

College of Business
Faculty Responses to the Quality Enhancement Plan Discussion Topics

TOPIC: STUDENT INTERACTION

Commercial Aviation

◆ Classroom discussions and group projects are used to encourage student interaction, inviting students to share their knowledge. Weekly students bring in an outside source relevant to the topic of discussion that week. Additionally, at the end of each lecture students are invited to share any experiences or knowledge relevant to the topic of discussion. ◆ Current events concerning aviation, overheads, videos, aviation charts and maps. ◆ Ask questions and let different students take turns giving their responses. Encourage the students to add new information they might have that would improve the learning environment. Break a class into small groups for further discussion of a question.

◆ Most students enjoy relaying their experiences with other students. Additionally, they like to find new and unusual stories related to the aviation topics. ◆ Current event topics, because students can relate to the ‘here and now’. ◆ When you have a good active class asking questions to encourage student responses works very well.

◆ Occasionally, students will not participate in either the group or individual assignments. Quiz points are used to encourage their participation however, not everyone takes advantage of the opportunities. ◆ Some methods are less successful than others, i.e., charts and maps. ◆ Freshmen students are sometimes reluctant to be very vocal in class.

◆ Students need to be more aware of technology available to them. It is important to know the latest information in aviation and the internet is the greatest asset for finding this information. ◆ Mandatory class participation. ◆ Try to get each student involved in the discussion.

◆ The lack of technology in the classroom is an obstacle to encouraging students to participate in the outside classroom. Many students do not know how to use the internet or library resources to gain access to the latest aviation information. If the classroom were equipped, students could get hands-on experience searching the many governmental websites and library resources. ◆ Shy or unprepared or unmotivated students. ◆ Some students are shy at first and must be encouraged to get involved in the class discussion.

◆ Technology in the classroom is necessary to teach hands-on resources available to the students. Specifically, a “smart classroom” in the aviation department would give this technology to the faculty and students. Faculty could use more hands-on equipment with the aviation students. ◆ Newspapers, radios, or television.

◆ Within a year of implementing a “smart classroom”, students would feel more confident with technology and more inclined to participate in group and individual

assignments. Additionally, student learning will improve with better visual aids in the classroom as a result of a faculty having technology to present. ♦ By the second or third week of class. ♦ This semester.

♦ The results can be measured in class participation grades of students and test scores. A survey can also be administered to the participating students for their input. ♦ Tracking participation by each student. ♦ Do a survey of responses from the teacher to the students and back to see who was involved in the class discussion.

♦ The Department of Commercial Aviation would be responsible for assessing the results of this strategy. ♦ The faculty member. ♦ The Department Chair by observation.

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♦ Case studies and small group assignments. ♦ Reading and discussing actual court/legal cases and estate planning scenarios. ♦ Undergraduate courses utilize a compact disc which contains all lecture notes and sample tests. The purpose of this practice is to allow students to focus on the lecture/discussion portion of the course as opposed to simply taking notes. In addition, all class meetings begin with a 5 minute discussion of the economic implications of current issues in the news. ♦ The instructor and students provide examples of work experiences. ♦ Students are asked to give examples of concepts that are found in the text. They are also asked to speak about their personal experiences. ♦ Students fill out questionnaires, engage in role playing activities, analyze and evaluate videos, complete in-class small group exercises, and conduct individual or group facilitations. ♦ Team projects and presentations are used along with instructor presentation and case analysis. ♦ Handouts are distributed with an in-class problem or discussion. Everyone is given a few minutes to work on it and then the class works it together. Generally students will volunteer, or the instructor must call on them. Current articles related to the material fosters good in-class discussion. ♦ One respondent indicated that they are not comfortable with “class participation” as a graded category and announce this fact during the first class. This instructor’s “grades” from students on the evaluation forms note that class interaction is very much of a positive in their classes. The instructor announces in the first class that there is no category, “class participation,” and mentions that only one person will be graded on this category: the teacher.

♦ Small group discussions are successful because students will talk in a small group setting. ♦ Using actual case information and scenarios is successful because it is “real world”. ♦ Course CD has been particularly successful. By providing the course outline in this format, the students have been put in the position of being able to concentrate on the conversation instead of simply trying to keep up. Those students who are the most capable have always been able to participate and contribute. This technique has increased the percentage of students offering input in any given class meeting. ♦ The use of work experiences has worked particularly well in the study of Operations Management. It works less well in Statistics, a foundation course. When talking about actual work experience, theoretical knowledge is grounded in the world and becomes more vivid. ♦ Students gain practical knowledge and knowledge of application of

concepts by giving examples of concepts that are discussed in the book. As a result they should be able to do better on the application test questions. ♦ Questionnaires, role playing, videos, and group exercises allow students to discuss issues related to observations and personal experiences. Plus it achieves a number of pedagogical goals. It allows students to discuss valuable topics beyond those designated on the formal syllabus. ♦ Encouraging students to provide examples for classroom discussion, instead of using the instructor's examples, and then using their ideas to advance the lecture seems to loosen up most classes. Playing "what if" can stimulate the imagination. Students adding their own ideas and explaining their own reasoning can enhance and alter the perspective of their classmates. Teamwork can be a powerful vehicle for interaction. Students form their own teams and they are encouraged to do so based on a diversity of skills and backgrounds. This encourages them to interview each other and to project a potential member's impact on the group as a whole. The group projects also encourage members to depend on each other's skills, backgrounds, and personality traits. ♦ Current event articles are very successful because this assignment requires that the student gains knowledge of actual events that are occurring in the business world. The classroom/discussions/presentations are beneficial because all students are exposed to current events and are encouraged to share their knowledge and ideas. ♦ Everyone will get called on several times during the semester: a simple wave of the hand (the indication: "I have nothing to say") and the next student is then called upon. Names need to be learned and students called on by name for all of this to work smoothly. Students know that (in this particular class) it is not necessary to participate. When a student is called upon, they decide to answer or not, depending upon how comfortable he/she is at that moment.

♦ The difficulty of using current issues in the news is that not enough students are at all aware of current events, and therefore are hesitant to draw conclusions or opinions in class. In addition, the lack of public speaking skills of many students limit participation in some cases. ♦ Some students do not have any work experiences to speak of, or feel that they don't. Some students are just too shy. ♦ Some students feel that a professor is picking on them if they are called on or if their answers are not correct. ♦ Some students don't bother to "read" assigned material; consequently they are not prepared to participate in a discussion. ♦ When developing teams some students have a tendency to choose teammate strictly from within their own majors. Familiarity breeds comfort. This can reduce the value of the interaction process. Also, given the geographical constraints of commuters, many students make their choices solely on how far they would have to drive to meet with their teams. ♦ Group projects/assignments are not the most successful interaction tool because a small portion of the group may complete the majority of the work.

♦ The goal would be to improve the degree to which students are engaged in the world around them, with particularly emphasis on news items. ♦ Goals would include for each student to participate actively in class discussions. ♦ Unless students prepare before class, it is nearly impossible to carry on a classroom conversation about a given topic. Students must be encouraged to read before coming to class. ♦ While it is a goal to get every "wall flower" to join in class discussions, this is a function of individual choice on

the part of the student and the comfort level of the classroom atmosphere. ♦ There are those few students who become problems during the term. Colleagues often say frustrating things about students such as “They can’t write” or “They don’t care” and this is not really meant. What happens, however, is that the three or four problems can so color your impression of the class that you can begin to use the “they” reference (“they don’t care”). To protect oneself from the very few who invariably surface, entire courses and course rules are designed with the four or so in mind. Here’s how “the system” can help. By having a classroom etiquette handout for students to be given out for each and every class at the beginning of the term. By having the question, “Would this teacher want you again to be his/her student?” or, “Would this teacher recommend you to other teachers?” This is dramatically different from the usual, but not really helpful, “Would you recommend this teacher to others?”

♦ A limitation is that DSU students are ill-prepared for a true classroom discussion. Needs to be some penalty for non-participation. ♦ There is a lot of research time required to find appropriate cases and create realistic situations. ♦ There is apathy among many students regarding state/national/world events. ♦ Many students are highly inarticulate and/or pathologically afraid of class participation. ♦ Many classes are simply too large to actively be able to grade on class participation. ♦ How can one force students to read before coming to class? ♦ Some of the obstacles to implementation are determining how to motivate the student to become more of an active participant in the learning process and encouraging them to discuss information and ideas more openly in the classroom setting. ♦ The instructor should encourage students to participate in class discussions. The instructor should make it clear that participation is critical to understanding material presented in the text. It should be made clear that student responses to class participation are welcome. ♦ The challenge to implement, the impediment, if you will, comes from the system. A recalcitrant student, for example will be given a stronger voice than deserved as the system buckles under that student’s complaints. It’s as if a football player drops passes but the coach knows that if that player is benched, all heck will break out for that coach. Thus, as the committee reviews all the input it receives on these forms, it should wonder to what degree the dynamics are such that poorer students have the strongest voice (i.e., receive the most attention).

♦ In order to achieve a greater focus on issues oriented education, resources must include a commitment by the bookstore to stock newspapers. ♦ Good class discussion needs students who are prepared for class by having read text material ahead of time. Professor would also have to incorporate a class participation grade into their calculations of grades. ♦ Use of an alternative setting that encourages the structured, but open format. ♦ Access to internet sites relating to class topics would be helpful. ♦ If we ask the very tough question, “What do the answers on this form have to do with quality enhancement?” the posing of the question should never imply anything about the one asking the question. Thus, when it comes to “resources needed,” asking such a question gets at the resource issue for the following reason. It will force “the system” to answer it and we are then at resource’s doorstep. What do we think we mean by “quality” for the arena at hand? Then, we can isolate resources.

◆ Accurate recordkeeping by the instructor regarding frequency and quality of participation would provide a measurement. ◆ Quizzes that test students' knowledge about class discussions. ◆ Measure the amount of interaction each and every semester and compare it to previous semesters. Student comments on the faculty evaluation forms provides feedback on this topic. ◆ Utilizing a multi-disciplinary approach to testing which includes added emphasis on application of theory to real world situations and events. ◆ The results could be measured through a survey/questionnaire being developed and administered to the students and instructors to determine the success of this program.

◆ Some strategies could be implemented immediately. ◆ This is a constant and ongoing process. Assessment is continuous and cumulative. ◆ Measurement should be qualitative. ◆ 1 to 2 years for implementation.

◆ The instructors/professors should be responsible for assessing results in their classroom.
◆ The survey/questionnaire results should be developed, implemented, and evaluated by a committee.

Accountancy, Computer Information Systems & Finance

◆ Each course has required readings for each and every class meeting. The students are responsible for the reading as well as comprehension of the content. Each class meeting is based around reading the assignments. Handouts for each and every topic covered are used in many upper-level classes. The course content for the capstone class is project oriented. This causes each and every student to have a great amount of interaction in the class and project. Students are encouraged to ask questions anytime that they feel they do not understand the material being discussed. It is hoped that the answers/discussions arising from the questions will enlighten all students, not just the one who asked the question. Students are given opportunities to attend several industry-related functions throughout the academic year. Office hours specifically for interaction with students are set aside each week. ◆ The main goal of the microcomputer applications course is to introduce students to the concepts and techniques of using a microcomputer system. With the use of a laptop computer and a data projector, features of the application programs are demonstrated before assigning work to students. Drill and practice activities to be completed in class are assigned to ensure students fully understand how to use each feature of the program demonstrated. Students are assigned several activities to be completed outside of class. They are encouraged to come by the office, email, and/or phone if they have problems with a given homework assignment. ◆ Bonus points are given for class discussion. ◆ Students are called upon for responses to questions. They are encouraged to ask questions if they don't understand the material. Students work with other students to complete problems on occasion. ◆ Group program problem-solving, logical database design in stages, some teamwork programs, group development of solution logic, and share assignment difficulties and search for group solutions. ◆ Students are encouraged to bring to class completed or nearly completed programs. These programs are run on the class computer using a data projector and other students are encouraged to comment and suggest fixes or improvements. ◆ Questions are

addressed to the class a whole. No pressure is put on an individual person. Usually the better students answer the questions. ♦ Oral presentations using Powerpoint to enhance their presentation. Feedback from classmates is encouraged afterwards. ♦ Personal experiences based on the material being taught. Students will usually open up and start discussions about their experiences. ♦ Use of “real world” examples of business topics. ♦ Calling on students by name and allowing/requiring them to participate when reviewing chapters. When reviewing homework, students are called on by name to give their answer. ♦ Ask questions and do not answer your own question. Use “real world” examples and situations and bring in outside materials (annual reports, newspaper articles, etc). ♦ Classes where students must create their own databases, students work through the structure of these databases on the board and help each other develop workable entities and relations (group consulting). Students also work in teams on certain assignments in class. ♦ Conduct lab sessions, use handouts, following the textbook allows students to underline and not write as many notes, give classroom quizzes to encourage attendance. ♦ Case analysis is assigned on a group basis with its presentation in a forum with other groups. Each member of the group is allotted points to grade the efforts of team members, but not enough points to give each a perfect score. A team problem presentation of a homework assignment is required. Each team member is required to take an active part in its presentation. Students evaluate each other in a confidential manner. Students, for extra credit, may make an oral report on current financial accounting pronouncements.

♦ The perceived strength in using required readings is that if the student is properly prepared for each class meeting, they will have read the assigned materials and will be able to take an active part in each and every class discussion. The handouts represent further exposure to the materials that are covered in the text book and in classroom discussions. The strength of the study guide is that the average grade for those classes have risen a letter grade since the use of the guides began. The project-based capstone class combines all of the materials to which they have been exposed in the major study into a single project. The project requires a great deal of interaction between the students on the project team where ideas and concepts can be openly discussed. ♦ The only way to learn to use a computer is to do it. In-class projects help the instructor to know that students have used features of the program at least once. Activities completed in class suggest areas that need reinforcement so that all students will have a clear understanding of the material taught. ♦ Students like to work with other students. They will ask questions if they don’t feel intimidated. ♦ Group problem-solving allows all to see that everyone has difficulties, but solutions are available if one works at it. Development in stages means that the teacher directs class discussion at each critical point in the process allowing everyone to correct and update their work. This allows the class to move forward together with a better understanding of the previous steps. It keeps all or most students involved in the activity. ♦ Reviewing partially completed work is great for class participation and this helps students with their programming skills. This practice is used in real-world programming teams and is called egoless programming. ♦ Calling on the whole class rather than individuals creates a relaxed class because there is no pressure on the individual student. ♦ Oral presentations with Powerpoint exposes students to

cutting edge topics in the field. They gain experience with the most popular presentation software in the business world. ♦ Drawing on student experiences may enlighten other students. The more solutions presented the easier the problem becomes. ♦ Difficult topics are often explained well when students explain them to each other during the process of analyzing and fixing their classmates' databases, web pages, or spreadsheets (group consulting and teamwork). ♦ Calling students by their name keeps them alert. The use of handouts enables students to concentrate more and not just take notes. Quizzes have improved attendance. ♦ Group case analysis and team problem presentations require students to research current accounting pronouncements and reach a consensus of the preferable treatment. Group presentations allow students to bond together and to develop their communication skills.

♦ The weaknesses of required readings consist of the students' lack of drive or desire to complete assignments. Benefits are explained, but many just aren't interested until the end of the semester when they start asking what they can do to receive a better grade in the courses. ♦ Microcomputer applications are designed to make people more productive individuals. Initially, some students are intimidated by not being able to keep up in class when new features of the application program are demonstrated. ♦ Students often feel embarrassed if they can't answer a question when the teacher calls on them. They may also feel embarrassed if they can't help the group in responding to questions. ♦ In teamwork activities, it is inevitable that some students will dominate and do more than others. ♦ Some students cannot overcome the fear of criticism by their peers and do not willingly submit their programs for discussion. ♦ The discussion of personal experiences must be moderated to keep the group moving in the right direction. Time allotment is crucial to determine when to move on to the next point to be taught. ♦ Group consulting is a quite time-consuming process. It requires that student databases or plans be accumulated ahead of time and burn them to CDR media in order to display them on the screen because the portable laptop has no floppy drive. This also requires excellent classroom management skills to keep everyone on the same page and to encourage participation from less vocal students. Teamwork requires a tremendous amount of focus for some students. Students who are already comfortable can bring themselves up to speed, but struggling students can become overwhelmed by the process and become even more discouraged. Some students detest group work, although team development is quite popular in our field. When it is discovered that a group is not working, the semester has progressed to the point where rearranging or reorganizing the group would not be beneficial. ♦ Many students do not have the time to attend lab sessions. ♦ Group case analysis allows less-motivated students to be a passive contributor. Many students are reluctant to make oral presentations, even if it results in a letter grade difference. Sometimes, the presentations are inaccurate.

♦ The goal would be for all students to earn a better grade in class. ♦ Using the internet, implement more online activities to give students more practice in using the program in a hands-on mode. ♦ Call on every student often. Increase group activities. ♦ Develop a semester-long rotating system that results in (1) each student presenting some problems for solution by a group or the class (2) each student contributing solutions as part of a

group. ♦Offering special or additional credit to encourage more students to participate by offering their programs for perusal by the class. ♦Using a class roll to make sure specific students are called on. ♦Invite a motivational speaker to discuss public speaking and provide speaking tips to the students. ♦Create the kind of atmosphere within which a class can feel relaxed and at ease so participation can come naturally. ♦Plan for questions prior to class- some questions should be content oriented, some conceptually oriented, and some relating to homework assignments. A reasonable goal might be established a minimum average of 4 (or some other reasonable number) per class. ♦Teachers should call on students by name. ♦Require students to answer questions and ask them about their experiences. ♦Create or implement guidelines for successful group interaction for teamwork assignments that allow the instructor to assess the success of a group during the semester and give students a little more structure. Consider giving students additional credit if they are willing to work as tutors for other people in the classroom. Identify a better way of sharing students' work with other students. ♦The goal is to get more students to do their homework.

♦The obstacles that one would expect to encounter would be the "learners' remorse." The concept of learning the material seems interesting, but some of the students seem to not want to put forth the effort to master the material, which in turn, prevents them from making the grades they desire to earn. ♦An obstacle would be ensuring that all students have access to online communications outside of class. ♦Calling on every student takes too much time. In large classes this would be difficult. ♦An obstacle would be the development of a somewhat objective, numerical way to evaluate participation. Creating a non-threatening atmosphere, thereby getting participation. ♦There is a student resistance or fear of performing before a group. ♦Scheduling a speaker may be an obstacle. ♦Due to human nature, some days it is harder to get a class to participate than others. Time of day & subject matter to be covered play a big role in discussion participation. ♦The students may have a limited frame of reference because of lack of business experience. ♦Access to additional technology could help with Group Consulting projects, but since it took a month to get a wheel lance on a cart, it is hard to be optimistic. ♦Obstacles include students' time constraints, desire and abilities. Also students' anxiety and apathy.

♦The resource that is needed is more wireless access so that students can connect to the internet, outside of the lab, and have a fast enough connection to get the work done. ♦More time. ♦Creation of a tutor agreement to benefit all participants will take additional time. Students need shared storage space on a server so they can save certain assignments. It would be beneficial to be able to access the server or even the internet from the laptop currently in use as a teacher station. A floppy drive on the laptop would not hurt either. ♦Capabilities of online research in authoritative accounting literature accessible by students.

♦Many of the strategies suggested are already in progress. Most strategies can be implemented in a semester to two. It is recommended that implementation begin immediately and progress be assessed by the year 2004-2005.

◆ Most faculty agree that measurement will come from increased participation and improved grades. Some suggested improved student evaluations of classes. ◆ One measurement would be improved scores on the CPA exam and increased placement with more prestigious firms.

◆ The instructor should be responsible for assessing their individual results. In the case of the CPA Exam, this should be the responsibility of the Chair with cooperation from the Mississippi State Board of Public Accountancy subject to confidentiality constraints.

TOPIC: FEEDBACK TO STUDENTS

CURRENT PRACTICES/STATUS

Commercial Aviation

◆ Offer additional instruction to students that feel they need it during office hours. Students usually take advantage of this prior to test time. Additionally, require a term paper each semester and allow students to turn them in early for feedback to make corrections prior to turning in the final copy. ◆ Encourage questions after class meetings, pop quizzes on previous lesson, review and reteach. ◆ Give frequent tests to make sure the students are learning the required material. Be available in office from 8 till 5 every day and encourage all students to come by if they are having any problems understanding the material being taught. Post my class notes on the internet for all students to view.

◆ Students do come for additional instruction prior to test. Additionally, a few students turn their term paper in early for feedback to make corrections. I think my students feel comfortable speaking to me and asking for additional help. ◆ More one on one straight talk, pop quiz on previous lesson necessitates review. ◆ Posting my class lecture notes on the internet has been very popular with the students. It takes the pressure off them to write the notes during class lecture.

◆ One weakness of this process is that not all students take advantage of the additional help or feedback. ◆ All were successful. Pop quiz more so than others. ◆ In order to use the lecture notes on the internet, students must access a web site. Some are not doing it either because they don't care or do not have access to a computer.

◆ Students need feedback to make corrections to enhance their learning. The goal would be for all students to ask for help when they need it. ◆ Total classroom comprehension. ◆ Try to get all the students to log on and view the notes that have been posted before a test. Point out all the locations that have computers available for student use.

◆ One challenge is that not all students will participate. Quite frankly, the students that need additional tutoring are the very students that do not seek help. ◆ Unprepared, unmotivated students. ◆ Making sure all the students are motivated to use what is available to them.

◆ The only additional resources are students that need and want additional tutoring or feedback.

◆ These strategies are currently in practice.

◆ The measurement is improved student scores on tests and term papers. ◆ Another measurement is to add a question on to tests that asks the students if they are logging on to the web site. The goal is to get 100% using the feature.

◆ The professor can see improved test and term paper scores of students that participate in additional tutoring and term paper feedback. The Department Chair should make some assessment.

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◆ In-class quizzes and problems give students and the instructor feedback on the concepts they are not grasping. Test grades also give students feedback about the instructor's expectations. ◆ Asking students if they have questions or if they understand the material (particularly before a test). Make comments on the cases and give students feedback where they can improve. Invite students to come the office and discuss their cases and tests. ◆ Brief oral critique after student presentations. ◆ Continuous review of previously introduced concepts. Faculty evaluations. ◆ Students complete homework assignments online which are automatically and instantly graded. In addition, sample tests with keys are provided prior to all scheduled tests. From time to time, in-class pop quizzes are used to test information which has been covered in that or the preceding lecture. ◆ Feedback **to** students, and "Asking **for** student feedback," seem to be two very different things. It is uncertain what the committee's "assist" on the document you supplied wanted us to focus on. Furthermore, when "asking for student feedback," it seems long overdo to ask "What students?" ALL of them are implied, and this is increasingly unfair to those who teach. Certain students, those with maturity, may have a very different perspective than those students who are at a very different phase, if you will, on the spectrum. More attention needs to be given to this matter. For the most part, feedback is provided via graded work. It has also been expressed to some students that this course taken at another time and from another teacher might be better for them. The instructor has no right to ask someone to drop their course, but does have the right to ask if dropping did not merit serious consideration. This "feedback," unexpectedly, resulted in one-to-one meetings with five students, individually asked for by them, that rank as some of the best ever.

◆ The strength of in-class quizzes and problems is that they are similar to the problems on the tests. ◆ By discussing cases and tests with students, they are better able to understand

what their shortcomings are and where they need to improve. ♦ Students appreciate the instructor's willingness to take the time to spend with them. ♦ As "previously learned" concepts reappear in current course material students are asked to define them in their own words and provide examples in order to see if what has been covered has sunk into long-term memory. Any concepts that might need to be reinforced can be reviewed. Repetition can increase learning. Reminding students that they can come see the instructor for help after every class meeting is simple, but effective. Many students believe that if a faculty member makes this offer only once, at the beginning of the semester, then he is saying it only because he is supposed to do so. Hearing the offer on a regular basis seems to convince students of the instructor's sincerity. In classes which require team projects, the instructor's home telephone number is on the syllabus. Many teams can only meet in the evenings and can't wait until office hours begin if they have a question. This increases students' comfort in asking for help. "Work in progress" is reviewed when requested. This reduces uncertainty and increases motivation to avoid the last minute rush. ♦ The timeliness of feedback to online assignments is very useful to students. ♦ Writing all over tests, all over cases, and all over wherever the instructor can makes the student feel he/she counts and is getting the instructor's attention.

♦ Some students will interpret suggestions (feedback) as criticism of their work. ♦ Many students do not know enough to ask questions. ♦ The faculty evaluation form contains a number of questions related to this topic. The main problems relate to reliability and participation. Student answers relating to feedback form no consensus of opinion. Also, a significant number of students either choose not to participate or they neglect to answer the open-ended questions. ♦ Many students are uncomfortable with being asked to process information quickly. As a result, there is opposition to the pop-test as a measurement too. Some students reject it as being "too high school." ♦ A specific weakness is related to class size. Some of the classes with a larger number of students make it difficult to assess the student's individual needs and react to those needs.

♦ The use of more hand-outs and in-class problems would increase feedback to students. ♦ Feedback should be timely. ♦ Laboratory structure or a tutoring system would help many students. ♦ Better quality feedback from the faculty evaluations would occur if the forms were administered during another time rather than dead week (this is too hectic). ♦ The questions is not so much "increasing feedback," but "increasing feedback about what?" This is what the committee needs to focus on, and then enlighten the faculty about their suggestions.

♦ Too many handouts can be overwhelming and become an obstacle. ♦ Most suggestions create additional work for instructors. ♦ Funds must be available for salaries to teaching assistants for labs and tutoring. ♦ Getting students to believe that their opinions on matters relating to teaching will be taken seriously is an obstacle. ♦ Larger classes are an obstacle. ♦ One, class size. Two, receptivity by certain students who need a certain feedback. Three, any part of the system that does not react by causing the student to become introspective, but instead, by assuring the student, "that faculty member will be talked with."

◆ Time and money are the resources needed. ◆ A handout for students, *Etiquette And Your Role As A Member Of A Class*, would be a great resource. The system needs to acknowledge to students and itself when the student is in the role of being a customer and when the student is in the role of being a student. When in the role “of customer,” if the student is not treated as such, there’s a tendency to let these frustrations find their way into the classroom.

◆ The timetable for implementation of these strategies is short-term. Most are already in progress or could be implemented in one to two semesters.

◆ Instructors can ask students as to whether or not they are providing enough feedback. ◆ Faculty/course evaluations can also be used a measurement tool. ◆ An indicator of positive results may be improvement in the class average on tests. However, low averages on tests do not indicate that it is ineffective. ◆ Perhaps a measurement of the number of students who stay at Delta State, not transferring elsewhere, because they like the way we handle them and their college experience. ◆ Measuring the frequency of interaction with students.

◆ The instructor and the chair should be responsible for assessment. ◆ Colleagues and selected students, chosen by interview for their maturity and character should be used for assessment.

Accountancy, Computer Information Systems & Finance

◆ During lecture the students are always asked if the concept of the material that has been covered is understood or is clear. Students are encouraged to ask questions so that any concept can be explained to their satisfaction. Study guides are provided to the principles classes. These study guides include additional information that further enforces what has been taught and learned. Specific portions of the study guides are handed in for grading. When these are handed in, each question is answered and explained in class. In upper level classes, handouts are provided that include additional information that further enforces what has been taught for each topic covered. These handouts are handed in for grading. When these are handed in, each question is answered and explained in class. For the capstone class, a semester-long project is completed in increments over the course of the semester. When these are handed in, they are read and marked, and returned to the students for correction so that they will know what problems exist and what needs to be corrected. ◆ All assignments given for practice (in class activities as well as homework) are graded. Every effort is made to have work graded and ready to give back to students by the class meeting following the due date. Students may also email assignments. For these, response is usually on the day that the student emailed the homework. Included are comments to offer suggestions for improvement, but also comments to let the student know when they have done a great job on an assignment in which they completed with limited to no errors. ThinkWave, an online classroom management software, is utilized. Personal accounts can be established for each student. It allows the instructor to post attendance, upcoming assignments/projects, and lecture notes to a secure online site. Using the web, students are able to access their class and personal information from the ThinkWave website. ◆ Give a quiz on each chapter to see if students understand. Give

some projects for in-class work to see if they understand what has been discussed.

- ◆ Programming provides feedback literally dozens of times as each assignment is entered, executed, errors encountered, and problems are solved. And highly successful positive feedback in that magic moment when the program executes successfully. In programming classes there is an assigned program to discuss almost every day. Class begins with questions concerning the assigned program. If no questions are presented by the class, then questions are suggested by the instructor in order to get the class to suggest solutions. Students are encouraged to bring their programs on disk if they encounter particular difficulties. These difficulties are discussed in the office, but they tend to make their way back to the classroom also.
- ◆ Several major tests and a final are used. At each test the student has to turn in a notebook with all the assigned homework from the examination chapters. Even in they copy the homework, they will have reviewed it once.
- ◆ All projects are graded with suggestions for improvement. Students are encouraged to ask questions in class and are encouraged to visit during office hours if extra help is needed.
- ◆ Review and re-teach important concepts that based on previous experience have been difficult or are frequently misunderstood by students.
- ◆ Ask the students if they understand and look at students to discern if they have understood. Ask questions to check if they have understood. Review and re-teach materials if necessary.
- ◆ Remind students of office hours and let them know you are concerned about their situations. Allow review time in class before tests.
- ◆ Reflect on previous assignments. Ask questions to determine students' comfort level with the assignment. For example, ask how much time it took to complete the assignment. Generally, students will report a similar period of time, but, if a student suggests an unreasonable time limit (as compared to other students), this is a good opportunity to talk about what could have made the assignment go more smoothly. It is good to ask what students found "easy" or "most difficult" about the previous assignments. Find out the students' attitudes and comfort levels with the current textbook. Utilize an online grade book program
- ◆ Make sure office hours are available on the syllabi and encourage students to come by, email, or phone. Provide students with an average after the 2nd or 3rd test. Get to class early and talk to students. Study student evaluations and listen.
- ◆ Require students to maintain a learning log which includes an abstract of subject material covered in the learning activity, a detailed outline of chapters, and a list of questions to be asked at the beginning of next class meeting.

- ◆ The strengths of using handouts and study guides are that it provides almost immediate feedback to the student as well as to the instructor regarding his/her understanding of the material. This will identify what concepts that need more attention to detail.

- ◆ ThinkWave allows students to track their progress on a daily basis. There are no surprises at the end of the semester.
- ◆ The nature of programming provides continuous feedback. Since similar problems in programming are usually experienced by several students, the help provided to one is multiplied. Programming is cumulative. New assignments without past knowledge are much more difficult. Students learn by programming... "to learn programming, you program."
- ◆ Homework is an attempt to make a student keep up.
- ◆ Recover Day—going back over and covering topics in class that those in the class feel need to be refreshed.
- ◆ Students appreciate timely feedback.

Testing and returning graded tests quickly provides this timely feedback. ♦ Students appreciate encouragement. Students are more likely to work hard if they feel that the instructor cares about their progress. ♦ After a couple of semesters, problem areas can be anticipated and students can be warned about problems previous students have experienced. Share experiences with other teachers at other universities that are using the same textbooks or teaching the same classes and get an idea as to whether or not this has been their experience and what can be done to improve. ♦ The online grading makes students aware of their semester progress daily, since all grades are posted immediately. Students tend to turn in their work more consistently and timely when they realize what a difference a late or missing assignment can make to their daily grade which of course eventually becomes their final grade. Students seem to have more faith in the assessment process when they can see comments and their grades throughout the semester. ♦ Students need to know the instructor cares and that they are important people. ♦ The learning log requires students to reflect on matter covered and provides an opportunity to reinforce understanding.

♦ The weakness of any of the above mentioned practices is that they are only effective if the student does his/her own work. If the student decides to copy for another student, he/she might receive benefit of the other student's effort grade wise, but he/she will not gain the benefit of accomplishing the work themselves. A shy or apathetic student can slide by many requirements with help from their friends. ♦ Some students simply do not come to class prepared. They haven't read the chapter, they haven't attempted to do the homework, and don't try to learn some of the material on their own. ♦ The nature of programming provides negative as well as positive feedback. Students who wait until the last minute to begin an assignment do not benefit much from a discussion of something with which they are not familiar. ♦ Some students are too shy to speak up. Some students' schedules prevent them from visiting during office hours. Some students would rather write down ideas rather than say them in class. ♦ Some students are afraid to admit they do not understand the material and will not seek help outside of the classroom. An instructor can only encourage students to seek help and cannot force them to do so. ♦ The online grade book is a personal expense. Haven't found a free or campus sponsored version that offers the same features. ♦ Precious classroom time may be squandered when less-motivated/prepared students dominate the question session, where they are exposed to the material for the first time. An open-door policy is often abused by the students, especially before testing.

♦ The goal for increasing feedback to students is a difficult one. It is made clear to them that they have every opportunity to come by for any discussions that may be necessary. Again, in this sense, this area becomes very similar to that of student interaction. The student has to be willing to interact for the opportunity for feedback of any sort to exist. ♦ In the future, I would like to implement more online testing methods, possibly through WebCT, so that students will have immediate feedback. ♦ The goal would be to continue to provide the information for them to learn the material. Provide an explanation as to why an answer is wrong. ♦ Developing activities and/or strategies that address the negative feedback is a part of the programming process. Establish coping skills that turn the "negative" into "something learned." ♦ Make each student with a 70 average or less

meet with the instructor personally for consultation. ♦Create a web-based feedback mechanism. ♦Smaller classes enable the instructor to provide more one-on-one training. ♦Frequent (perhaps weekly) use of in class review assignments as a part of minor tests which can be graded or non-graded. Encourage written student comments regarding their understanding of the material and need of outside-of-class assistance. ♦Provoke more in-class participation by developing reward system for asking questions! ♦Posting grades quickly. ♦It would be helpful is the university would feature some type of online grading book (similar to what I mentioned earlier). Another goal would be to implement some kind of journal experience that allows students to reflect on the assignment when they are finished, but that does not require that they voice their opinions during class. Or, including a brief (tiny) survey that students respond to at the completion of each assignment that allowed the instructor to hear anyone's voice. ♦Improve student evaluations.

♦The greatest challenge to implementing and/or increasing any form of feedback is the willingness of the student to interact, either in a classroom setting or in the instructor's office. Many student do not become motivated to begin interaction or request feedback until it appears that the time period of the semester is about to run out, and then and only then do many students begin to panic and try to obtain feedback as to 'how am I going to pass your class?' I am not fond of the concept that teachers don't do enough to help students pass. We all have our own levels of accountability. ♦The challenge to implementation is time. Time is needed to set up a (computer) program on the network and to ensure that it works correctly (in order to provide the students with feedback). ♦Student apathy.

♦The resource that would help in this situation is the student becoming accountable for his/her own efforts in a time frame that allows them to correct their grade problems. ♦Time is needed to develop problems/quizzes that test knowledge of basic concepts. Good test banks. Time to grade and respond in writing to students' comments. ♦Campus resources would be nice....(i.e., WebCT)

♦Most of the above listed items are currently being used to some degree. If they are not, then they could be implemented almost immediately. Some may require only 6 months to a year. Ideally these need to be implemented by the next school year.

♦The only effective measurement is the frequency of students asking for feedback. Could be tracked via the web. Student/instructor evaluations may provide this data. ♦A survey of attitude and problem-solving approaches taken at the beginning and end of the semester. ♦The results of the online grade book have already been evident by the increased motivation students appear to have for checking their grades, and the increased number of assignments that are turned in timely. For the journal or survey, hopefully the instructor would be able to get a better sense of what topics should get more time and at some point perhaps minimize complaints about some assignments because students will be better prepared. ♦Increase the number of student learners.

♦Instructors and the department chairs should be responsible for assessing results.

TOPIC: ADVISEMENT

Commercial Aviation

◆ Listen to student's needs and concerns anytime they need it. If they need to speak outside office hours, arrange to meet them in the office. ◆ Make the time to conscientiously and deliberately consult with the student. ◆ Commercial Aviation is very structured; you have to complete one class before you can take another. Always sit down with each student and look at their sheet that lists all required courses for our program and what they have completed. Then make suggestions as to what they should be taking next.

◆ Students should feel comfortable talking about their problems in academia, personal life, and their future. Aviation is a tough and high stress field. Sometimes students need to "vent" problems and are unsure what exactly they want to do after graduation.

◆ Students should feel that their advisor has his/her best interest at heart. ◆ Making suggestions as to what courses to take works well as long as the students do as you have advised them to do.

◆ An obstacle is that not all students are going to discuss problems of any kind with anyone. ◆ Students' ability to re-enter Pipeline and change courses/hours is an obstacle. ◆ Once a student gets a pin number, they can change their schedule and you may or may not be aware of what they have done.

◆ Help anyone who comes in the office even if not their assigned advisor. However, do not sign their registration slips; send them to "their" advisor. ◆ Set up definite times to meet with students (appointments) and stick to them. ◆ Try to convince the students not to make any changes to their schedule without consulting with their advisor.

◆ The only current obstacle is that not all students are going to ask for help and many cases you simply listen to them "vent". ◆ Can't always live a timetable/appointments schedule. ◆ Not every student will be cooperative and tell you if they have changed their schedule.

◆ There are no additional resources needed. ◆ Calendar and a clock are the only additional resources needed.

◆ Providing one-on-one attention is currently in use. ◆ These strategies can be implemented in the spring semester.

◆ This could only be measured in the form of a student survey. ◆ By course load and student progress/ability. ◆ How do you measure something you can't control?

◆ The Department of Commercial Aviation would be responsible for assessing the results of the student survey. ◆ The professor should be responsible.

Management, Marketing & General Business

◆ Individual faculty members are assigned advisees which they meet with during the week of preregistration. A course of study is mapped out and the proper sequence of courses is discussed. Some faculty ask the students to prepare a list of courses for the next semester. The faculty member then reviews the list and reminds them of the courses required to graduate.

◆ Meeting with each student individually results in the formation of relationships that allows students to feel comfortable to meet with the instructor. The meetings also help ensure that students take courses in order and that they remain on schedule for completion of degree. Also, students feel comfortable discussing problems that are unresolved may lead to retention problems. ◆ The main strength of following the approach outlined by the university is that the advisor sticks to the role as **advisor**. The advisor can make strong suggestions, but this is not their degree program. They should not tell advisees what to take. It is important to get advisees to take ownership of their degree programs. The advisor is a resource. The student is in control of the outcomes.

◆ Online registration is difficult to control. Students have access to information that allows them to change schedules without advisors input. At times students enroll in classes for which they have not had the appropriate prerequisites. ◆ There are no safeguards with pin numbers. This process allows the student to go to another faculty member and get a pin number to register without ever consulting their advisor.

◆ One goal is to consider having a professional conduct advisement. ◆ Course registration online should be able to kick out students or not let students register for classes if they do not have the prerequisite.

◆ The challenge is the resources needed. Computer software must be developed to check for prerequisites. ◆ The willingness or ability of ITS to prepare the appropriate software.

◆ This strategy could be implemented in 6 months to a year.

◆ A random sample of students can be surveyed as well as faculty to assess their impressions of the advisement process.

◆ Instructors, students, and administrators should assess the results.

Accountancy, Computer Information Systems & Finance

◆ This is something that should be taken as serious as the teaching in the classroom. The instructor should be available to assist as much as possible with academic concerns and needs. Individual instructors have their own method of tracking a student's progress throughout his/her time at Delta State. The student and instructor should consider family and work responsibilities when working out a schedule. In addition, as schedules for any given semester are charted, the student's progress should be tracked using a form that can

be used to create the student's application for degree in a timely manner. ♦Folders are kept in the CIS department office for every CIS major. Within each folder is an advisee sheet that lists every course that the student must take in order to complete the desired degree. Each instructor should keep a list of every student that they advise. Prior to registration, the folders should be collected and updated with grades from the previous semester. After a student has completed the sophomore level, an unofficial program of study should be prepared for each student. The reason for this is because there are upper level classes that are only taught once during the academic year. This way an advisee understands that if they have not taken the prerequisite course(s), they will not be able to take the major course when it does become available. Therefore, if they do not stay on schedule, this may cause them to miss their expected graduation date. When advisees are within two semesters of graduating, an official program of student is completed for the advisee. The instructor should spend time talking and listening to the student. Try to find out activities that they are involved in, other than school. Many students work, have families, or both. Try and make sure they do not overload themselves which could cause them to be unsuccessful in the classroom. ♦An instructor should show the student how to fill out their schedule the first time. After that, the instructor should check it to make sure they've had all of the prerequisites. ♦Talk to the student about their overall plan. Discuss how much time they spend in working, sports, etc., to consider if their course load is feasible. Try to schedule classes all five days so the student doesn't try to take 4 or 5 classes two days per week. ♦The department uses a specialized program developed by a former teacher. This program maps advisees' requirements for graduation and prints out list of courses needed for completion of their degrees. ♦Talk to students about taking prerequisites. Make sure they don't overload themselves. ♦Always take time to listen to students' needs, academic goals, and professional goals. When appropriate suggest courses, courses of study, graduate study options, and careers. ♦Consider asking questions such as how long it will take a student to get from one location on campus to another and lost time that occurs for commuting students when students have gaps in their schedules. It takes additional time, but especially for commuting students, reducing a 5-day week schedule to a 2 or 3 day a week schedule by advising early, and tracking classes can be helpful. ♦Pass on emails from Career Placement reference jobs, career fair, workshops, and interview. Push attendance at SABA club meetings. Give advisees program bulletin of recommended courses by semester. Be sure students are careful about dropping below 12 hours. Discuss why they are dropping. Talk to students in and out of class and encourage them to come by the office if there are problems. ♦Prepare a projected course of study from initial enrollment to commencement with financial, social, personal, and career constraints in mind. Maintain progress of student with up-to-date advisee checklist which is kept in student's department file. Approve student course schedule while considering student-imposed constraint, university rules, and regulations.

♦The strengths of the above mentioned methods are that we leave no bases uncovered. The above named steps ensure that prerequisites for any classes are scheduled in a timely manner and that courses are scheduled in appropriate order (lower numbered courses taken in freshman/sophomore years, etc.). The student's progression through his/her academic years at Delta State ensure the timely completion of the student's application for degree. ♦The students can pick the times and teachers they want, if they know how

to fill out a schedule. ♦ Students should be reasonable in their expectations for their own progress and if they don't try to do too much, usually things work out for them.

♦ Individual attention and well planned academic progress charting keep students on track. ♦ Advisements helps to create a bond between students and faculty. It creates favorable student attitudes toward the university. ♦ Those students who take the advice will feel helped. ♦ The willingness to listen to students, i.e. find out where they are from, what high school they attended, etc. makes them feel that they are important as an individual. ♦ Advisement improves retention and assures timely progress toward the goal of graduation. ♦ Career placement information keeps students informed. Suggested schedules on program bulletins are very useful in letting students know sequence of courses to take.

♦ The greatest weakness is that the students don't always do what they are advised to do, and that creates great problems within this type of planning. Many times, students have agreed to one schedule, only to later sign up for different classes. The reasons that they cite for such actions are they want to be in classes with friends, or don't want to take certain teachers for courses. The student needs to be mature enough to be accountable for his/here own actions. ♦ The only problem is when a student does not adhere to the outlined schedule. ♦ Students try to take more hours than they can manage given their outside work hours and/or family responsibilities. ♦ Coordination of declared majors are listed in our department office and the major as shown in the DSU online student database is difficult. Our office does not have the authority to change this information, so a student must visit a second office to make a change. Thus, not all changes are recorded. With online registration there can be a mismatch between the schedule the student and advisor agree upon, and the final list of classes actually take. ♦ With the large number of advisees that some of us see and see only twice a year, it is very difficult to really get to know the students on a more personal basis. ♦ A lot of students feel shy about opening up to their professor and are reluctant to spend time in your office. Also students can register without their professor or change their schedule without seeing their advisor. ♦ Transfer students and those who change their major are sometimes unable to complete prerequisites as quickly as they would wish. ♦ Lack of success in assisting students or creating favorable attitudes generally arises when (1) students are in too much of a hurry to take the time to discuss future plan with the advisor, and (2) students obtain PIN numbers from nonadvisors and do not meet with their advisors. ♦ Students are often confuses about their choice of major because they are unsure about the career that they want to pursue. There is not a resource on campus that effectively provides the support necessary to alleviate this problem. ♦ Errors are made by uninformed student orientation leaders (one was not even a business major).

♦ A goal would be to stress to students that they must be accountable for their actions. ♦ Continue to stress the importance of taking courses in the correct sequence. ♦ Try to encourage the students to realize that it is more important to get good grades even if it means taking 12 hours rather than 15 or more, and even if it means extending their graduation one or more semesters. If students are doing poorly in their major course, they should be encouraged to reconsider and perhaps choose a different major.

◆ Develop ability for change of major at department or school level. ◆ Establish a database that provides not only information to the advisor, but also digital photo for better identification of our majors. ◆ Let the student get his schedule approved by his advisor anytime after the semester begins up to the start of preregistration. ◆ Create an advisor evaluation survey for students to complete to determine if some advisee needs are not being met. ◆ Never merely give out student PIN numbers. Always take the time to ask students questions such as What are the courses you are planning to take? What about graduate school? What career options are you considering? ◆ Can we ensure that students take courses only as advised, by entering the courses in the system (not registering), so that they can register only as per advisement? Can we centralize it? Can we automate it? ◆ Maintain a “mini library” in the department that would have resources about graduate schools, certification examinations, and professional organizations. Prepare advisement packets for students that they would receive when they come to our office for the first visit that would “spell out” some of the quirks of the process and include some of the same forms that they receive now. ◆ Reduce advisement errors with a current data base and expanded registration system which checks for compliance with course prerequisites. Remove loopholes where student may bypass advisor or alter approved course schedule.

◆ The only obstacle is student indifference. ◆ Students don’t always heed the advice of the advisor. Students need to consider the time constraints and to make plans accordingly. ◆ Control procedures to satisfy upper administration and administrative IT. ◆ Time factor and photo collections are an obstacle for digital photo system. AITP members can handle building the database. ◆ A challenge to implementing a student advisement survey is gaining faculty and administration support for creating another university-wide survey tool. ◆ Students (somehow, somehow) get PIN numbers from other faculty members and may or may not be advised. ◆ A system must be designed. ◆ Students will do what they want to do. ◆ Space and money are obstacles for a “mini library”. ◆ Poor student enrollment system coupled with a paternalistic mindset.

◆ Administrative and administrative IT support is needed. ◆ Next semester’s schedule would have to be done early which would require moving up the submission date. ◆ Committee members would be needed to develop a survey instrument. ◆ System designers, who can program the registering process through computers. ◆ Revamping student enrollment services, from training to reprogramming Banner computer system.

◆ Many of these goals have already begun implementation. Many would require only 1 or 2 semesters. The others would require 1 to 3 years.

◆ The results can be measured by the frequency of the number of students that end up with scheduling problems. ◆ Monitor the number of students who adhere to the schedule as advised. ◆ Compare grades from one semester to the next. Look for weaknesses. ◆ Measure results with a survey of success by advisors. ◆ Every schedule would have the advisor’s signature on it, not another faculty member. ◆ Measured by the results of the student surveys. ◆ Quantity, perhaps quality, of advising might be measured by: exit

interviews for graduating seniors and student questionnaires added to graduation applications. ♦ Lower attrition and fewer changes of major.

♦ Most recommendations could be measured by the advisor or department chair. Students should provide feedback. ♦ Enrollment services should be evaluated by entire university hierarchy.

TOPIC: STUDENT ENGAGEMENT

Commercial Aviation

♦ Weekly ask students to bring in an outside source relevant to the topic of discussion that week. Additionally, at the end of each lecture invite students to share any experiences or knowledge relevant to the topic of discussion. Finally, ask each student to write a 5-8 page paper on a relevant topic for the course in which they are enrolled.

♦ Discussions on current events, email, and internships. ♦ Commercial Aviation provides students with several opportunities to participate in intern programs with the airlines and major airports across the country. The most popular internship is with FedEx and last for a year. There are also internships with American Airlines, Northwest Airlink, Denver International Airport, Cheyenne Airport and Delta Airlines. The graduate degree program online is rapidly growing in enrollment.

♦ Most students enjoy relaying their experiences with other students. Additionally, they like to find new and unusual stories related to aviation topics. The term paper is a way for the students to look further into a subject that interests them. ♦ Every student that has done the FedEx internship has been offered a job upon graduation. Enrollment in graduate classes is growing at a rate of 75% a year.

♦ The obstacle as with any assignment is that some students wait to the last minute and do a poor job. Some students will not complete the assignment. ♦ The only negative is the limited number of students that can participate in the internships.

♦ The goal would be the implementation of a rubric and deadlines of portions of the term paper. The deadlines are designed to get the student thinking about their term paper topic before the day it is due. This also allows for feedback concerning their topic or approach.

♦ A current competent, and proficient pilot would be the goal. ♦ Increase the number of internships available to students.

♦ The only challenge this semester in implementing rubric and deadlines is that not all students participated. Quiz points were used to entice students to participate. ♦ Time and money. ♦ Currently, the airlines in the US are facing difficult financial times, so getting them to add more interns might be difficult to achieve.

◆ No additional resources other than the rubric handed out on the second day of class are needed. ◆ Textbooks, charts, instructors, and aircraft are resources needed. ◆ Finding more companies willing to have an intern programs for our students.

◆ Assessment would be in the form of improved term paper scores as compared to the previous semesters. ◆ This strategy could be implemented by the junior year.

◆ This strategy can be measured with improved term paper scores and verified with a student survey. ◆ Tracking certificates and ratings held. ◆ Tracking the number of students participating in internships.

◆ The professor implementing the rubric and deadline is responsible for assessing the results. ◆ The professor and department chair are responsible for assessment.

Management, Marketing & General Business

◆ A few of the activities/practices currently being used include: an assigned interview with professionals currently working in a specific business field/position, discussions with recruiters at campus career day, preparation of current event articles, group/team assignments, and student presentations. ◆ Given that the majority of our graduate students are employed full time, formal engagement policies are not appropriate. ◆ Capstone courses, direct internships, and use of the internet to augment course assignments. ◆ Comprehensive final examination on the creation of an estate plan for a hypothetical family. ◆ Research projects with existing businesses. ◆ In the graduate management class, students are required to strategically evaluate an existing company. Student are required to contact the company and stakeholders of the company to gather information needed for the evaluation. ◆ Engagement activities are difficult in a beginning statistics class. Students are occupied with learning first principles. Survey sampling, as a class project, works better in a second statistics class. ◆ The committee should have suggested a title that was more aligned with the prompts under the “topic” paragraph. Student engagement at first meant “engaging the students.” For the time being, only use of e-mail would “fit,” per the committee’s handout. One must wonder if the “student engagement” phrase was prevalent in colleges around DSU and that’s why it found its way to this form. For example if student teaching is a part of one’s degree, such as in a school of education, and if student teaching were viewed as “student engagement,” then I understand where the “student engagement” phrase comes from. One wonders if “extracurriculas” was what was wanted and if so, might this not be the better heading for this section of the report? If so, the next question must be from faculty what “the system” thinks our role should be.

◆ The strength of the term project is that students are better able to understand the concepts in the text and how they should be applied to the real world. ◆ Requiring students to work with existing businesses and professionals teaches students how to interact with various participants in the business world. ◆ A comprehensive final exam requires critical thinking, analysis, and planning. ◆ Students take at least one course from

almost every major area of study in addition to their full major. The capstone course uses class lectures, case analysis, and a computer simulation to show how all of these different areas of study are in fact interrelated. Through these activities students learn how to integrate each others' special skills to achieve overall success in their chosen field.

◆ Internships require that student complete a variety of course assignments designed to allow them to apply theoretical concepts in actual work environments. By applying theory to practical situations, students begin to understand the challenges that await them after graduation as well as grasping the need to retain flexibility when implementing new ideas into an existing work environment. ◆ Internet assignments reinforce the idea that what we are currently discussing is relevant in the real world.

◆ Course enrollments of 50+ in undergraduate and as many as 50 in graduate courses are not compatible with student engagement with the faculty or one another. Many students are hesitant to participate in large groups and faculty feedback is, of necessity, limited.

◆ At the present, internships are only available during the summer months. This significantly decreases the availability to students. ◆ Term projects are available via the internet. Students could possibly ask other student to write papers for them or simply download them.

◆ The challenges presented by the availability of term papers via the internet are immense. Easy solutions have been forthcoming. Some have suggested that ALL students in the future must be orally tested and examined to guarantee original work. This would be the most elegant solution---the individual oral examination of all students.

◆ Students must be required to present copies of all sources of information used in case preparation. ◆ Increased use of the internet for completing assignments. ◆ The division needs to aggressively develop relationships with area businesses relative to providing internship opportunities. A list of organizations committed to providing at least one internship position every summer specifically for a DSU student should be generated. Internships should be made available throughout the academic year. ◆ Enrollment must be limited in order to allow more interaction.

◆ Time is the most significant obstacle to the successful development and implementation of internship programs. Also the availability of additional funding to either pay additional faculty to direct more internships or to provide for course reductions to encourage existing faculty to engage in this activity. When the economy is in a downturn, organizations are laying off employees not developing internship programs.

◆ Individual oral examinations demand a small student/teacher ratio. ◆ Some students may not feel comfortable with computers or emailing their assignments.

◆ Many of the resources are already available in order for students to send assignments by email. ◆ No new resources would be necessary in order to require students to provide copies of all sources of information used in case preparation. ◆ A number of resources would be necessary to implement an effective internship program. The formation of a relationship between the department and community businesses would be significant in the development and implementation of the program. Also, a coordinator/advisor would be required to serve as a liaison and handle various needs/situations. Internship

coordinators should take the lead and make contacts with organizations. ♦ Additional funding for more faculty to serve as internship coordinators or for course reductions. There is also a need for additional funding for communications equipment (dedicated fax, telephone long distance) and travel.

♦ Measurement of the effectiveness of an internship program would be based on several components: student feedback/evaluation, coordinator feedback/evaluation, and the feedback from the business community. The process should begin in the 2004-05 academic year and will require 3 to 5 years to fully develop strong relationships. The number of firms offering internships specifically for DSU students could be determined.

♦ Instructors should be responsible for checking all sources of materials used by students during the completion of case assignments and term projects.

♦ Faculty members should be responsible for assessing results in their classroom.

♦ Internship coordinators and the division chair should assess the internships.

Accountancy, Computer Information Systems & Finance

♦ CIS majors are encouraged to seek internships or part-time jobs that give them some actual experience in their field of study. They are encouraged to join computing and/or business organizations (example: AITP). In upper level CIS classes, students have the opportunity to work with computing activities that may be used in a true working environment. For example: They complete integration activities that combine numerous software applications. They work in groups to practice completing assignments in a team-based environment. They research technology topics using different resources (books, magazines, Internet) and write a paper on the information found. They present the research to the class using appropriate software and display devices. ♦ The capstone class requires a major project that entails a great degree of interaction with other students as well as with the instructor. The project also involves businesses in the community, so the students should have good communication skills as well as ability to interact with others. The class requires a written analysis and an oral presentation at the end of the semester. ♦ Community involvement is not encouraged. ♦ Use of WebCT by selected instructors for online course materials. ♦ Currently partnered with the Cleveland School District and are organizing a formal group of CIS majors to serve as interns to an individual school. Providing workshops free of charge to two adopted schools in the Cleveland School District. Plan to use members of AITP as monitors and assistants during these workshops. ♦ Students are encouraged to gain experience through internships or by participating in community service or volunteer work. Capstone course is provided in the senior year. Students have the opportunity to use the web to discuss or complete assignments, and to use email to communicate with the instructor.

♦ The strengths of the projects is that it provides students with hands-on approaches to identifying, analyzing, and proposing management plans for the risks that different businesses face on a daily basis. ♦ Students who intern gain real-world experience in their field. All of the practice working with the software packages may lead students to pursue certifications in their field. ♦ Internships are successful but only a few students

are fortunate in getting them. They do strengthen the students' resumes. ♦ Internships increase job marketability. ♦ Students participating in their field before they graduate get a sense as to whether or not the field is right for them and perhaps the opportunity to get a job or make connections before graduation. ♦ "Real life" brings the textbook and classroom into reality focus. ♦ Students become accustomed to being a better citizen in the community and profession.

- ♦ The primary weakness faced with the major project is that business owners are often hesitant to provide the students with a great deal of the confidential information that the students need to fully assist the business owner with identifying potential problems.
- ♦ There are only a few computer-related internships in the Mississippi Delta area.
- ♦ Students with a low GPA do not have a chance for an internship. There are not enough internships available for all students who would wish to participate. We could use more paid internships. Some employers treat internships as a source of cheap labor.
- ♦ Volunteer accounting work requires oversight of students, but also puts faculty at substantial risk from the legal and professional standpoint.

- ♦ The goal of the final project is that students are able to provide a well-written document as well as a well-presented oral presentation. ♦ The goal of the department should be to try and find more area businesses who will hire our students as interns. ♦ Encourage students to become more involved in campus and community activities. ♦ Create more ongoing rather than temporary internships. ♦ Have more CIS majors work around campus helping faculty and staff with IT issues for which they are qualified. ♦ Students need to participate more actively with practitioners in their field, perhaps through a listserv environment.

- ♦ The greatest challenge is to motivate students to go through the thorough analysis of the company. Other challenges consist of getting the students to work well with each other.
- ♦ Need more businesses offering internships. ♦ Students often don't have much extra time because of course load and work hours, so they don't want to add anything more to their schedules. ♦ Problems with companies include: unrealistic expectations, no formal on-the-job orientation and support, using interns as inexpensive labor, wanting only our top student, demanding too many hours per week for full-time students. ♦ Time, money, and effort necessary to recruit potential employers of interns. ♦ Administration and funding of IT work study positions. ♦ Many students work part- or full-time to pay for college expenses and require a steady job. Many employers are reluctant to provide short-term jobs to students where significant training is needed. ♦ It takes time for a full-time faculty member to develop internship and community service projects. A couple of years ago we were restricted to local phone calls only. This greatly restricts any networking beyond the local area. ♦ Availability of willing employers and qualified students. Legal and professional constraints.

- ♦ Students need PowerPoint access and computer access. ♦ Students must allot the time in their schedules for internships. Businesses need to offer internships that are going to benefit the students. ♦ Budget for payroll and release time for CIS faculty to supervise

the IT work study students. ♦ More employers who can afford to provide basis training and work experiences for students. ♦ More communication with employers, which necessitates travel expenses.

♦ Since many of these recommendations require factors beyond the control of the university (willing employers), no timetable can be set. Career Placement Services could help by surveying employers and identifying those who might be interested in providing internship opportunities. ♦ Without the time or money for the pursuit of additional internships other than those which result in casual networking, it would be hard to set a timetable. ♦ A listserv participation component could be established next semester.

♦ Measurement would be the number of interns. Review the comments from supervisors to see how interns are doing. Obtain student feedback. ♦ Develop a service satisfaction survey. ♦ Gauge success of listserv participation by the development of long-term relationships with practitioners in the field.

♦ The responsibility for assessing results would begin with the instructor and include the student and the department heads. College deans and vice-presidents would be involved.

TOPIC: ACQUISITION OF KNOWLEDGE

Commercial Aviation

♦ Weekly students bring in an outside source relevant to the topic so discussion that week. Additionally, at the end of each lecture invite students to share any experiences or knowledge relevant to the topic of discussion. Finally, ask each student to write a 5-8 page paper on a relevant topic for the course in which they are enrolled. ♦ Papers on current events and other aviation related topics, weather reports, DUATS. ♦ The online graduate program requires students be able to use Word, e-mail, chat rooms and other computer skills.

♦ Most students enjoy relaying their experiences with other students. Additionally, they like to find new and unusual stories related to the aviation topics. ♦ Students send all their work in the online program to the faculty using computers and e-mail. This has allowed students to complete courses from any location in the world they are working in. Work has been received from Saudi Arabia and China, to name a few.

♦ An obstacle is that not all students participate. Additionally, some students have no idea how to type, or do an academic research on the internet. The lack of technology in the classroom is an obstacle to encouraging students to participate in the outside activities. Many students do not know how to use the internet or library resources to gain access to the latest aviation information. If the classroom was equipped students could get hands-on experience searching the many governmental websites and library

resources. ♦ With online courses you lose the direct face to face interaction you have in a normal class setting.

♦ The goal is to make students more aware of technology available to them. It is important to know the latest information in aviation and the internet is the greatest asset for finding this information. ♦ By senior year, have a portfolio of projects/assignments. ♦ As technology improves, more streaming video and other ways to improve our student teacher interaction will be possible.

♦ The lack of technology in the classroom is an obstacle to encouraging students to participate in the outside activities. Many students do not know how to use the internet or library resources to gain access to the latest aviation information. If the classroom was equipped students could get hands-on experience searching the many governmental websites and library resources. ♦ Computer and internet access, time requirements, knowledge level are obstacles. ♦ All this technology costs a good deal of money. University policy makers are going to have to commit to spending large amounts of money to buy new technology as it becomes available. With the budget crisis looming in the state, where will the funds come from?

♦ Technology in the classroom is necessary to teach hands-on resources available to the students. Specifically, a “smart classroom” in the aviation department would give this technology to the faculty and students. Faculty could use more hands-on equipment with the aviation students. ♦ Computer, internet access, working knowledge of DUATS. ♦ Adequate funding is needed.

♦ Within a year of implementing a “smart classroom” students would feel more confident with technology and more inclined to participate in group and individual assignments. Additionally, student learning will improve with better visual aids in the classroom as the result of a faculty having technology to present.

♦ The results can be measured in the improved participation of students on assignments, and improved scores on tests and term papers. Additionally, student surveys could add validity to the results. ♦ GPA, certificates and ratings held. ♦ Review of technology budget for the department.

♦ The Department of Commercial Aviation would be responsible for assessing the results of improvements with a “smart classroom” in aviation. ♦ Advisor/instructor of record and the Department Chair.

Management, Marketing & General Business

♦ Students are required to use spreadsheets, computer simulations, the internet, Powerpoint, Adobe Acrobat, and web sites depending on the particular course and its applications. Additionally, many students are required to use online sources provided by text publishers.

◆ Hands-on experience is especially beneficial to students. Many students truly love spending time on the net. This exposure lets students become familiar with how websites work and tools marketers use to build traffic to websites. ◆ The undergraduate CD is particularly useful as students are required to use the technology as opposed to being lectured about it. At the graduate level, the spreadsheet assignments have the advantage of allowing students to utilize skills they already have as well as allowing marginal analysis by slowing the students to make small alterations to their answers and assumptions and see the results. ◆ Students learn to appreciate the computing power available to them today. ◆ Students become familiar with how technology can be used to gather information and to prepare information for presentation to various stakeholders. ◆ The computer simulation allows student teams to compete against each other in a simulation to craft a coherent strategy and attempt to dominate their market. Emphasis is placed on achieving long-term goals, developing flexibility in a fluid environment, and expanding their conceptual skills. Each team creates a case study of their performance during the simulation. This written analysis requires word processing skills and the ability to generate graphs and charts to support their data and conclusions. The oral presentation requires some use of multi-media technology such as Powerpoint and/or video.

◆ Even though many students love the internet, there are still students who are not comfortable with computers or the internet. In addition, the overall level or technical knowledge of our students is lacking. Abilities vary tremendously among students' competencies. ◆ Another weakness is that many students do not have access to computers at home and the DSU computer labs are not open 24/7.

◆ All students should be required to utilize technology as an assumed skill once they have completed their freshman year. Assistance should be available to students, but valuable classroom time in other topics must not be sacrificed. ◆ Students need to become proficient in the use of the internet. ◆ Computer lab operation hours must become more user friendly. ◆ Technology must be available in a majority of all classrooms. ◆ Seminars and workshops must be provided for faculty to improve their technology skills.

◆ The greatest challenge is financial resources and manpower. ◆ Students must be motivated to use the technology by requiring their use in class assignments. ◆ Not enough faculty are comfortable with the technology that is available, much less any new technology. Seminars and workshops must be made available at times which do not conflict with the majority of classes. Some incentive for attendance would need to be developed. ◆ Computer labs must be made more accessible to students. Currently the lab in upstairs Broom is usually reserved for a regularly scheduled class during prime hours. The downstairs Broom lab is reserved almost exclusively for CIS and OAD students. This leaves the library lab available. ◆ Increased ITS support and more qualified ITS personnel—both in numbers and skills. ◆ Computer labs need to be staffed with tremendous student assistants.

◆ One to two years will be necessary to implement many of these strategies. It is obvious that this is a process that should be continuously supported and updated as technology changes. Some results will take as much as two to three years to see marked improvement. ◆ Accurate records will need to be kept on students using the available technology. ◆ Students should be tested on computer and technology skills.

Accountancy, Computer Information Systems & Finance

◆ Basically, the CIS Department is responsible for teaching programming and information technology courses. Everything we do helps students to acquire knowledge using the technology that is currently available. EXCEL, ACCESS, application programming, programming for the Internet, query design with SQL, database programming, educational resources, presentation software, word processing, networking hardware, data communications, A++ certification, operating systems, etc. ◆ All of the information from the previous responses should address this topic. ◆ Students are required to use internet sources, use Word to report on several assignments, and to complete an Excel project. ◆ My courses are taught in rooms that aren't equipped with high tech equipment. There aren't enough machines for every classroom to use PowerPoint. Students have used the Internet to research term papers in my class. That activity is independent of my influence. ◆ There is no computing essentials class in the general education core. ◆ Use of spreadsheets for preparing budgets, searching accounting research databases. ◆ Small papers, case work, presentations, web-based research, and library research. ◆ Each class requires students to turn in assignments where the computer is used. ◆ Not every student is required to participate in computer related courses. CIS students are required to participate in computer related courses and they get extensive practice with tools such as the Internet, with a word processor, spreadsheets, presentation software, and publishing software and for some programming and web publishing tools. ◆ Require students to use word processing skills to summarize articles, prepare statements, and/or do worksheet problems. ◆ Students are required to use electronic word processing and spreadsheet. Presentation software is optional. Students are also required to access electronic research sources.

◆ The strength is the variety of software, languages, and approaches provided by the curriculum. ◆ The program is evaluated to ensure that we are teaching what needs to be taught. ◆ Students must be proficient in using spreadsheets. Preparation of budgets combines "real world" experiences and enhances computer skills. Accounting students must be proficient in researching complex accounting issues. Practicing on less complex issues prepares students for the more difficult issues that will need to be addressed in accounting practice. ◆ Students need to be aware that as course knowledge is acquired, computer skills will be necessary. ◆ Extra work helps students' grades to improve. Students like using the computer. ◆ Students have expanded their communication skills and prepared themselves for the computer based CPA exam.

◆ The weakness is that technology changes quickly. We need more time and resources to evaluate technology. ◆ Sometimes students have had difficulty logging on to the RIA

program. Some don't take the time to go through the tutorial so they don't master the steps needed. Some don't understand relationships among numbers to use Excel effectively. ♦ A new instructor with heavier networking skills is needed. ♦ Some DSU students have graduated with a lack of computer literacy. ♦ These tools are not in every student's program of study. ♦ Not all students have the same ability and background.

♦ A goal for improvement would be for faculty to attend more technology conferences to learn about the newest hardware and software practices. ♦ Continue to require students to use various internet sources as well as other technology skills. ♦ Add a faculty member with a strong networking background including real-world and academic experience. ♦ Establish a computing essentials course such as CIS 205 as a general education requirement. After teaching the general overview class CIS 205 for the last 13 years, it is apparent that students are less computer literate today than the first class I taught. The entire university needs to have an entry level course such as 205 to help give the student population a firm base in computer knowledge and usage. Some of our students have never used a computer before and this can not be tolerated in today's world. ♦ All courses should require at least one assignment per semester which requires computer operation or computer research skills. Senior level courses should require more complex projects/issues than principles level courses. ♦ Provide web-support to students by providing web site connections, etc. Invite email communications from students. ♦ All classes should require the use of computers to some extent. ♦ The campus as a whole could benefit from a research class that focused on online databases and the various research methods. Online database and research acquisition skills can be included in some appropriate existing courses. ♦ Teach more accounting courses in a classroom equipped with computers.

♦ The obstacle is the high cost of attending numerous technology conferences. The challenge to implementation is having the financial resources to attend the conferences. ♦ Some students don't have a computer at home and they may not be able to find time to use the lab when it is convenient. ♦ Networking personnel are in strong demand and highly paid. ♦ There is resistance outside of the College of Business for a general computing course in the general education core. Other colleges within the university are not ready to help their students take advantage of computer training. ♦ The availability of appropriate databases for accounting research is limited due to the high cost of such. ♦ Teachers do not want to change. ♦ A course that taught strictly web page development would have to be created and taught, and our faculty is spread thin already. We have a course that focuses on computer hardware, but it could probably become more technical, and hands on, and could benefit students from other majors. There is often a disdain for computer related courses by some non-computer faculty. Although it would not be surprising if instead of suggesting an existing course that provided computer related skills, departments instead unnecessarily duplicated them within their own department adding an extra expense to the campus. ♦ Having sufficient number of computer equipped classrooms. Having computers that work properly. Assisting students with technical problems. ♦ Lack of computer skills on part of some students.

◆ Money is the resource needed. ◆ Making sure the computer labs are available to students enough hours of the day and evening. Labs need to be open on Saturday.
◆ Need incentive to attract a new faculty person. ◆ Additional computer lab classrooms.
◆ If CIS 205 is made a general education requirement, more computer laboratory space will be needed to handle the student enrollment. ◆ Need computer and database resources. ◆ Computer support and training opportunities for faculty. ◆ More computerized classrooms.

◆ CIS 205 should be added to the general education core immediately. Other schools around the area already have a course similar to 205 being taught at the general education level. Assessing the ability to use the computer with the software available on campus will be easy when the use of computers to complete projects due in other schools around the campus increases. ◆ Currently, projects and computer assignments are being made. Acquisition of appropriate accounting databases is dependent on funding. ◆ Until the money is available, it would be impossible to suggest a timetable for implementing any new courses.

◆ One measurement would be being able to share the new technology with students.
◆ Measure how many students turn in homework that is done correctly. Students could report that they were able to find the information requested. ◆ Measure the additional of new faculty and the credentials they bring. ◆ Computer literacy testing. ◆ After the students see how much the computer can aid them in completing their assignments, the number of students using the computer facilities should grow dramatically. ◆ Syllabi, assignment schedules, and instructor reporting. ◆ Chairs and deans could look at syllabi of faculty for inclusion of computer assignments. ◆ For incorporating research skills into an existing course, you could measure by assessing student skills at acquiring information through testing or by asking them to research for class and semester projects.

◆ Individual instructors could measure improved student performance. Each individual school on campus would have to evaluate the computer usage by their students. ◆ There needs to be a university wide committee measuring results. ◆ Department heads and Deans should measure results. ◆ The University would be responsible for measuring results.