

College of Arts and Sciences
Faculty Response to the University Quality Enhancement Plan
by
Department and Division

The University Quality Enhancement Plan was disseminated to the faculty of the College of Arts and Sciences through the College's Council of Chairs. Faculty in each area were given an overview of the QEP by their chair and were asked to respond to the plan in written form and specifically address the five discussion topics identified by the QEP Team. These responses were collected and summarized by the chairs and submitted to the Dean of the College. Below is a summary of the faculty responses to the discussion topics by the various departments and divisions within the College of Arts and Sciences. Each discussion topic is listed followed by the responses from each department/division.

TOPIC 1: STUDENT INTERACTION:

Art:

The Art Department's current practices in student interaction focus on student review of each other's projects, class critiques, discussions of ideas and information presented in class.

Project review by students of their work is the greatest strength of our department. This is almost a daily activity. It allows for varied viewpoints and interpretations of work in progress and at completion. It also offers a challenge in a relatively non-competitive situation, opening the door for pertinent dialog between students.

Weaknesses with student interaction in the department are few. Encouraging student participation will always be a goal that will demand constant effort by the faculty.

The faculty's goals for improvement will include encouraging an active pursuit of information that is relevant and can be integrated into the students learning and growth.

The resource that would be most beneficial to our students in gathering the critical information that they need to complete their work will be a general computer lab.

Implementation of the above ideas could be completed in the near future with assessment of the grading practices and student critiques. The measurement of student interaction is qualitative and the true measurement is in the level of integration of this learning into creative work and thought and also in the ability to verbally articulate ideas. We believe that this should be something noted by instructors in all classes and assessed at the sophomore and junior reviews. The art department feels that the responsibility for student assessment is the entire faculty's on a class by class basis and through Junior Portfolio Reviews.

Audiology and Speech Pathology:

Interaction occurs between students in Speech Pathology through many activities inside, as well as outside the classroom including annual cookouts, a Christmas Open house and travel to the annual Mississippi State Speech/Hearing Conferences and the regional conference at the University of Memphis.

Public service offers another opportunity for interaction among students. The students share knowledge through activities during deaf awareness week, including free hearing assessment and demonstrating sign language. Our Speech and Hearing Clinic provides disorder, as well as adolescents with traumatic brain injury, and international students learning to speak, read and write English.

Interaction within the classroom includes interactive CD lessons for Anatomy and Physiology of the Speech and Hearing Mechanism. Students share their understanding with each other as peer tutors interacting with computerized lessons. Initial instruction in Speech/Language coursework relates to normal developmental stages in cognitive and language skills. Students are given the opportunity to observe, assess, and intervene with children experiencing delays. Clinical Orientation provides experiences practicing with each other, developing skills related to evaluation and therapy. Since our area of expertise is communication, we try to provide many experiences for our students.

A goal for more effective recruitment interaction is having students volunteer to “go Home” to visit prospective high school and junior college students, to personally share their knowledge with them, accompanied by a faculty member. Resources needed would

Biology:

Student interaction is encouraged in a number of courses, but could be improved on. One example comment: "it would seem to me that all of us as individuals routinely make students aware of student achievements in areas of biology where appropriate. For example, currently, I have two students in several classes that work as research technicians at Stoneville. We have engaged in discussions of their activities at work."

History:

The nature of historical study and the current level of students' historical knowledge, especially at the general education survey course level, make opportunities for student interaction, beyond traditional classroom discussion, difficult.

Field trips, which are feasible only for upper level or graduate classes, offer some promise for interaction. This semester, one class is visiting the Vicksburg National

Military Park and another the Stax Recording Studio and the Civil Rights Museum in Memphis.

It is increasingly difficult, however, to offer such opportunities and still cover essential material, especially at the survey level.

Languages & Literature:

Division classes use a variety of methods that invite students to share their knowledge and experiences. Small group work is a tried and true staple in the Division. The class is divided into groups of three or four to critique each other's papers, or analyze a poem or philosophical essay. In cases where literature is analyzed, the group reports their perceptions back to the larger group.

The Introduction to Literature course that focuses on drama has students perform scenes from the plays being studied. Group presentations such as a mock trial for a character like Faulkner's Ab Snopes are sure to inspire spirited interaction. Foreign language and speech and theater courses use role play and improvisation on a regular basis. The speech communication course entitled "Small Group Discussion" has as its focus the strategies for problem-solving and learning through group discussion. Students in the communication theory class enjoy "class business." Class business allows students to discuss communication issues related to observations, personal experiences, news items, film, and television. Class business promotes interaction and achieves a number of pedagogical goals. For example, it allows students to discuss valuable topics beyond those designated on the formal syllabus.

Students keep reader-response journals in many of the literature courses, and their observations and questions about the day's reading shared in class will direct the course of the discussion.

Some literature courses include an art project option in which students can include a work of art to accompany their written analysis. They then present their projects to the class.

Reasonable class sizes in most of our courses help promote student interaction. Faculty members know the names of each of their students and can respond to them as individuals. A "Chocolate and Caffeine" party in the fall gives students and faculty a chance to interact, and the Honors Banquet and the Party for Seniors in the spring do as well.

One drawback in the area of student interaction is the poorly prepared student whose reading, writing, and analytical skills are weak. These students tend to be passive and to lack confidence whether in a small group or a large. "We're in here because we don't know how to write," one student told me. "How do you think we're going to help each other in a small group?" All in all, however, student interaction promotes learning and appears to be alive and well in the Division. As one faculty member put it, "I have no problem with student interaction. It's virtually impossible for them not to interact."

Math:

Student interaction and the sharing of knowledge are encouraged through a variety of ways. Faculty incorporate collaborative problem solving, both as a part of class time as

well as outside of class on assignments with extended deadlines. Students are asked to work in groups on some academic projects. Various courses include student directed board work and discussion. Students in all math courses are urged to share mathematical reasoning with classmates and participate in class discussions. Alternate methods of finding solutions are encouraged. Students majoring in mathematics or pre-engineering are encouraged to join the student section of MAA (Mathematical Association of America) which allows a forum for sharing mathematical knowledge and discovery.

Group work is especially effective when students know how to work together and share ideas that lead to common understandings. When students share individual reasoning, other students are exposed to alternate approaches and views. Class discussions are particularly effective if all students participate. Verbalizing a procedure or concept helps reinforce the student's understanding of the procedure or concept. Class discussions and collaborative work are more successful when classes are small. Students learn better and remember longer when they have discovered a particular connection as opposed to simply being shown or told.

However, problems arise when students do not know how to work in groups. Also, students who do not communicate well have difficulty sharing individual reasoning. Large classes make it difficult to hold effective class discussions. Limited class time hinders self discovery through collaborative work. Students who do not respect the ideas of others keep discussions from being successful.

The math department is committed to devoting some class time to teaching students to work together in groups. The faculty will communicate to students that they are expected to listen and respond to student reasoning. Also, they will continue to encourage student interaction by repeatedly asking for student input and encourage students to respect methods and opinions that differ from their own.

Music:

Classroom activities include group projects, project performances, directed class discussions, class presentations, and video and audio recordings of class and performance activities for group and individual feedback. Many of our courses are organized in a small seminar-style format that encourages interaction among students as well as between students and faculty. Some courses have a web-based component using WebCT.

In addition, individual and small group instruction in performance areas offers another level of interaction. Many professors hold regular studio classes in which students perform for one another and then offer critical feedback based on the performances. The music department presents weekly convocations for sharing of student work through individual performances. Other concerts and recitals are a regular part of the music department activities.

The music department has many small and large ensembles that encourage student involvement and interaction. Students are regularly called upon to assess the group's progress and student section leaders help to teach and guide other members of the ensemble.

Many of our courses are organized in a small seminar-style format that encourages interaction and collaboration among students as well as between students and faculty. The students receive a great deal of individualized attention from faculty. Students are encouraged to interact with one another through performance/feedback situations. Course websites and e-mail correspondence encourages interaction.

As a department, we have no formalized way for students to provide spoken or written feedback to concerts and other performances. In addition to the process of making and analyzing music, students also need to learn to speak and write about music. All music faculty are not utilizing course homepages and e-mail as a means of keeping students informed and in touch.

Physical Sciences:

Physical Science Faculty had no comments.

Division of Social Sciences:

Currently a number of practices are used in the social sciences classrooms to encourage student interaction and the sharing of knowledge. Classroom discussions and critical thinking and debate are encouraged. Small group discussions and role-playing are used in geography, criminal justice, political science, and sociology and community development to help students interact and address a wide range of subjects. For example, in geography, students are encouraged to role-play interactions and experiences of different groups on the Brazilian Amazon frontier. Role-playing in this instance, combines theater and fun with knowledge acquisition, and 'fools' students into learning 'boring' topics (what it means to be a family in a Lima slum, for example) and putting them into their own terms.

Students in criminal justice are required to present research on a topic to their fellow classmates. The presentation is designed to be informal and encourage interaction and discussion. Students use power-point, informational handouts, and poster displays to support their presentation. Because students spend a great deal of time preparing for their presentation, they become enriching experiences for the student who worked on the presentation and for the class. Enthusiasm for the presentation has been infectious.

Many courses in the division use debate as a way of engaging students. Political science, criminal justice, and geography, encourage student debate. In some courses debate is encourage during the course of the lecture, while in others, debates are formally organized and student run. Debates are successful if students are well informed and open minded but can be problematic if taken too personally.

Social Work:

During the first or second week of each semester, new social work majors are given an orientation about the department of social work. Topics covered are: social work student handbook, study skills/learning styles, conflict resolution, advisement, and APA style of writing. Each social work faculty teaches one 1-hr session. Activities include: class discussions; group activities in classes; social work club – the social work club meets regularly each month, with more than 30 students in attendance - faculty also attend these meetings; students presenting at conferences – faculty allow students to co-present workshops at professional conferences such as Ms. Chapter National Association of Social Workers (NASW) Annual Conference and AL/MS Social Work Education Conference; faculty take students to professional conferences such as Ms. Chapter of the National Association of Social Workers (NASW) Annual Conference, AL/MS Social Work Education Conference and Mississippi Chapter of NASW- International Social Work Conference; students participated in planning of AL/MS conferences; social work club officers serve on department faculty committees; faculty take senior on field trips to Jackson, Mississippi to Legislator’s Day at the state capitol and to visit with social work agencies.

TOPIC 2: FEEDBACK TO STUDENTS:

Audiology and Speech Pathology:

While the exact content and structure of each class is the domain of its instructor, we have found the following guidelines to be effective.

Instructor availability –

Experience within our department has taught us to maintain an ‘open door’ policy. Instructors have to have a commitment to keep office hours, and to reach out to students by demonstrating openness to suggestions, comments, and feedback from students. This should be encouraged within the classroom by asking questions. Having students reiterate their understanding of the topic discussed in class each day is effective. Having students give feedback, verbally, or in written form, about the main points of importance in daily and weekly sessions keeps everyone focused.

Re-teaching –

When student feedback about course content indicates lack of understanding, additional instruction is available for students who request it through conferences per student per class with the instructor.

Clinical Practicum –

Younger students observe seniors providing therapy within our clinic. They are also required to observe master level professionals who are clinically certified for 25 hours. Students are allowed to ask questions and are given guidance in planning actual interaction with patients by providing assessment and therapeutic services. Students interact with their faculty clinical supervisors. Each provide verbal and written feedback to each other after each clinical session.

Our goals would include tools for teaching for each instructor for each class in maintaining communication, allowing feedback from all class members regarding their understanding of the content, and following through with responsibilities to be familiar with the topic of instruction by reading, outlining, and defining vocabulary necessary for comprehension.

Obstacles may be time constraints on students and their instructors. Motivation for both is also crucial to success. Utilization of the time allotted is best achieved if both come together responsibly prepared for the session.

Art:

Student feedback within the Art Department focuses around the classroom critiques with student participation encouraged, one-on-one guidance with evaluation, and mid-term and final portfolio reviews. Written test in some art classes provide additional feedback.

The strength of the department's programs centers on one-on-one guidance evaluation which is the most effective feedback because it allows the instructors to pinpoint strengths and weaknesses in progress without making the student self-conscious.

The department feels that implementation of a sophomore review would help detect weaknesses at the midpoint of the art student's career.

The goal of improving the Sophomore and Junior Reviews which measure specific strengths and weaknesses is already in the works. This will help because the evaluation can be seen as more objective. It also involves several faculty and contributes to the overall growth of understanding and exchange in the department. These reviews should be seen as targets for accomplishment and not just benchmarks of achievement.

Implementing the reviews changes will challenge the faculty to be direct without being harmfully critical so the information transferred will enlighten and inspire the students to create works with their best efforts.

Resources to implement these improvements deal with planning and timing the reviews to ensure the most benefit to the individual student.

The Art Department can assess the early results after the first implementation of the sophomore review in the 2004 spring semester.

The entire faculty will be involved with the measurement of these new strategies through group discussions. Individual faculty will be responsible for supervising the results of these reviews in the specific areas.

Biology:

Providing feedback/assessing students' understanding/encouraging additional instruction/reviewing and re-teaching points that need more explanation.

One faculty member commented we all give feedback to student and do some re-teaching, but that one can only take so much time for "review" before you have given up so much class time as to cut into covering enough material. Clearly we must have a balance between the extremes of "spoon-feeding" and leaving everything completely up to the student to assimilate on his own.

History:

All instructors strive to achieve the goals listed in the description of examples of student feedback.

Beyond classroom and office-hour appointment opportunities, the departmental tutoring program offers some opportunities for student feedback.

Languages and Literature:

In addition to the traditional methods of feedback through tests, class discussions, and written comments on essays, Division faculty keep at least 10 office hours per week when they are available for student conferences. Daily quizzes, tests, and class discussions help faculty members know if students are "getting it," and if not, they re-teach and review, either in class, in special review sessions, or in private conferences. Speech professors give brief oral critiques after students present speeches.

Other channels offering one-on-one feedback to students are the Diane Stewart Foreign Language Laboratory and the Writing Center. The Foreign Language Laboratory has a staff competent in a number of foreign languages as well as a supply of audio-visual materials. The Writing Center offers individualized support for writing projects with a staff of faculty and peer tutors.

Some faculty attempt to connect students in their classes who need help with peers in the class who excel. Other faculty ask for students' assessments of a particular instructional strategy, either formally or informally, and revise their methods and syllabus accordingly

Here again, several faculty expressed concern about the level of basic reading and writing skills of many students in this “oral/aural” generation and about how best to address those problems. Developmental courses in writing are offered as well as Study Skills sessions and the tutoring services of the Academic Support Lab.

Feedback to students at the junior level on their writing skills is offered through the Writing Proficiency Examination. Before graduation, all Delta State students must demonstrate writing competency. The Division directs (with the cooperation of the DSU faculty in a spirit of writing across the curriculum) the junior Writing Proficiency Examination, which allows students to “test out” of the junior-level writing course, English 301. Students have the option of attending a workshop in preparation for the examination. The examination asks students to write a 600-word essay in response to a contextualized writing topic or problem (chosen from a list of seven topics). The essays are evaluated by Division faculty and by faculty across the campus. When credit/no credit results are in, students have the option of meeting with the Director of Composition to go over their papers and the readers’ evaluations.

Math:

Feedback is provided to students in a variety of ways.

Students are observed as topics are developed during class; concepts that seem to be problematic are developed further. Faculty periodically ask for questions and affirmation of student understanding of concept development. Faculty solicit feedback from students by allowing questions at the beginning of the class period on previous day’s lesson. If there are an unusually large number of questions on a topic or concept, students are encouraged to seek additional help from instructor during office hours. If class time permits, additional time is devoted in class to concept causing trouble.

Students are encouraged to form study groups.

Faculty require explanations from students which demonstrate the level of student understanding of mathematical concepts. Faculty provide verbal feedback on student work and written and numerical feedback on papers/tests. An attempt is made to return graded work promptly so that concept errors can be corrected in a timely manner. Mathematics is a cumulative discipline, and it is extremely important that errors in conceptual understanding are corrected promptly so as not to affect future applications involving the concept.

Upper level classes with small class size allow observation to effectively evaluate student understanding. Regardless of class size, periodically asking for questions is an effective and successful method of assessing the level of student understanding

Instructor office hours provide one-on-one instruction for students who need additional help with subject matter.

Study groups can be an extremely productive tool for students who are somewhat intimidated to ask for help in class.

Assessment of written work requiring explanations from students is successful if students have sufficient experience in communicating.

Verbal, written and numerical feedback are successful means of providing assessment when students can use the information to improve their work and correct misunderstanding. Faculty members in this department provide written explanations of student errors to assist students in comprehending material

Lower level classes with large class size are less conducive to accurate assessment through observation.

Student class schedules and/or work schedules prevent students from being able to seek help from instructors outside of class.

Some students do not feel comfortable to ask for help in class or during instructor office hours.

Assessment of written work requiring explanations from students is unsuccessful if students do not have sufficient experience or confidence in communicating mathematically

Verbal, written, and numerical feedback are unsuccessful if the feedback is interpreted negatively or if students do not use it to improve their work. Sometimes students tend to focus on the answer to a problem and ignore the reasoning process involved in obtaining the answer.

Goals for improvement might include the following:

- Faculty need to clarify the purpose and use of feedback
- Present important concepts in more than one context
- Help students connect new ideas to prior knowledge
- Reiterate opportunities for additional instruction

Challenges to implementation of goals would include:

- Students have difficulty making connections and transferring knowledge on related concepts.
- Students are reluctant to spend time outside of class on homework
- Or additional instruction

Measurement strategies might include:

- Faculty reporting if purposes and use of feedback are discussed with students at least once before use or when students receive feedback on their work.
- Faculty reporting on students progress on assignments which require practice demonstrating knowledge through writing.
- Faculty reporting if opportunities for additional instruction are emphasis

Music:

Provide opportunities for feedback through holding office hours and speaking with students on nearly a daily basis.

During lessons, rehearsals and classes, faculty ask students questions on the subject matter being studied to check students' understanding of material.

Reviewing of material is a common element of every lesson, rehearsal and class. For lesson and rehearsal material that has been performed poorly, teachers provide new ways of practicing music for improvement.

After a student's performance (lessons, convocation performances, etc.), the student's applied teacher, and often other faculty members, provide feedback.

Faculty perform in recitals, as well as in large and small ensembles, to exemplify professional musical performance. Often after faculty performances, students ask questions and comment upon the compositions played and stylistic characteristics.

Faculty keep in contact with alumni who teach in the music field and ask what they feel were the strengths and weaknesses of their DSU education.

After each lesson or rehearsal, students know what areas they need to practice for improvement.

Students have multiple performance opportunities through lessons, rehearsals, convocation performances, recitals and juries. This gives them numerous opportunities for coaching from faculty.

By hearing a faculty member perform, students gain better understanding of musical styles. One of the best manners of learning musical concepts is through listening.

Once alumni have gained experience in the music field, they can identify strengths and weaknesses of their education and are often very candid in their discussion with faculty.

In a private lesson situation, applied faculty meet only weekly with students. Because of the length of time between meetings, students are apt to forget some of the teacher's instruction and practice the material incorrectly.

Students often do not take advantage of resources offered to them, such as recordings and scores found in the DSU library. This may be because faculty do not enforce the idea of learning through listening and score study.

Conditions in the band hall, choral room and practice rooms should be improved for better learning and rehearsal atmosphere.

Physical Sciences:

Physical Science Faculty had no comments.

Social Sciences:

The Social Science division provides for feedback to students in a variety of ways. Office hours offer the opportunity for private meetings with students in a non-threatening environment and allows for students to ask questions without feeling intimidated. Many professors review material briefly at the beginning of class and others provide review assignments on web pages that are designed for student feedback. Others have web linked student advisory committees that help the professor know how well the class is understanding the material covered.

Traditional methods of feedback through comments on written assignments are used as well as other methods such as daily quizzes, un-graded question and answer sessions, pre-tests, and mid-semester evaluations, one-on-one, to review a students standing and understanding of the class.

Faculty have found the mid semester reviews to be very helpful while the comments on written assignments are not always viewed as constructive.

Social Work:

Initial feedback with students begins with a one-week orientation with new majors – During the first or second week of each semester, new social work majors are given an orientation about the department of social work. Topics covered are: social work student handbook, study skills/learning styles, conflict resolution, advisement, and APA style of writing. Each social work faculty teaches one 1-hr session that includes: referral to academic support lab at Delta State University; review of exams with students; oral critiques with students of student interviews in SWO 305 Interviewing Techniques & Skills and SWO 421 Methods of Social Work II; student conferences – Faculty meet with students to discuss special projects such as research projects in SWO 470 Methods of Social Research and policy analysis paper in SWO 430 Social Welfare Policy analysis; referral to speech classes such as AUD 300 for students who need to improve speaking skills; referral to writing lab; private conferences with students; department of Social

Work Assessment Committee meeting each semester for the purpose of evaluating the program objectives. Students participate on this committee.

Strengths of Current Practices:

1. Department of Social Work Assessment Committee meeting two times per year.
2. The use of different types of assessments to evaluate the program objectives

Weaknesses:

The faculty fails to follow up on students referred to the writing lab.

TOPIC 3: ADVISEMENT:

Art:

The Art Department is active in advisement each semester. Each student's departmental file is reviewed in terms of classes needed for graduation. Quality of work from previous semesters and potential abilities and/or limitations are considered when determining future class loads. An individual meeting is arranged with each student to discuss the advisor's concerns and the student's individual needs. The instructor is also available throughout the semester both at school and at home for help in unanticipated difficulties.

The strength of the department is in the determined effort by the entire faculty to help the student with the course planning without interfering with the student's responsibility of directing their future.

Improvement to our advisement activities should include projection-planning or laying out future 2-4 semesters of courses so students can visualize upcoming schedule and needs for timely graduation. Preplanning for graduate school and assistance in locating compatible schools or resources for them, directing students with special needs to appropriate areas/programs (example: test anxiety workshops in the Division of Counseling and Psychology), listening and problem-solving individual needs.

Student participation is always a challenge to successful advisement. The faculty are aware of this and every effort is made to encourage student participation to the fullest.

Planning time is the main resource needed to ensure successful student advisement.

The implementation and assessment of our success with advisement is on-going with each semester. Faculty discussions about advisement are held often.

The entire faculty is involved in measurement of how well the students are receiving advisement direction.

Audiology and Speech Pathology:

Advisement is really about establishing relationships of trust with our students and their families. Our initial contact for advisement is when we, as advisors, meet with the prospective student for the first time when they come to Delta State for orientation, or in their high school or junior college. We believe that it is extremely important that the student and the family meet a faculty advisor immediately to establish a channel of communication so that the student can get the information they need to have a rewarding career of their choice by receiving the appropriate education to achieve that goal. At this first conference, an advisor from Audiology/Speech/Pathology is assigned to the student. This relationship is maintained throughout the two to four years the student remains at Delta State. Different sequential curriculum plans are provided to students entering as freshmen, or as transfer students from other colleges.

A portfolio is set up for each student with identifying information, records of past transcripts, etc. Students meet with their advisor at least once per semester to plan their curriculum goals for the next semester. An open door policy is maintained by faculty advisors who strive to be available to students who need information regarding their professional preparation. The curriculum plan is updated in the portfolio as the advisor meets with each student each semester. Within the Speech/Language Pathology major, seniors mentor juniors, juniors mentor sophomores, and sophomores mentor freshmen regarding academic guidelines, dorm living, class attendance, homework, and test preparation. They also recruit undecided majors through their interaction in other activities on campus, whether it is a beauty pageant or a service project. They enjoy the opportunity to share their knowledge with other students. Some of our student clinicians provide peer tutoring for fellow students here at the university. Our students invite other students to come to observe them providing therapy or to take an introductory class in the major about communication to find out if they would like to pursue a career in this area. When it comes time for the application for a degree through the dean, the student gets written feedback regarding the coursework necessary to complete the degree program. At this point in time, our students are actively applying for graduate school and seeking additional resources from advisors about when, where and how to get in. We have representatives from graduate schools come to speak to our seniors annually. We are very proud that these graduate programs aggressively recruit our Delta State seniors, because they have strong academic background knowledge with clinical experience at the undergraduate level.

Hindrances include the need for more than three faculty to teach, advise, supervise clinical practicum, and go out to recruit students. At this time each faculty advisor has more than 25 advisees.

Biology:

Most of our faculty believe that we do a very good job of advisement. We specialize so that each advisor works with students in specific degree programs and/or pre-professional options.

History:

Advisement is monitored carefully in the department, and everything listed under the description is done as a matter of course.

Languages and Literature:

Current advising practices include the following:

- Having a standing Student Advisement Committee
- Maintaining a low advisee/advisor ratio (approximately 12/1)
- Publishing an advising handbook and distributing it to all advisees in the Division
- Encouraging students to meet with advisors during registration periods
- Posting advising information on the Division web page
- Holding special advising sessions for transfer students
- Publishing brochures: an overall Division brochure as well as brochures that feature certain programs: journalism and the B.A. with creative writing emphasis
- Publishing a list of detailed upper division course descriptions before pre-registration each semester
- Using faculty mentors to train new advisors
- Assigning students to an advisor who teaches in the student's major
- Accurate record keeping

The key strengths of the Division advisement program are organization, training, face to face contact with students and provision of accurate information. Each new advisee is assigned to an advisor by the Division Chair. New advisors are trained by the Division Chair, the Chair of the Student Advisement Committee, and/or another experienced advisor. All advisees are encouraged to meet at least once a semester with their advisors (usually during the early-registration period). The handbook is updated/revised once a year to represent all policy and program changes. Each advisor keeps a portfolio on each advisee, and it is updated regularly as the student progresses through the program. The advisement program works well, but technology has introduced one problem. Currently, once students receive their pin numbers, they can, for a period of time, drop

and add classes without consulting with their advisors. This practice should be changed. Too many mistakes can be made when the students try to advise themselves. Another problem, nontechnological, has to do with the advising of incoming freshmen by student orientation leaders. While student leaders are enormously helpful to the incoming freshmen in many areas, academic advising is not one of them. We propose using faculty advisors during these summer freshmen orientations. If advisors who usually work on 9-month contracts are bought in, however, they will need to be paid or compensated in some way.

Advisement is necessary in areas other than academic. When faculty get to know their students, invariably they find themselves listening to problems that may be beyond their expertise, though two of our faculty members having training in counseling. Faculty often refer students to the Counseling office, the Health Center, the Career Center, or the Speech and Hearing Clinic, but as one professor put it, "We need a better system of referrals. My students have all kinds of life problems."

Math:

As soon as a student indicates a major of mathematics or mathematics education, the student is assigned an advisor within the mathematics department faculty. The faculty member contacts the student and request that the student schedule a conference with the advisor. During that conference the faculty member discusses the entire program and course of student with the student. A tentative schedule of mathematics courses for each semester is written for the student. The faculty member also collects other data to be included in the student's folder maintained by the adviser. The faculty adviser assumes the responsibility of planning each semester's schedule with the student keeping in mind the rotation of upper level mathematics courses. The adviser also advises and signs drop or add forms after discussing with the student the effects of dropping the course on the student's planned program. As graduation draws near the adviser also has the responsibility of certifying the student for graduation.

Students who indicate pre-engineering as their major are also assigned an adviser with the department. These students should complete a pre-determined two-year program and then transfer to an engineering school. A representative from MSU visits the campus periodically to assist students and adviser with concerns regarding an engineering curriculum and to answer questions regarding engineering school. These students are more difficult to track than mathematics majors as they may transfer at any time.

Advisers provide information concerning post-baccalaureate degrees for students who are interested. Information regarding job opportunities for graduates in education and in industry, is also provided.

Three members of the department faculty also serve as advisers to students who have not declared a major. These students are assigned to the advisor by the Dean and usually see the adviser for the first registration following the assignment. After the initial time, they may or may not contact the adviser again. Some of them declare a major and some seem

to just disappear. Since they do not have an interest in a degree program within the department, it is difficult to get them to stay in touch with the adviser. It is also very difficult for the adviser to get information (address or telephone number) for the student.

Our procedure for advising mathematics and mathematics education majors seems to work very well especially with the upper level students as they are enrolled in the upper level mathematics course and have contact with one or more of the mathematics professors. The student has the same adviser for the entire time at DSU. The adviser checks grades and maintains a record of progress toward the degree as well as assisting the student in planning and registering for each semester. The adviser's file will also contain data from the student's writing proficiency examination and/or the PRAXIS.

Students, especially freshmen, do not always schedule an appointment with the adviser even though the adviser has requested it. Keeping track of the pre-engineers and students who have not declared a major is definitely a weakness.

Each adviser will make a more concerted effort to have a conference each semester with each advisee.

Getting the students to assume some responsibility including the adviser's request for a conference is a challenge. Since upper level courses are taught on a two-year rotation, the adviser carefully plans each student's program. Sometimes students drop courses contrary to the adviser's recommendation, which creates a challenge to meeting graduation requirements in a timely manner.

Music:

Current policy for advisement within the Department of Music is uniform. Advisors are given a handbook instructing them on proper protocol for their role in the guidance of students. The process of advising begins for advisees when they audition to become majors in the Department of Music at Delta State University. Placement exams are taken to verify proficiency in musical fundamentals, allowing for proper placement in music theory coursework. Additionally, as freshmen, students are assigned an advisor that falls within their area of instruction. Students attend meetings with their advisor prior to registering for coursework. The advisor's responsibilities are to assist in the planning of student schedules, to monitor the progress of all advisees, to offer suggestions for efficient transition through the chosen degree, to listen to student's academic needs and concerns, and to assist with any need for a conference with the chair of the department.

The bonding of the applied teacher and the student is time-honored and historic. The advisor becomes a trusted confidant as well as a professor. Students at this phase of their life experience extreme artistic, social, and academic growth, and the consistent advisement and caring of this advisor can play a pivotal role in their experience. The advisor is responsible for assisting the student in planning his or her academic schedule.

The advisor must be knowledgeable in their field. Advisement plays an important role in student retention.

The advisor is responsible for assisting the student in planning his or her academic schedule. However, there are occurrences in which the student does not consult the advisor and proceeds to register for random courses. Additionally, the advisor is not always diligent in insisting that the student follow the protocol set forth in the student handbook. On occasion, authorities other than the students' advisor will sign consent forms, allowing students to register without the permission of the advisor. After receiving their pin numbers, students are able to drop and add courses freely. Computer registration does not allow for a checks and balance situation in the advisor/student relationship. Often, students are not aware that advising requires responsibilities on their part. Students must be active participants in advising. Advisors must provide adequate time to students for advising.

The Music department aims to improve in these areas:

- The definition and role of an advisor should be clear. Criterion should be set to fully establish who is eligible to become an advisor.
- Clear policy should be created to establish ways for advisors and advisees to be matched.
- Guidelines should be established requiring a certain amount of time spent each semester between advisor and advisee.
- Training for advisors to establish guidelines for thorough advisement should be a primary goal. Training should include a complete knowledge of curriculum required for degrees, knowledge of computer registration, and an honor system among faculties that no unassigned advisees would be given permission to register.
- Departmental policy could insist upon a hard copy of the registration schedule being placed in the students' permanent file.
- Establish "Goals for Advisement" to insure quality advisement.

Examples of Goals for Advisement:

- To assist students in choosing appropriate coursework and other educational opportunities.
- To assist students in review of ongoing progress towards degree.
- To assist students in understanding on-campus services.
- To assist students with career options.
- Utilize the internet/email for the advisor/advisee relationship.
- Advisors should keep accurate records of all advising sessions.
- Protocol should not be a top-down mandate. Advisors should retain ownership of advising, based on guidelines defined by the department. Advisors need to be involved with preparation of guidelines.
- Implement a mentorship program between entering freshmen or transfer students and upper class students to assist with the transition of college life.
- When advising, treat transfer students as incoming freshmen.

- Administration must show appreciation for the role of an advisor. Advisors need to know that their job as advisor is valued.
- Provide the advisee the opportunity, if they should choose, to change advisors.
- Advisors could have advisees create a portfolio, demonstrating successes.
- Create an award system for faculty who willingly and productively participate in innovative and creative approaches to advisement.

Advisor training should be mandatory for all advisors to assure informed guidance. Advisor training should include the following: curriculum, computer literacy of applicable software, understanding of the role of diversity in advising, and on-campus resources for advisees. Often, curriculum and university changes can be confusing and are not often publicized efficiently. Ways should be considered to implement thorough dissemination protocol for any and all changes that might affect advisement. No assumption should be made that all advisors care about the future of their advisees.

A facilitator would be needed to coordinate the advising training. Facilities should include a computer for each trainee, department handbook or curriculum guide, and any applicable forms relating to advising.

Physical Sciences:

The Undergraduate Bulletin states that a student with a GPA of 3.5 or higher can take more than 18 hours with the permission of the Department Chair of their major and the Dean of that School.

Some students take as many as 25 hours and complain to faculty about the difficulty of their (the faculty member's) course.

The department plans to create a form for students taking more than 18 hours that requires the signature of their advisor, Departmental Chair of their major, and the Dean of that School. The implementation of this procedure should be easy.

Social Sciences:

Currently advisors in the division work closely with students to determine why they want a college degree; what they hope to accomplish after graduation; and what courses they believe they want to take. Answers to these questions help to give insight about the students' goals and interests. Advisors make an effort to take an active interest in students beyond just helping them sign up for classes.

Standard advising practices are maintained such as meeting during early registration and advisee folders that are kept by faculty.

The division decided this year to take a more pro –active approach to advising. Plans are underway to publish an Undergraduate Handbook for the Division of Social Sciences. This handbook will articulate everything that majors need to know, from expectations to suggested course schedules.

Some faculty have addressed advising issues by developing web pages that provide answers to questions and problems within the division.

Social Work:

The Social Work department currently has an advisement policy that is located in student handbook Other procedures in place for advising students include: one-week orientation for new majors: faculty go over the student handbook with new majors while they are enrolled in SWO 201 and/or SWO305; faculty advise students at least one time each semester at pre-registration; faculty interview students for admissions into the social work program; faculty have an exit interview with seniors prior to graduation; faculty have open door policy; advisee list with name of advisor is posted on bulletin board next to classroom; faculty conduct pre-admission advising with individuals who are interested program.

Faculty make contact with students for admission, orientation, pre-registration, and exit from the program. The one-week orientation session gives students an opportunity to know faculty advisors and visa-versa.

Faculty need to identify students who are majors but not yet taking social work classes for advising. First contact with majors usually when students take first social work courses during the junior year. Faculty need to contact majors who do not show up for pre-registration.

Faculty will identify freshmen and sophomores and have an event in the department and invite the students to a get acquainted social. Faculty will have a “get to know student session” two weeks before early registration.

TOPIC 4: ENGAGEMENT:

Art:

The art department over the years has emphasized student engagement with excellent internship programs for graphic design majors and practice teaching placement for art education majors, and at present, encourages professional involvement in the fine arts through student show and collegiate show participation annually, and most effectively, participation in Kappa Pi Art Fraternity. Other practices the art department uses to engage students include email communication with a group listserv for activities and

announcements; encourages site-specific art projects which asks students to cooperatively plan and execute work; expects some interdisciplinary work (example: art and psychology or art and literature); allows student autonomy in deciding direction of some studio courses, and recommends attendance at gallery openings or assign papers utilizing the gallery exhibits as resources.

Opportunities for improvement in the area of fine art student engagement:

- could require that students prepare for and participate in at least one regional art competition annually
- require that students present a summary of at least one article from a professional publication for each class
- organize several service learning projects which would permit students to engage in the community (students could easily act as mentor teachers in classrooms in local public schools and could organize a program of participation with art activities in such existing programs as Big Brothers and Big Sisters
- organize field trips to museum and galleries, inviting area artists and patrons to participate-this could set up an interchange between students and professionals and patrons.

No resources needed other than planning and organizational time.

Timetable: immediately upon approval.

The entire faculty under the direction of the chair would be responsible for assessing the results.

Audiology and Speech Pathology:

Two components related to student engagement in the area of Audiology/Speech/Language/Pathology are our undergraduate semester of clinical practicum, providing volunteer community service, and using electronic medium for research, patient assessment, and intervention. Our students are trained as active researches, because our field of study was introduced in 1925, and is constantly changing. Clinicians in Speech/Language/Pathology provide services related to neonatal intervention, toddlers with developmental delays, adolescents with traumatic brain injury, stroke patients with communicative disorder, and patients who have swallowing problems. Therefore, we need immediate access to therapeutic procedures with proven efficacy provided by research. Our American Speech Language Hearing Association has informative web sites for our students' use. Faculty require use of these sites for every class within the curriculum. Introductory courses may require research on different types of communicative disorders. Disorder classes require information describing syndromes to plan assessment and therapy for amelioration of communicative problems associated with them. Neuroanatomy, Audiology, and Anatomy of the speech mechanism provide interactive computer lessons on anatomical sites and physiological functions. Our students must go on to graduate school to achieve professional levels of competence

Clinically. They have coursework in research methodology, and write a thesis for completion of Master of Science degree requirements prior to a Clinical Internship requiring 450 contact hours of patient evaluation/intervention. An example of a research site created specifically for communication science and disorders is “The Dome,” an online information service that our students can use for their research projects.

Obstacles are extremely problematic, in that our faculty still has computers that are outdated. Our students have no access to computers within Bailey Hall. We must go to the technology-learning center or to a personal computer at home for interactive computer anatomy lessons. Other students within Speech Pathology programs in the state of Mississippi have access to computers for research, report writing, and to utilize with patients using software for assessment and therapy in clinical practicum.

The other component of student engagement is clinical practicum providing community service. As mentioned earlier, to achieve a professional certificate of clinical competence, Speech Pathology students are required to do 450 clinical contact hours of service with patients with communicative disorders. We are very proud of our program here at Delta State, in that we are the only undergraduate programs that provide students with a semester of clinical practicum during their senior year. Students usually acquire 25 hours of experience under faculty supervision that they may apply toward the total 450 hours needed. Their service learning includes providing hearing assessment for children and adults, and evaluation and assessment of patients from the community with communicative disorders. Patients include toddlers with communicative delays, school children with reading disorders, adolescents with traumatic brain injury, and international students who need tutoring to speak, read, and write the English language. Students begin their clinical experience by observing professionals providing services in the community at hospitals, Head Start early education centers, schools, home health agencies, and nursing homes. Twenty-five hours of observation at three different settings are required. They take coursework in clinical orientation and methodology to prepare them for their senior semester of clinical contact hours serving people from our community.

We have three faculty teaching, advising, and supervising over 75 students in the major of Speech/Language Pathology. We need an additional faculty member, and an Audiologist to expand services to our community, while providing excellent training experiences for our students. We also need the technology in order to provide appropriate patient care within the clinic, and academic preparation in the classroom.

Biology:

Most of our group is now making extensive use of web-enhanced learning, electronic discussion lists, etc. At least one is doing a significant amount of service learning and outreach projects as well.

History:

History does not lend itself well to internship and practica. The department curriculum committee is currently exploring the possibilities for both an internship/service learning component and a capstone course as requirements for history majors.

Languages and Literature:

The Division offers internships in journalism and in speech communication and regularly places student teachers in Mississippi schools. Several of our courses have a service learning component, and interest is high in increasing participation in that area. A 6-hour course on the Literature and Geography of the River features a number of field trips in a learning community environment. A comprehensive oral examination is the culminating requirement for the M.Ed. in English.

Honor societies in literature, Spanish, and theater are effective in fostering student engagement. For instance, members of Lambda Iota Tau regularly publish in the national LIT journal, are awarded scholarships through that organization, and sponsor on-campus projects such as book sales. The LIT-driven monthly open-mic Poetry Night at a local coffee house has become an institution, and the number of student poets has risen dramatically. Members of Sigma Delta Pi sponsor raffles and Mexican food sales to earn scholarship money for deserving students. Alpha Psi Omega and Delta Players produce a play each fall and spring and participate in the American College Theater competition.

Recently a student chapter of the National Council of Teachers of English has been organized for those working toward a teaching certificate.

Workshops which result in a product also engage students. The Division offers the newspaper workshop, yearbook workshop, and literary magazine workshop. In addition to producing their respective publications, these students also participate and often place in competitions like the Southern Literary Festival contest.

Student participation in national and international conferences and competitions are fostered by the Division. In the past three years, our students have won first place and second place in the undergraduate division and first place in the graduate division of the international Jane Austen Society essay contest. Students of Shakespeare have attended the Undergraduate Shakespeare Conference in Pennsylvania and have presented there. A favorite activity in the contemporary literature class is a speaker-phone interview in which class members question contemporary authors such as John Dufresne or Lewis Nordan.

E-mail is increasingly used by students and faculty to communicate with each other. The Student Data Form used by faculty to gather information about each student in each class was revised some years ago to include a line for the e-mail address, and the campus telephone book includes e-mail addresses for both students and faculty.

One goal for improvement is increased resources for student travel and participation in conferences. Another is increasing the practice of service learning. One faculty member currently using a service learning component in his course expressed the need for better methods of evaluating and assessing the students' service-learning experience.

Mathematics:

BSE students have internships (student teaching). BS students are required to take MAT 490, Senior Seminar in Mathematics. BSE students must pass mathematics content test (Praxis II) prior to student teaching. Other engagement methods: majors tutor other college students; majors tutor K-12 students (community outreach); each program, BS and BSE, has a required course in technology; e-mail communication with students for assignments, homework questions, test preparation, student teaching feedback and planning; math students help with math tournament as an outreach/recruiting for area high schools; participation in MAA math contest; class structure encourages large and small group discussions (i.e. participation is required in most); class assignments in many cases require the use of technology-word processing, powerpoint presentations, statistical analyses, calculators; class assignments in many classes require group projects and students must collaborate in and out of class to complete; web based research as part of class assignments

Strengths include: skillful and creative faculty who encourage (and require) a wide variety of engagement activities in their classes; academic (content) supervisor for student teaching is a member of math department faculty; academic supervisor of student teaching is also methods instructor; math faculty members actively encourage tutoring of K-12 students (We are the ones called when tutors are needed by local schools, parents, etc) since these activities help math students practice content explanations and “teaching” skills; math faculty actively supervise math majors that tutor in the math department; each syllabus provides communication process (email, phone numbers, office hours, etc.); all math faculty members participate with math tournament and offer incentives to our students for their participation; MAA faculty sponsor gives many hours to prepare our students for MAA competition

Weaknesses include: communication is sometimes difficult, especially with student teachers who elect to do their internships away from the Cleveland area; no similar internships available for BS majors; faculty spread thin-must wear many hats; number of math majors is small.

The mathematics department will continue to:
Continue to implement current practices
Explore opportunities for BS majors
Tournament follow-up to students who attend as a recruitment tool

These are challenges to implementation:
Distance away from DSU for student teaching experiences
Communication problems
Number of faculty members small
Results of the post-student teaching evaluation is provided to us by the College of Education

Music:

We offer several music ensembles and general music classes that anyone in the student body or community can participate in.

Music department has a new computer lab for music major's use. They use this for homework, communication and internet research.

Music department has a webpage with departmental, academic, degree, audition information, and an email inquiry address.

The music department lacks funds for upgrading technology and equipment including instruments; computer lab; loss of faculty positions and graduate degree program

We have a fundraising committee currently working on raising funds for specific needs in the department.

Goal: Benefit concert in the spring
Newsletter requesting donations

We also have a recruiting committee to help draw more students to our program.

Goal: Send more DSU students out to recruit with the faculty

Performances involving DSU students and faculty are scheduled at various institutions

Faculty and support staff loads are already full, so it will be difficult to find the time to do all the planning and extra work involved in these projects. Competition for resources and students is very high in this area. An initial outlay of money is required for some of these projects, for example travel expenses for faculty and students to perform in other institutions.

Each new project will be assigned a committee head. The heads will meet at the end of the year with the department head to assess results of the new QEP.

Physical Sciences:

Physical Science Faculty had no comments.

Social Sciences:

Internships, community service, volunteer work, and service learning projects comprise some of the many forms of student engagement practiced by the division of Social Sciences.

Faculty communicate with students via e-mail and through information posted on web sites. The conversations that result from this are helpful in engaging students in the course.

The Madison Center, which is housed in the division, sponsors a lecture series, supports special projects, and collaborates with other organizations and colleagues from other campuses and attempts to inform this campus and region on the U.S. Constitution. In addition *The Madison Center* has participated in practica, internships, field experiences, community service or volunteer work, learning communities, a culminating senior experience through the Washington Semester Program accompanied by the capstone course.

Social Work:

We have a number of service learning experiences in our curriculum. We provide service to seventy-five agencies in the Delta. SWO 101 available to other majors. Faculty use very little Web-based communication in the curriculum

Social Work would like to increase the number of encounters that faculty have with students on web-based communication.

Faculty will take WebCT courses to learn how to use this program. Students without computers at home may have challenges due to workload.

Every faculty will provide at least one web-based assignment time per semester.

TOPIC 5: ACQUISITION OF KNOWLEDGE:

Art:

Practices include encouragement of Internet research for material and access to artists. The department encourages powerpoint presentations if students possess the skill. In the studio, focus is and probably will remain on hand-process and learning by doing. All classes (studio or lecture) require library work in the form of papers or class discussion of related materials.

A strength in the studio is that the student's decision about directions appear to engage them more deeply in their artmaking and in interactions.

One weakness seems to be that students perceive material from the Internet to be "plagiarizable" because it is public domain. Some difficulty is that students are not able to discriminate between valid, scholarly data and pop culturish material on the Net and also avoidance of other valuable resources because it is "inconvenient" to go to the

library for books and journals. Another weakness is email communication; either students do not check theirs regularly (asked to do so) or use it as a way for not being ready for class (“Something is wrong with my computer...” is heard with regularity.)

A general computer lab for student use is a needed resource. This lab could be implemented before the beginning of next year. The department has 17 working computers that could be relocated and create a general computer lab for student use.

The faculty and chair would be responsible for assessing results.

Audiology and Speech Pathology:

Describing practices currently used with computer skills and information technology is very limited, unfortunately, because the only access to computers our students have is in Broom, the library or on their personal computers. The three faculty within our department are using outdated computers. One member actually has Windows 95. Our textbooks for most courses provide discs for augmentation of learning. Students have to take them to the labs or to a personal computer to access them. We have no computers in Bailey Hall for students to utilize for classwork, research, homework, or to write clinical plans or reports. Other students at Mississippi universities with programs in Speech Pathology have access to computers for academic work and to use to provide therapy for their patients that they treat in clinic. Our Anatomy and Physiology textbooks have interactive lessons on discs for each student. They must use them on their personal computers. To activate the lessons as a class, we need to reserve the technology classroom to experience one of the 52 lessons together. The Normal Language Curriculum has examples of children at different developmental languages stages for students to evaluate. The Audiology curriculum has interactive lessons to teach students how to assess hearing. The Language and Articulation Disorder curriculums have case studies on children with different types of learning disabilities for students to plan an assessment of skills and procedures for therapeutic intervention. We need computers for our students to complete their curriculum. We need computers and software for our Speech and Hearing Community Clinic. With them, we could provide parent education on prevention of communicative disorders and speech and language development, before

Biology:

There is a strong sentiment in the department that we are far behind in equipment and technology, but we also acknowledge that improvements are being made slowly. A case in point is the recently upgraded multimedia classroom (Caylor 105). With the up-to-date data projector, dual-platform computer facilities and symposium

presentation device, at least our lecture facilities are improving. We plan to add a portable projection unit to our other major lecture room (Caylor 147) by the end of the semester. We are still in dire need of equipment upgrades in the laboratories, but we will continue to work on improvements there as funds permit.

History:

The greatest obstacle in this area is a growing deficiency in contemporary students' ability to read with comprehension and write with clarity. There seems little that computer skills and information technology can contribute to improving those deficiencies.

Languages and Literature:

Activities cited previously as ways to engage students also lead to their acquiring knowledge and developing as human beings. As for computer skills and information technology, faculty in the humanities are not necessarily noted for their ability in that regard, and our students tend to be far more skilled than we are. As my work study student told me solemnly last week when I accidentally deleted a mailing list she had entered for me, "I just can't trust you people with computers." Nevertheless, many of the faculty are much more skilled than I, and the rest of us rely on our students to teach us. Speech classes meet in the new Technology Learning Center on days when students are presenting so that they can make PowerPoint presentations. Upper division speech classes are required to chat on-line and to post messages on Pipeline's message board. The fundamentals of speech courses, the English composition research course, and others take tours of the library and are taught to use EBSCO host, Webspurs, and other computer resources there.

The Division has recently required a new Smart Cart with the capability of projecting to a screen from the internet or from a DVD or videotape. Only one of the five classrooms under our scheduling control is wired for internet access, however.

One problem in this technological explosion has been the increased temptation to plagiarize. We are seeing a dismaying number of plagiarized essays, and while we can often detect them with the same technology students use, nevertheless the time and energy spent in policing essays seems a sad waste. We need increased emphasis on the ethics of scholarship. Perhaps a university honor code should be considered.

Mathematics:

Current practices in math include:

- A mathematics course is required of every student at the university.
- The general education mathematics courses try to meet the prerequisite needs of subsequent mathematics courses and for courses in other disciplines.
- The mathematics courses provide students with knowledge and skills, especially problem solving skills, that will be useful throughout their lives.

- Majors in the department acquire skills that will aid them in functioning in a mathematics related profession.
- Written and oral communication are part of every class in the department.
- Students work collaboratively and individually in courses to prepare assignments and/or when learning new concepts.
- Hand-held calculators are an integral part of every mathematics class, and computer use is important in some of the classes. Some courses integrate the use of web sites as part of the course curriculum.
- Some courses deal with applications of mathematics to real world problems.
- Faculty members are available outside of class to assist students who need assistance.

Strengths include:

- Students are encouraged to look for alternative ways of solving problems.
- Students are required to write in class as well as communicate orally.
- Students are encouraged to work collaboratively as well as individually to master concepts to complete assignments.
- Technology (calculator and computer) is integrated into classes as a tool in problem solving.
- Faculty members are available outside of class to assist students who need assistance.
- Tutoring is available free of charge to the students in the department.

Areas of Improvement:

- Lack of computer technology available to the students and instructors.
- Students do not take full advantage of the availability of faculty assistance outside of class or tutors provided by the department.

Goals:

- Incorporate additional computing technology into courses where appropriate.
- Students will be made aware of the importance of the skills that are necessary for success in a work environment.
- Students will be instructed on how to work collaboratively.

Music:

- Send email to instructors for personal contact, acquisition of more information, sharing of information
- Use the WWW to do research, to download and listen to MIDI and digital music sources, and to access course websites such as WebCT, used by Dr. Karen Fosheim and Dr. Mark

Butler (sophomore theory, orchestration, form/analysis, freshman aural theory, music education courses)

- Installation of DSU Music Computer/Technology Lab in November 2001- open 24 hours per week, Monday through Thursday evening.
- Use of Sibelius notation software for projects in music theory courses, orchestration and general music education courses and for personal creative work.
- Use of Band in the Box sequencing software in music education courses and personal arranging.
- Use of Composer Notes software in orchestration.
- Use of CD-R and CD-RW technology in Music Computer Lab to preserve and record data, creative work and performance.
- Use of CD-ROM titles in music history, culture, arts appreciation and ethnic music for knowledge base and use in scholarly work in general music education and American music courses.
- Use of a technology component in Music in the General Culture, taught by Dr. Andrea Cheeseman.

Strengths –

- a few faculty members have made it their mission to be aware and as proficient as possible with music computing and technology with somewhat limited university resources and available time to explore, via personal time and personal funds/equipment.
- In-house Music Computer Lab with fairly adequate software

Weaknesses

- Lack of departmental funds to upgrade software, to do inservice training for faculty, and increase number and scope of hardware.
- Not enough faculty interest in using the lab that is provided.
- No “smart” classrooms in Zeigel, nor digital projection equipment
- Limited dedicated technical support on campus

Specific goals

- More faculty members should be encouraged and given time to **explore the existing software capabilities of the Music Computer Lab** and work to integrate projects that require the use of hardware and software. Titles are available for music theory, music history, composition, arranging, marching band drill design, ear training, digital sequencing/organizing, multimedia projects and general music information.

- We also should explore putting more courses online and/or supplementing more courses with technology components through WebCT and Continuing Education.
- We should allow students to demonstrate competency in technological practices and competency in music skills and concepts through technology.
- Allowing those who are already familiar with technology options and currently using them to have autonomy and support to develop courses with a technological perspective.
- Insisting that every faculty member should have a web site with links to pages for courses or WebCT pages.
- Organizing interaction among all music faculty with colleagues currently using technology in order to see what strategies have been used and why, and to see what is available to them with which they be unfamiliar.
- Faculty should be required to have more technology in-service training provided by the university, both in general computing and specific to music technology. This training should lead to specific outcomes based on departmental and student learning needs.
- Faculty should be strongly encouraged to gain sufficient familiarity with software and hardware in the Music Computer Lab and other digital hardware/peripherals that support knowledge acquisition and sharing.
- Development of distance learning connections and possibilities

Challenges to implementation

- Faculty motivation
- Funding
- Load time for faculty exploration and training
- Number of stations
- Inability to use WWW, Digital Projection in a classroom
- Small number of workstation in lab

Resources needed:

- Money for equipment
- Software upgrades
- More equipment: laptops for classrooms, LCD projectors,
- Larger lab so full classes can be held there. Only 12 stations now.
- Money for course development
- Distance learning access in Zeigel Hall for music education and music business

Timetable

- Needs immediate attention and response
- By beginning of Fall semester 2004, have courses developed online and with technology base.
- Acquire digital projection and web capabilities in a “smart” classroom by Spring 2004 (capability is on campus-work order needs to be approved now)

Physical Sciences:

Several departmental faculty have adopted the use of WebCT as a course complement, but limited student access to computers and internet during course meetings times have not allowed these technologies to be used to their full potential.

Strengths of the Department include the GIS lab in Walters 280 which is quite truly a state-of-the-art facility. The Department also has many faculty members who are well-versed in computers and who are interested in using technology in the classroom. The Department is fortunate to have a Chair that supports faculty interest in technology, a luxury not always enjoyed in this and other departments on campus.

A weakness of the Department is that it is unable to hold class sessions in technology ready classrooms with permanent projectors, Ethernet drops, and an instructor computer.

The Physical Sciences Department has several goals for technology implementation. The first is the establishment of a student learning lab in Walters 181. Another Department goal is to have Ethernet connections placed in Walters 151, 170, 174, 250 and Caylor 205. The final goal of the Department is the development of a technology-enabled classroom in the Caylor-Walters building.

The Department has seen many challenges to the implementation of its uncompleted goals. Walters 181, the planned student learning lab has been “on hold” for almost a year because of the inability to obtain the requested used computers from ITS. This matter was resolved approximately at the end of September 2003. At current the progress in 181 is stalled because of furniture and construction needs, as well as networking and Ethernet needs.

Challenges to the Ethernet connections in the most-used classrooms are limited entirely to ITS. In the annual Technology Needs form that is filed every year with ITS, the Department has requested both last year and the previous year that these Ethernet connections in these classrooms was a definite need. Not only was the need not addressed, the Department was not contacted to explain why these matters could not be resolved. While the University is planning to build one technology classroom per college, the room planned for our college is already booked solid leaving many faculty members’ needs still unmet.

Resources currently required the Department focus around the previously mentioned goals. An unfortunate occurrence in this and other departments is that often faculty will need to spend their own money on basic technology items they need. The specific resource needs of Walters 181 include Ethernet, furniture, a printer for student use, and a slew of aesthetic improvements such as paint.

The specific resource need of many classrooms in the department include Ethernet connections, but also permanent projection systems included SMART boards and instructional-use computers.

Additionally, a resource need of the Department is an *available* technology-enabled classroom.

Social Sciences:

Students in the Social Science division are exposed to technology in a number of ways. Professors post their syllabi on the web, links to readings are posted on course web sites, students are required to present in certain courses using PowerPoint, students are required to use statistical software and research on the web, certain classes use census data, Web CT is used in some courses, and finally, students are required to type all outside assignments which encourages them to use a computer.

This constant exposure to computer technology helps students understand how computers are used day to day in their profession. For example, students explore the use of computers technology in helping to re-create a crime scene. In other classes, students develop social and economic profiles of their home towns and/or country using data from the web which helps them gain a better understanding of their community and develop skills that will help them in the workplace.

More available computer labs and technologically equipped classrooms will help teachers use computers to an even greater extent.

Social Work:

Students type papers on computers. Students use SPSS in research and statistics class. Courses that have assignments to look up on computer: SWO 430, SWO 470, SWO 201, SWO 300, SWO 304. Discussion Board: SWO 101, SWO 320. Web Assignment: SWO 304. Classes with lit reviews using library search: Research Project: SWO 370 Methods of Social Research, Macro Project: SWO 475/481, Policy Analysis Paper: SWO 430 Social Welfare Policy Analysis,

Strengths:

1. Use web sites in class.
2. Lit reviews in major assignments.

Weaknesses:

1. Access to computers for students with limited time on campus.
2. Many students do not have computers and internet access at home.
3. State funds are limited.

Goals for Improvements:

Place computer lab in department, or place several computers within the department for students to use.

