

APPENDIX B

Quality Enhancement Plan Goals

Quality Enhancement Plan (QEP) Goals

2004-2009

Goal 1 – Delta State University will enhance student engagement through increased student-student interaction and faculty-student interaction.

- A. Faculty Development – A committee of five faculty members, known as the Student Engagement Champions (SEC), will be formed as faculty mentors. Their primary charge is to identify areas of need or opportunity for enhancing learning environments and promoting complete student interaction within these environments.
- i. Action Plan
 1. Composition – Committee (SEC) consists of designated faculty mentors from each college/school. Two mentors will be designated for the College of Arts & Sciences and one each for the Colleges of Education and Business and the School of Nursing. The Provost will determine the chair of the committee.
 2. Needs assessment – An initial assessment to determine needs in enhancing learning environments will be completed in Fall 2004. Annual assessments will be completed each spring term for action the following fall term.
 3. Models/Topics – Training models such as development of learning objectives and performance assessment will be identified. New and revised courses are specific topics for coverage. Specific topics will be selected based on the needs assessment and training models.
 4. Evaluation – Measurement techniques will be selected or developed to measure the success of the individual models. The success of the faculty development models will lead to faculty practices that enhance student engagement.
 - ii. Party Responsible – The SEC, created by the Provost, will consist of members nominated by the Deans of the Colleges of Arts & Sciences, Business, and Education and the School of Nursing.
 - iii. Timeframe – The SEC will be established in Summer 2004 with members recommended for appointment by the respective deans by 15 July 2004. Orientation of the committee regarding the *Benchmarks of Effective Educational Practice* will be completed by the end of September 2004. Needs assessment, selection of model and topics, and the selection or development of assessment tools will be completed by the end of the Fall 2004 term.
 - iv. Resources Needed – The resources required for this segment of the strategic plan include the following:
 1. SEC member release time as necessary. Adjunct faculty will be hired as needed to grant release to SEC members.
 2. Funds for the SEC to attend off-site training, workshops, or seminars, to bring expertise to the campus to facilitate the training, and for resources the committee may need.
 - v. Assessment – Measurement will be against the deadline of formation and orientation of the SEC by the Fall 2004 term. Completion of other action items by the end of the Fall 2004 term deadline will provide assessment tools.
- B. Faculty Development Schedule – The SEC will develop an ongoing series of sessions for faculty development to facilitate the creation of environments conducive to improved learning and better student-student and faculty-student interaction.
- i. Action Plan – The SEC will provide the campus with orientation to the *Benchmarks of Effective Educational Practice*, which capture many of the most important aspects of the student experience. “These student behaviors and institutional features are some of the more powerful contributors to learning and personal development” (*National Survey of Student Engagement VIEWPOINT*, November 2002, Indiana University Center for Postsecondary Research and Planning). Other topics may be

identified for support through the Standards-Based Teacher Education Project (STEP). STEP topics will focus on improvements in teaching and the development of appropriate assessment of student learning. STEP will make approximately \$40,000 available for 2003-2004 and 2004-2005. Other sessions conducted by the committee for the campus as a whole and for individual colleges and schools will be determined by the needs assessment conducted in Fall 2004.

1. Campus-wide faculty development sessions will take place annually.
 2. College-by-college faculty development (specific to college/school) will take place each semester.
 3. Schedules and topics will be developed by the SEC and implemented by college/school SEC mentors.
 4. Delivery Schedule – All full-time faculty will participate in three sessions per academic year. Designated sessions will be developed for adjuncts.
 - a. One campus-wide development session per year will be conducted.
 - b. College/school development session will be held once per semester.
- ii. Parties Responsible – The Associate Vice President for Academic Affairs and the SEC will lead this effort.
- iii. Timeframe –
1. Initial campus-wide sessions will be completed by 1 April 2005.
 2. SEC mentors will complete initial college/school-specific sessions by 1 May 2005.
 3. Campus-wide and college-specific development will continue in Fall 2005 with the delivery schedule stated above. These development sessions will continue through at least the 2008-2009 academic year.
- iv. Resources Needed – The following are the resources needed for this portion of the strategic plan:
1. Mentor release time as necessary
 2. Development materials
 3. Adequate funds for workshops to help SEC members acquire needed skills (travel to conferences and hiring of expert workshop leaders for on-campus presentations).
- v. Assessment – Assessment tools used for this portion of the plan include the following:
1. Workshop evaluation by participants
 2. Results of NSSE and QEP student surveys
 3. College/School annual reports. The annual reports will be reviewed for inclusion of faculty initiatives resulting from development sessions.

Goal 2 – Delta State University will enhance student engagement through increased use of technology and web-based communication in classroom activities and assignments.

- A. Faculty Skills – All faculty will participate in development sessions led by the designated faculty mentors established by the SEC. Faculty will become more proficient in the use of technology and web-based communication. These sessions will include sessions on how to link technology to true student learning.
- i. Action Plan – One of the three development sessions per year will focus on instructional technology and web-based communication. Topics will be determined by the SEC through the needs assessment (Goal 1A) in consultation with Technology Champions and the Director of the Technology Learning Center (TLC).
 - ii. Party Responsible – The SEC will schedule sessions and coordinate the resources based on consultations with the Technology Champions and the Director of the TLC. Sessions will be conducted by the designated college/school mentor and/or others with expertise in the topic. The use of web-based assignments in courses will be monitored by division/department chairs.
 - iii. Timeframe – Development sessions on technology issues will begin Spring 2005. Evidence of the initial implementation of the new practices will be available in course syllabi by Fall 2005. While department and division chairs will have the freedom to determine the most appropriate courses for the introduction of instructional technology developments, it is expected that 25 percent of undergraduate

and 30 percent of graduate courses will incorporate advanced instructional technology by Spring 2006. Fifty percent of undergraduate and 60 percent of graduate courses will incorporate such innovations by Spring 2007. By Spring 2009, more than 75 percent of all undergraduate and 85 percent of graduate courses will exhibit the inclusion of instructional technology and web-based communication as integral elements of courses.

- iv. Resources Needed – The resources required to implement this segment of the strategic plan include the following:
 - 1. Faculty development workshop materials
 - 2. Adequate funds for workshops to help SEC members acquire needed skills (travel to conferences and hiring of expert workshop leaders for on-campus presentations)
 - 3. University site license to advanced instructional technology software
 - 4. Access to adequate development and support hardware
 - 5. Knowledgeable support staff. The Technology Learning Center is the most likely resource faculty will access. Staff in the TLC will be expanded as needed to accommodate the increased requests for assistance.
- v. Assessment – The tools used to assess this portion of the plan include the following:
 - 1. Course syllabi to document the use of web-based activities in courses
 - 2. Session evaluation by participants
 - 3. Results of NSSE and QEP student surveys
 - 4. College/School annual reports for inclusion of reports of faculty initiatives resulting from development sessions.
 - 5. TLC Assessment
 - a. Faculty survey of the effectiveness of TLC support
 - b. TLC census of faculty usage.

B. Infrastructure – DSU will increase the availability of instructional equipment. Internet accessibility will be provided in all classrooms. The conversion of facilities to technology suitable to supporting student use will be implemented.

i. Action Plan –

- 1. Five new “SMART” carts will be made available by 1 January 2005 at a cost of \$5,000 each. Determination of need for additional “SMART” carts or alternate technologies beyond those introduced by January 2005 will be made by 1 September 2005 with implementation by September 2006.
- 2. A rollout plan will be developed for Internet access (one connection) in all classrooms to begin July 2005 with a project completion date of December 2006. The critical need in data transmission is the improved stability and reliability of the existing system. Academic planning for new directions, such as wireless and/or infrared technology, will take place during academic year 2004-2005. Planning for the physical enhancement of the current hard-wired network with wireless technology will also take place during academic year 2004-2005. Installation of additional systems will take place beginning in June 2006 with a project completion date set for June 2008 at an estimated cost of \$50,000.
- 3. Five new “SMART” classrooms will be added by 1 July 2005 at a cost of \$25,000 each. Determination of need for additional “SMART” classrooms or alternate technologies beyond those introduced by July 2005 will be made by 1 September 2005 with implementation September 2006.
- 4. There are several miscellaneous infrastructure needs to support advancing instructional technology. These will be brought on line according to need. The various infrastructure needs are as follows:
 - a. Streaming Media Servers – One server with appropriate software will be put in place in academic year 2005-2006 at a cost of \$12,000. The implementation of a gigabyte network will allow this implementation. Additional servers will be brought on line 1 January 2007 and 1 January 2008.

- b. Software Duplication – This application allows in-house production of course materials for distribution to students. This will be brought on line by 1 January 2005 at a cost of \$12,000.
 - c. Image Database Servers – This server will be brought on line with the software duplication system by 1 January 2005 at a cost of \$8,000.
- ii. Parties Responsible – Chief Information and Planning Officer with the assistance of the Director of the Technology Learning Center, the Director of the Center for Economic and Community Development, the Director of Information Technology Services, and the Director of Telecommunications will be responsible for this element of the strategic plan.
- iii. Timeframe – The implementation timeframe is imbedded in the action plan above.
- iv. Resources Needed – The resources required to implement this segment of the strategic plan include the following:
 - 1. “SMART” Carts – \$25,000 for initial phase
 - 2. “SMART” Classrooms – \$125,000 for initial phase
 - 3. Internet and other data transmission – \$106,700
 - 4. Miscellaneous Infrastructure – \$56,000.
- v. Assessment – The measures used to assess this portion of the plan include the following:
 - 1. Installation deadlines met
 - 2. Implementation within budget
 - 3. Reliability and availability of data transmission system improved by 85 percent
 - 4. Usage rate of infrastructure.

Goal 3 – Delta State University students will grow in the knowledge and practice of a variety of communication skills by having these skills reinforced in all courses.

- A. Basic Communication Skills – These skills are those expected of all college graduates and are defined in the General Education requirements of the University. The means by which these skills are taught and assessed are the foci of this goal.
 - i. Action Plan – The General Education Committee made recommendation for changes to the General Education Core to Academic Council in Fall 2003. The implementation of new General Education requirements will go into effect in Fall 2004.
 - ii. Parties Responsible – Associate Vice President for Academic Affairs and Academic Council will ensure the implementation of the new General Education requirements.
 - iii. Timeframe – These changes will be implemented by the beginning of the Fall 2004 semester.
 - iv. Resources Needed – No additional resources are needed.
 - v. Assessment – This segment of the strategic plan will be assessed using the following:
 - 1. Implementation of changes by Fall 2004 deadline
 - 2. Results of NSSE and QEP student surveys to determine effectiveness of changes in General Education requirements.
- B. Communication Specific to Chosen Major – Each college/school has specific expectations of the communication skills of its students.
 - i. Action Plan
 - 1. To improve the teaching of specific communication skills needed in that discipline, the respective degree programs will conduct curriculum reviews.
 - 2. Assessment points at which students must demonstrate communication proficiency before progressing in the chosen program will be implemented.
 - 3. The SEC will determine the appropriate faculty development needed in the respective colleges or school based on the communication skills identified by the degree program. The SEC will provide faculty workshops for that college or school or arrange to provide the workshops.

4. The office of the Provost will assemble a catalog of the changes made and/or suggested in the respective units. This catalog will serve as a reference for others at the institution and as a means of sharing development successes across disciplines at the University.
 - ii. Parties Responsible – Parties responsible for the respective steps in the action plan above are as follows:
 1. Department/division curriculum committees
 2. Respective Deans and Division/Department Chairs
 3. SEC
 4. Associate Vice President for Academic Affairs.
 - iii. Timeframe – Curriculum review will be completed by the end of the Fall 2004 semester. Assessment points will be established by the end of the Spring 2005 semester. Workshops on communication topics by the SEC will begin Spring 2005. These workshops will continue through at least the 2008-2009 academic year. The catalog of changes made will be initially compiled by Fall 2005 and will be revised annually.
 - iv. Resources Needed – Adequate funds for workshops to help SEC members acquire needed skills (travel to conferences and hiring of expert workshop leaders for on-campus presentations) and workshop materials will be provided.
 - v. Assessment – This segment of the strategic plan will be assessed using the following:
 1. Deadlines met for curriculum reviews, assessment points, and catalog of changes
 2. Workshop evaluation by participants
 3. Results of NSSE and QEP student surveys
 4. Annual surveys of graduates within 5 years
- C. Infrastructure – College/school facilities will be evaluated to determine their conduciveness to providing an effective learning environment that fosters student interaction.
- i. Action Plan – Classrooms and other student-accessible areas across campus will be evaluated. Outcomes of this evaluation will result in identifying accessible areas for student interaction and collaborative study environments, adapting existing spaces into informal study areas, and redesigning existing classrooms and furniture to make them more conducive to providing interaction and collaborative work environments. A written plan containing recommendations for redesign and adaptations will be developed.
 - ii. Parties Responsible – The respective building managers will be responsible for conducting the evaluations. Faculty and student input will be included. The Vice President for Finance will be responsible for developing a master plan with a budget.
 - iii. Timeframe – The evaluation will be completed by the end of the Fall 2004 semester. Implementation of minor changes that do not require extensive capital will be done in the Spring 2005 semester. The master plan for redesign and/or adaptation will be completed by Fall 2005.
 - iv. Resources Needed – Funding for furniture, adaptations of existing spaces, and renovations will be provided. Delta State University is committed to making legislative requests for more than \$6,000,000 in capital funds in each of the next three years for facility renovations that will support the long-range elements of this goal.
 - v. Assessment – This segment of the strategic plan will be assessed using the following:
 1. Evaluation and master plan deadlines met
 2. Implementation within budget
 3. Faculty and student surveys conducted to evaluate changes.

Goal 4 - Student engagement in free-flowing, multi-directional communication with faculty and other students will increase. Communication related to current performance and its relationship to long-term student achievement and academic career decisions will improve through the increased use of departmental review boards.

- i. Action Plan –
 1. Workshops will provide skills on the practices that encourage a classroom conducive to positive interaction and an effective learning environment. These sessions will be required for every full-time faculty member. Additional areas of expertise development will include learning styles, best practices for teaching in higher education, modifying the classroom for special learners, and assessment tools for measuring learning. Student engagement is central to the selection of these topics.
 2. Web-based technology to provide performance feedback to students in a timely manner will be adopted, adapted, and implemented. This technology may include online grading, scheduling, and web-based communication.
 3. Departments and divisions will develop written plans specifying systematic review procedures for continued student progress through degree programs. This review system will focus on the long-term success of the student in the respective program.
- ii. Parties Responsible – Parties responsible for the respective steps in the action plan above are as follows:
 1. SEC
 2. Division/Department Chairs
 3. Respective Deans, Division/Department Chairs, and curriculum committees.
- iii. Timeframe –
 1. Workshops will begin in the Fall 2004 semester and continue through the spring of 2005 and 2005-2006.
 2. Initial implementation of web-based communication will be evidenced in course syllabi by Fall 2005.
 3. Systematic review procedures will be established by Spring 2006.
- iv. Resources Needed –
 1. Workshop materials and adequate funds for workshop experts and/or panel discussants will be provided.
 2. Appropriate software and hardware will be made available.
- v. Assessment – This segment of the strategic plan will be assessed using the following:
 1. Workshop evaluation by participants
 2. Results of NSSE and QEP student surveys
 3. Annual surveys of graduates within 5 years.