/sport studies were developed.
Information Networking and Telecommunications	Initiative 1: Review Telecommunications/Networking bachelors' curriculum.	INT faculty have sought and received input from alumni, industry professionals, and employers. Faculty have also examined other university programs. The Telecommunications/Networking Track has undergone several drafts and should be ready for Fall 2004.
	Initiative 2: Examine assessment measures of the INT core curriculum pre/post-test.	The test was first administered to both freshmen and seniors in AY 2001-2002. Effectiveness of the tool has not yet been examined. The INT Department has continued its data gathering and pre/post-test administration. It has faced difficulties with the Computer and Telecommunications Center in that post-test answers submitted in May for scanning have not been returned after five months despite several inquiries.

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Justice Studies	Initiative 1: Center for Criminal Justice Education and Training	Development of sales and service account. Development of business center to operate out of this. Offered workshops to CJ Practitioners for professional development training and continuing education. Also started new victim service center run by Andria Cooper. At this point, she has built an infrastructure to develop initiatives.
	Initiative 2: American Jail Association	Moved to next level/phase with this current partnership. Development of scholarly work through research and publication with American Jail Magazine. Increase in scholarships from jail practitioners as result of partnership.
Leadership Studies	Initiative 1: Improve student recruitment for the Organizational Leadership Major.	We were very successful in recruiting new students to the Organizational Leadership major. In Fall 2002, we had 48 majors and in Fall 2003, we had 144 majors. In addition, we went from 7 incoming freshmen in 2002 to 22 in 2003.
	Initiative 2: Develop and implement the Center for Civic Leadership.	The Center for Civic Leadership has been fully implemented this past year. CCL was active in five different program arms (Youth Leadership, Collegiate Leadership, Community Service, Service-Learning, and Community Leadership).
Management and Marketing	Initiative 1	No initiatives stated last year.
	Initiative 2	No initiatives stated last year.
Mathematics and Computer Sciences	Initiative 1: Improve University wide advising regarding the use of the placement exam for College Algebra.	University Administration decided to use students' ACT's scores for placement in College Algebra which was accomplished starting Fall 2003 with the first freshmen pre-registration session in Spring 2003. More work by staff was required before and after each session, but the time spent on placement during each session was reduced considerably. The new prerequisites for College Algebra were distributed to all faculty and staff before registration for Spring 2004.
	Initiative 2: Improve course selections for students who teach mathematics 6-9 levels.	Continued: In collaboration with the Teacher Education Department, we will continue to develop a middle school licensure and middle school concentration available as an option under the MS in Education. The goal will be to have at least one such offering each semester including summer term. With one faculty position frozen, offerings have been reduced to the summer term. Also, although most courses will have only College Algebra as a prerequisite, the skill level of the course will have to be reevaluated with more emphasis placed upon the conceptual ideas.

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Modern Languages	Initiative 1: Summer Programs and International Internships.	This initiative has been developed and that goal appears to have been achieved.
	Initiative 2: Teaching Internships at the International Level.	With the loss of a faculty position in the Department and the resignation of Ms. Kerri Waltner, this goal was not achieved.
Music	Initiative 1: Repair/Replacement of Musical Instruments.	<p>\$10,000 was funded from strategic planning. The department allocated these funds to the band activities area. The department purchased the following instruments:</p> <ol style="list-style-type: none"> 1) baritone saxophone – \$4,399 2) bass trombone – \$1,976 3) tuba – \$2,829 4) oboe – \$773 (\$1,183 matched by department).
	Initiative 2: Renovate Palmer Hall.	This initiative was not funded in 2002-2003. The department began a fundraising campaign through its alumni in July 2003 to raise \$18,150 towards the renovation cost. To date, \$5,000 has been received. The department submitted a proposal to the Hansen Foundation in July 2003 for \$22,000 in matching funds for this project. The proposal was denied in August 2003. The department is preparing a proposal to submit to the Facilities Planning Committee in November 2003. The estimated cost of the project is \$80,000.
Nursing	Initiative 1: Helping Students Learn.	<p>1. BSN. New curriculum implementation; expand utilization of mediated instruction in course offerings and distance course offerings via on-line delivery; and evaluate new testing development processes, including student testing for critical thinking and outcomes on the NCLEX-RN for basic students; and securing funding for faculty to take an online NCSBN test-writing course in 2003. During AY 2002-2003, the new curriculum was fully implemented with the first graduates in Spring 2003. Concurrent to this process, the program life committee has been conducting a continuous quality review of each new course and has developed recommendations for change as needed. These include: 1. adding more hands-on experience in the Junior One courses; 2. moving burn content to the high risk area; and 3. moving school nursing content from NURS 312 Concepts to NURS 322 Population Focused Care. We are using the ARNETT Critical Thinking Appraisal for undergraduate students at three different points in time: Junior</p>

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Nursing (continued)	Initiative 1: Helping Students Learn (continued).	<p>One semester, end of Junior Two semester, and end of Senior One semester. During AY 2002-2003, we began to provide the results of these tests to the students and provided a narrative description of the interpretation of the results. Initial analysis reveals that our students scored lower than the national norm at all three stages of this test. Since the first test is a benchmark test (it does not include any nursing content), it should be recognized that our student body (at least in this testing period) may not be as academically prepared upon entrance into the nursing major when compared to the national average. All faculty at BSN and MSN programs have enrolled in the NCBSN course.</p> <p>2. MSN. Analysis is nearly complete of graduate outcomes for the MSN program and needed revisions planned for to prepare graduates for the current and future workforce; this includes a systematic curriculum review of the MSN curriculum and cohesively integrating curriculum threads throughout the program; and expanded delivery of the MSN core course and NA and NE tracks to a global student population using multiple delivery modes for distance education, including Blackboard and Tegrity, and two-way interactive audio sessions. The graduate faculty completed the development of the new curriculum for the MSN program during AY 2002-2003. New courses are being developed for this new curriculum, and in some cases, other courses are being re-purposed for use in the new curriculum. Healthcare systems content was identified as a key area of need in the new curriculum, as well as more ethical content. Track coordinators have worked with graduate faculty to develop the FNP, NA, and NE curriculum as well. During AY 2002-2003, it was identified that comprehensive exams are in need of revision, including a change in policy that guides the process. Faculty plan to meet in Summer 2003 to develop/ consider a new policy. The NA and NE tracks are delivered globally, and we often receive inquiries from students who are out of state. The FNP program appears to be on an upward trend with 12 new FNP students this year.</p> <p>3. BSN/ MSN Programs a. Admission policies provide pre-requisite knowledge and skills needed to be successful. During AY 2002-2003, significant work was</p>

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Nursing (continued)	Initiative 1: Helping Students Learn. (continued)	<p>completed on streamlining and quality advising at the graduate and undergraduate programs. This included a presentation by the University Academic Officer for Advising (Dr. Patti Griffin), revision and consolidation of all advising work forms to decrease confusion, the requirement to have a degree summary conducted each year, a new procedure for admissions at undergraduate and graduate programs, and a number of policies to help students who are at risk. These new policies will be implemented Fall 2003. During AY 2002-2003, it was noted that student incompletes were not being monitored as securely as needed. As a result a new policy was developed to assess incompletes each semester in both programs, with a review by the Student Life Committee, and letters sent to the students informing them of any progression concerns related to the incomplete.</p> <p>b. Utilize online resources when appropriate for delivery of learning experiences (primarily Blackboard and Tegrity). Tegrity and Blackboard are being used exclusively as the platforms for online course delivery. However, during AY 2002-2003, we experienced a number of problems with the reliability of the Tegrity system, and have experienced some disruption of service with the Blackboard system. CTELT continues to provide excellent resource and problem solving to the department when these challenges in delivery occur. Use of audio conferencing has continued this year, with the implementation of Sprint Audio conferencing services.</p> <p>c. Students are encouraged to participate in evaluation of courses and faculty each semester. The challenge remains that the Virtual College courses do not have a very high return rate on evaluations, unlike the on-campus courses. During AY 2002-2003, a focus group of undergraduate and graduate nursing students was held to focus on challenges and barriers in learning. As a result, the department considered the use of the computer lab for testing, and made some changes in the progression policies in the undergraduate and graduate programs.</p>

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Nursing (continued)	Initiative 2: Measuring Effectiveness	BSN/ MSN Programs: <i>Establish benchmarks (e.g., baccalaureate NCLEX-RN; masters Comprehensive Exams).</i> During this year, the data from 2000-2002 was entered into a SPSS program and an analysis completed for the undergraduate program. There are some variables that appear to be related to poor outcomes on NCLEX, including pathophysiology II grade, GPA, NET score, and ARNETT score. During Fall 2003, it is anticipated that the data for the graduate program will be entered and analyzed in addition to the development of a procedure for continuation of the process.
Philosophy	Initiative 1: Create Virtual College best-practices and trouble-shooting guides.	The Chair and the Administrative Assistant sought input from the department's most successful Virtual College teachers. They also took stock of their personal knowledge of the questions most commonly asked, and the problems most often encountered by students. Segments of the guides have been composed, but delays in getting the requested information from some of those asked to provide suggestions make it unlikely that the project will be completed until midway through Fall 2003. Once completed, the guides will be produced and made available both electronically and, where necessary, in paper form. Even then, the ultimate success of the project itself, however, will take two or three years to measure. The extent to which the department lessens the incidence of problems encountered by its teachers and their students is the extent to which this task will have been worth doing. By that test, the department is already doing well, as much progress has already been made by informal one-on-one sharing of the best-practices suggestions that the department has already gathered, even though the guide books have not yet been put into final form.
	Initiative 2: Solve two problems that hinder implementation of the new program.	Two years ago, when the department began to implement its new program, it made an important mistake, and the department lacked the time and resources to publicize the program as completely as it has now started to do. (1) The mistake was being too aggressive in trying to launch all seven certificate programs at once. At the time it was thought that it would be desirable to make it possible for a student to earn any of the seven certificates within a two-year period. It turned out that this involved scheduling too many low enrollment classes per semester. Until demand for the new

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Philosophy (continued)	Initiative 2: Solve two problems that hinder implementation of the new program. (continued)	<p>program grows significantly, concern for efficiency demanded that the department scale back, which it did. A few of the certificates to emphasize at the present time, and the department created topics for some of its variable content courses that could do double-duty by being available under two different course titles and numbers. The department continues to make plans and adjustments to solve this problem. (2) The other problem encountered was that the department simply lacked the time and resources to publicize as aggressively as it had intended. The department has now made good progress in that direction, but there is still much work to be done. The most notable achievements so far are the cooperative curricular ties that have been developed with the Department of Political Science and the similar curricular ties that are presently being negotiated with the Department of Art.</p> <p>Dr. Drabkin's Spring 2003 sabbatical severely cramped the department's ability to more fully implement these two ventures until Fall 2003. These are tasks that will continue to occupy the department for two or three more years.</p>
Physics	Initiative 1: Computational Physics	Students in general, thought that the course placed too much stress on programming. The instructor and other faculty agreed with this assessment and decided this was inevitable with the textbook selected. A new text will be selected with the intention of producing a course that is a blend of analytical and numerical solutions to problems encountered in physics.
	Initiative 2: Curriculum Review	The average total score on the ETS major field test in physics for FHSU students exceeded the national average. Nationally, 54% of the students had scores below the FHSU average. FHSU students significantly outperformed their peers in four of the five assessment indicators. They were outperformed significantly in the area of classical kinematics and dynamics. The curriculum review will continue to determine whether courses or teaching methods are in need of change. The major field test indicates that the curriculum is in line with what exists nationally.

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Academic Dept	Initiative	Results
Political Science	Initiative 1: American Politics/Political Management Position	New faculty member (Dr. Chapman Rackaway) was hired August 2003 to develop the Political Management track. He has submitted an action plan to provide new resources to assist him in developing that new program. This initiative appears to be off to a successful beginning.
	Initiative 2: Virtual College Course Offerings	<p>Expansion of VC offerings has been successful. The following expansion of VC course offerings occurred this past year:</p> <p>Dr. Josephine Squires developed a CD-ROM version of POLS 230, Introduction to International Relations.</p> <p>All three new faculty members (Drs. Lloyd, Rackaway and Weiden) have taught or will teach a VC section of POLS 101, American Government by this coming summer session.</p> <p>The Department's third General Education course continues to be taught every semester.</p> <p>POLS 521, American Civil Liberties (developed by Shala Bannister) is taught every semester by Adjunct Lee Fisher.</p> <p>Various upper division Public Administration courses are being taught by Randy Lloyd.</p>
Psychology	<p>Initiative 1: Assessment Test Revision</p> <p>The changed undergraduate major necessitates development of a new <i>Assessment Test</i> which reflects the new and revised course content required of all students.</p>	A faculty subcommittee will continue work on this project with a goal of finishing in Spring 2004.
	<p>Initiative 2: Expansion of Virtual College offerings.</p> <p>For some time there has been a need for more offerings from Psychology, especially <i>General Education</i> courses, within Virtual College.</p>	New faculty have accepted this challenge and are in the process of developing VC versions of <i>General Psychology</i> and of <i>Social Psychology</i> which will be offered in Spring 2004.
	<p>Initiative 3: Elaboration of Departmental Mission & Goals.</p> <p>The task began two years ago, to revise and clarify the departmental mission and goal statements, needs to be completed.</p>	Implementation: Faculty, meeting as a committee-of-the-whole, will finish work on this project in Fall 2003.

FY 2004 Completed Departmental Initiatives

Academic Dept	Initiative	Results
Psychology (continued)	<p>Initiative 4: Merit Criteria for Salary, Promotion, & Tenure.</p> <p>The quasi-objective standards and criteria used by the department for merit purposes has been in place and essentially unchanged since 1989. The new collective bargaining environment and the shift to the academic year as the unit of evaluation provides an opportunity for faculty to systematically revisit the practices agreed upon more than a decade ago.</p>	<p>Faculty, meeting as a committee-of-the-whole, will take up this matter in Spring 2004.</p>
	<p>Initiative 5: Alumni survey</p>	<p>The survey instrument for BA/BS graduates developed by Hipp in the middle 1990s will be updated and sent out to samples of graduates in Spring 2004.</p>
Sociology	<p>Initiative 1: Provide Information About Certificate Programs.</p>	<p>Successfully publicized availability of certificate programs as evidenced by the increased enrollment in certificate programs by both sociology and nonsociology students. Success achieved by:</p> <ul style="list-style-type: none"> Advertising certificate programs on website; Advising VC students of availability of certificate programs; Putting informational display with handouts on bulletin board; Using newsletter to promote certificate programs.
	<p>Initiative 2: Assist Virtual College faculty with technology and strategies used in online class delivery.</p>	<p>Improvements have been made in terms of assisting faculty who teach online classes by sharing strategies and sharing knowledge of technology. Success achieved by:</p> <ul style="list-style-type: none"> *Working closely with CTELT; *Holding strategy sessions; *Conducting in-service training on Blackboard; *Mailing informational sheet to all online students regarding technology and how to use it.
Social Work	<p>Initiative 1: Establish a practicum in forensic Social Work.</p>	<p>The department has accomplished this goal. Starting in Spring 2003, it is placing practicum students at Kansas Legal Services. For several years the department has had practicum students at Juvenile Intake Services but it has added more forensic dimensions to that practicum, such as experience attending court and riding with the police. These goals have been accomplished in settings in which faculty are functioning as the practicum instructors so that implementing these forensic aspects has been a smooth process.</p>

FY 2004 Completed Departmental Initiatives

Academic Dept	Initiative	Results
Social Work (continued)	Initiative 2: Conduct annual forum with state legislators regarding general welfare concerns in Kansas.	Last fall, local state legislators came to a Social Welfare Policy and Services class of seniors and presented a seminar on social welfare policy.
Teacher Education		<p>A revised set of Teacher Education Faculty Merit Evaluation Guidelines was presented to department faculty by the committee appointed to review/revise them. Faculty adopted the revised guidelines on December 17, 2002.</p> <p>A comprehensive Faculty Evaluation and Development Plan including the new Teacher Education Faculty Merit Evaluation Guidelines was developed in Summer 2003 and adopted by department faculty in August of 2003.</p>
		The revised Master of Science in Education degree was completed in the spring of 2003, but course revision to support the revised degree was not completed until November of 2003. All elements of the revised masters degree along with revised coursework was presented to the Graduate Dean on November 12, 2003, with a request that the Graduate Council approve the revised degree.
Technology Studies	Bachelor of Technology Leadership	The promotion and implementation of the BTL program has been very successful. Approximately 72 students have applied and been accepted into the program. Partnerships with community and technical colleges have been developed and agreements signed.
	Enhance student recruitment	Recruitment of students for programs in the department, as well as for those in the MIT has improved. Senior and Junior Technology Days have been well attended. Visitation to community and technical colleges has been expanded and mailing to Technology Studies, Technology Leadership, and Instructional Technology have been enhanced.