Annual Report of Effectiveness
Academic Year 2002-2003
Academic Year 2003-2004

College of Arts and Sciences
Delta State University

July 21, 2004

Unit Title: Mathematics Department

Unit Administrator: Rose Strahan

Unit Mission Statement: The Department of Mathematics offers a B. S. degree with a major in mathematics and B. S. E. degree with a major in mathematics education. The department also offers a program of pre-engineering designed for the student who wishes to complete a portion of an engineering curriculum before attending an engineering school. The purposes of the Department of Mathematics are to prepare teachers of mathematics for the elementary and secondary schools, to provide a foundation for professional careers in mathematics, and to provide for the mathematical needs of the general student.

I. Unit Data:

Note: The Department has no active degree granting graduate program, however, graduate hours are offered through institutes and special courses.

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<th>S 02</th>
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<th>S 03</th>
<th>F 03</th>
<th>Sp 04</th>
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<tbody>
<tr>
<td>Total credit hours, undergraduate</td>
<td>249</td>
<td>2321</td>
<td>1729</td>
<td>288</td>
<td>2093</td>
<td>1765</td>
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<tr>
<td>Total credit hours, graduate</td>
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<tr>
<td>Enrollment totals</td>
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<td>786</td>
<td>611</td>
<td>136</td>
<td>741</td>
<td>613</td>
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<tr>
<td>Number of Majors</td>
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<tr>
<td>Mathematics</td>
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<td>15</td>
<td>22</td>
<td>18</td>
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<tr>
<td>Mathematics education</td>
<td>14</td>
<td>19</td>
<td>21</td>
<td>20</td>
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<tr>
<td>Pre-engineering</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>5</td>
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<tr>
<td>Grade distribution</td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>A</td>
<td>23</td>
<td>111</td>
<td>119</td>
<td>31</td>
<td>98</td>
<td>120</td>
</tr>
<tr>
<td>B</td>
<td>20</td>
<td>176</td>
<td>128</td>
<td>27</td>
<td>163</td>
<td>137</td>
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<tr>
<td>C</td>
<td>20</td>
<td>154</td>
<td>115</td>
<td>23</td>
<td>129</td>
<td>112</td>
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<tr>
<td>D</td>
<td>10</td>
<td>76</td>
<td>58</td>
<td>8</td>
<td>96</td>
<td>64</td>
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<tr>
<td>F</td>
<td>16</td>
<td>152</td>
<td>125</td>
<td>13</td>
<td>142</td>
<td>135</td>
</tr>
<tr>
<td>W</td>
<td>3</td>
<td>50</td>
<td>39</td>
<td>7</td>
<td>37</td>
<td>26</td>
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<tr>
<td>Other (I, AU)</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>3</td>
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</table>
There are two courses that are taught in the mathematics department that do not appear on the print out of faculty load or credit hour production—MAT 099 and CUR 487. The following table indicates the enrollment in those courses for summer 2002 through spring 2004.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>S 02</th>
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<td>MAT 099</td>
<td>7</td>
<td>96</td>
<td>29</td>
<td>9</td>
<td>86</td>
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<td>Cur 487</td>
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<td>7</td>
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**Number of Graduates**

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<tbody>
<tr>
<td>BS degree</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
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<tr>
<td>BSE degree</td>
<td>1</td>
<td>3</td>
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**Advisees per Faculty Member**

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<tr>
<td>Blansett (undeclared majors)</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Norris</td>
<td>8</td>
<td>6</td>
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<tr>
<td>Rodgers</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Strahan</td>
<td>14</td>
<td>15</td>
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<tr>
<td>Waller</td>
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<td>3</td>
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<tr>
<td>Wear</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Wingard</td>
<td>12</td>
<td>19</td>
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**Writing Proficiency Exam**

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<th>S 03</th>
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<td>Credit</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
<td>1</td>
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<tr>
<td>No credit</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
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**Praxis**

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<tbody>
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<td>Math</td>
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<td>Reading</td>
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<td>PLT</td>
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</tr>
<tr>
<td>Math content area test</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
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**External Funding/Grants**

Summer Institute 2002—*Integrating Algebra and Geometry: Institute for Teachers of Grades 6-Geometry* by IHL through the Dwight D. Eisenhower Professional Development Act. Grant total grant was $70,668.
The institute for mathematics teachers of grades 6 through geometry was held on Delta State University campus on May 31 through June 28. Participants received 6 hours of graduate credit for MAT 532 Special Topics in Mathematics—Algebra/geometry.

All of the 20 teachers who participated taught in public schools. The grade levels taught ranged from fifth grade mathematics through high school geometry with most teaching at least two levels of mathematics.

The participants had a broad range of educational backgrounds with only five having attained a major in mathematics education and teacher certification in mathematics for grades 7-12. Although there were vast differences in the mathematical knowledge of the participants, they learned much from each other and were a very congenial group.

Participants wrote lesson plans, taught a demonstration lesson for their grade level, presented problems and solutions to the group, read and critiqued 10 journal articles, and participated in journal writing. There were two content tests--mid-term and final-- that were also a part of the grade. Each person earned 6 semester hours credit with the grades distributed as follows: A=11, B-=6, D=-3.

Each participant also took a pre and post content test, which was not used in computing the grade but was used to evaluate change. Each participant also completed a pre and post attitude test. To establish the significance of these data, a $t$-test was performed on the Algebra/geometry content and the attitude tests. In each case, there was a significant difference between the pre- and post-test results (Algebra/geometry content: $t = 2.6469$, $df = 19$, $p = 0.0080$, one-tailed; attitude: $t = 5.9115$, $df = 19$, $p = 0.0000$, one-tailed).

The academic year follow-up sessions were held on September 28 and February 15.

**Summer Institute 2003—Integrating Algebra and Geometry:** *Institute for Teachers of Grades 6-Geometry* by IHL through the No Child Left Behind: Improving Teacher Quality Program. Grant total was $73,074.

The institute for mathematics teachers of grades 6 through geometry was held on Delta State University campus on May 30 through June 27. Participants received 6 hours of graduate credit for MAT 532 Special Topics in Mathematics—Algebra/geometry.

All of the 19 teachers who participated taught in public schools. The grade levels taught ranged from fourth grade mathematics through high school geometry with most teaching at least two levels of mathematics.

The participants had a broad range of educational backgrounds with only six having attained a major in mathematics education and teacher certification in mathematics for grades 7-12. Although there were vast differences in the mathematical knowledge of the participants, they learned much from each other and were a very congenial group.

Participants wrote lesson plans, presented a teaching activity on a topic for their grade level, presented problems and solutions to the group, read and critiqued 5 journal articles, and participated in journal writing. There were two content tests--mid-term and final-- that were also a part of the grade. Each person earned 6 semester hours credit with the grades distributed as follows: A=9, B-=6, C-=3, F-=1...

Each participant also took a pre and post content test, which was not used in computing the grade but was used to evaluate change. Each participant also completed a pre and post attitude test. To establish the significance of these data, a $t$-test was performed on the
Algebra/geometry content and the attitude tests. In each case, there was a significant difference ($\forall = 0.05$) between the pre- and post-test results (Algebra/geometry content: $t = 4.1023$, $df = 18$, $p = 0.0003$, one-tailed with critical $t = 1.7341$; attitude: $t = 2.2214$, $df = 17$, $p = 0.0201$, one-tailed with critical $t = 1.7396$).

The academic year follow-up sessions were held on September 13 and February 28.

For additional information about the institutes visit our website at [http://www.deltastate.edu/academics/artscl/math/summerinst.html](http://www.deltastate.edu/academics/artscl/math/summerinst.html)

II. Personnel

2002-2003 Activities and Accomplishments

Clifton Wingard made a presentation at the National Council of Teachers of Mathematics Central Regional Conference in Paducah, Kentucky. The title of his presentation was *Conquering Calculus Concepts*. He also conducted a workshop entitled *On the Road to Calculus: Exploring Fundamental Concepts*, at the annual meeting of the National Council of Teachers of Mathematics in San Antonio, Texas.

Clifton Wingard served as Chair of the Mathematical Concerns Committee of the LA/MS Section of the Mathematical Association of America for 2002-2003. He also coached and took a team of students to the student team competition at the annual meeting of the section.

Stella Wear and Rose Strahan were presenters at the Southern Regional Conference of the National Council of Teachers of Mathematics in Biloxi in October. Their topic was *Cruising Through Algebra via the Navigations Series*. In San Antonio in April at the annual conference of the National Council of Teachers of Mathematics, Stella Wear and Rose Strahan presented a talk entitled *Building an Integrated Community: Geometry and Algebra Navigating Together*.

Stella Wear and Rose Strahan served as professional development leaders for the Cleveland School district. They presented 8 workshops to middle grade and high school teachers on the teaching of mathematics.

Stella Wear and Rose Strahan were Co-Directors of an IHL funded summer institute for teachers entitled *Integrating Algebra and Geometry: Institute for Teachers of Grades 6—Geometry*.

Rose Strahan made a presentation entitled *Geometry for Grades 6-8* at the National Council of Teachers of Mathematics Central Regional Conference in Indianapolis in January.

The Mathematics Department hosted the Third Annual Mathematics Tournament for high school students in February. Under the direction of Stella Wear all members of the department faculty served on committees to plan and implement the tournament. The effort was very successful with 13 schools participating. Plans have already begun to make next year’s tournament bigger and better.
Stella Wear participated as a Technology Pioneer in the Delta INTech project funded by a PT3 grant.

Diane Blansett and Paula Norris conducted two ACT preparation workshops for Gentry High School in Indianola.

2003-2004 Activities and Accomplishments

Clifton Wingard conducted a workshop at the annual meeting of the National Council of Teachers of Mathematics in Philadelphia, Pennsylvania entitled *Navigating from Algebra to Calculus*.

Clifton Wingard served as a member of a panel discussing prerequisites for calculus at the annual meeting of the LA/MS Section of the Mathematical Association of America. This panel discussion was in conjunction with Project NExT (New Experiences in Teaching) for the section NExT fellows.

Clifton Wingard is the newsletter editor for the LA/MS Section of the Mathematical Association of America and also serves the section as chair of the Necrology Committee.

Stella Wear and Rose Strahan were presenters in Philadelphia, Pennsylvania, in April at the annual conference of the National Council of Teachers of Mathematics. Their presentation was entitled *Let Geometry Define Your Mathematics*.

Stella Wear served as a professional development leader for the Presbyterian Day School in Cleveland. She presented 8 workshops to K-6 teachers on the teaching of mathematics. Rose Strahan served as a professional development leader for the North Bolivar School District in Shelby. She presented 8 workshops to K-12 teachers on the teaching of mathematics.

Stella Wear and Rose Strahan were Co-Directors of an IHL funded summer institute for teachers entitled *Integrating Algebra and Geometry: Institute for Teachers of Grades 6—Geometry*.

Rose Strahan made a presentation entitled *Spatial Visualization—Geometry for Grades 5-8* at the Mississippi Council of Teachers of Mathematics Conference in Jackson in September.

Rose Strahan was the commencement speaker at the December 13, 2003, graduation at Delta State University. She was the first faculty member to be chosen as a graduation speaker.

The Mathematics Department hosted the Fourth Annual Mathematics Tournament for high school students in February. Under the direction of Stella Wear all members of the department faculty served on committees to plan and implement the tournament. The effort was very successful with 13 schools and 22 teams of students participating. Plans have already
begun to make next year's tournament bigger and better.

Diane Blansett was selected to Who's Who Among American's Teachers and was voted the 2003-2004 Outstanding Faculty Member by the Panhellenic Council.

Changes of Status

Stella Wear and Clifton Wingard were granted tenure effective with the beginning of the 2003-2004 academic year.

Louise Rodgers resigned effective May 2004 due to health problems.

III. Unit Goals

Mathematics Department Goals (2001-2004)

Goal 1:
A. Publish a departmental newsletter.
B. Method of assessment--Was a newsletter was published?
C. Result of assessment—We have not published a newsletter since summer 2002.
D. Improvements made as a result of assessment—We plan to publish a newsletter in 2004-2005 containing information about departmental faculty members, departmental activities, and recent graduates.

Goal 2:
A. Prepare students to teach using appropriate technology and prepare students who will enter the work force in non-teaching jobs to function in today's technology dependent society.
B. Method of assessment-- NCATE Standards for the teacher education program.
C. Result of assessment-- need for a technology course that focuses on use of technology in mathematics.
D. Improvements made as a result of assessment—a new course, MAT 215 Mathematics Technology, has been added to the curriculum. Although this is a required course for mathematics education majors, it is appropriate for all mathematics majors as mathematics content that is suitable for the secondary mathematics classroom is the vehicle used to illustrate and demonstrate a wide variety of technology and relevant multimedia. The technology includes, but is not limited to, scientific and graphing calculators, computers, computer accessories (appropriate software, scanners, projection devices, digital cameras), interactive television, distance learning, tele-conferencing, and electronic information resources.

In mathematics content courses, teaching with technology is modeled: graphing calculators in algebra, trigonometry, pre-calculus, the first two calculus courses; computers and computer software in probability and statistics, the third calculus course, and history of mathematics. The students are expected to solve mathematics application problems with the aid of the appropriate technology.
Goal 3:
A. Strengthen the B.S.E. degree requirements to comply with the recommendations on the preparation of secondary teachers from NCTM and NCATE.
B. Method of assessment— NCATE Standards
C. Result of assessment—Prior to the last NCATE study our program did not meet all of the standards as there were some course options (modern algebra or linear algebra, history of mathematics or number theory) and no required discrete mathematics course in our program. NCTM Standards require modern algebra, linear algebra, history of mathematics, and discrete mathematics. The options in our program were not considered sufficient.
D. Improvements made as a result of assessment— the options were eliminated and three required courses were added: MAT 215 Mathematics Technology, MAT 415 Discrete Mathematics, MAT 405 History of Mathematics. Linear algebra (MAT 442) and modern algebra (425) will continue to be offered in alternating fall semesters with an added requirement of a seminar and portfolio. MAT 442/MAT 425 will be linear algebra with a seminar in modern algebra. MAT 425/MAT 442 will be modern algebra with a seminar in linear algebra.
As a result of these improvements, our program is fully accredited by NCTM and NCATE.

Goal 4:
A. Host an annual Mathematics Tournament to be held each spring on our campus and sponsored by the Mathematics Department.
B. Method of assessment— was the tournament held?
C. Result of Assessment— The Mathematics Department hosted the Fourth Annual Mathematics Tournament for high school students in February. The effort was very successful with 13 schools participating.
D. Improvements made as a result of assessment—Early communication with the schools to get the date on their calendar. Plans have already begun to make next year's tournament bigger and better with more area schools participating. This has become a recruiting activity for the department.

The Mathematics Department offers a major in mathematics in the B.S. degree and a major in mathematics education in the B.S. in Education degree.

Student Outcomes for B. S. Degree

A: Outcome 1— Students will acquire a broad knowledge of the fundamental principles of mathematics enabling them to make connections between concepts and demonstrate analytical skills.
B. Method of assessment--successful completion of MAT 490, a capstone course.
C. Results of assessment— all grades in MAT 490 were A
D. Improvements made as a result of assessment— course requirements are revised each year based on weaknesses of the students involved.
A. Outcome 2—Students who enroll in graduate school will be adequately prepared for graduate study.
B. Method of assessment—success of graduates
C. Result of assessment—One graduate successfully completed the requirements for the MS degree in mathematics at the University of Mississippi and plans to enroll in the doctoral program. Another graduate successfully completed his MBA degree at Mississippi State University.
D. Improvements made as a result of assessment—minor revisions in course content based on feedback from the graduates mentioned above.

A. Outcome 3—Employers will express general satisfaction with graduates.
B. Method of assessment—questionnaire to employers.
C. Results of assessment—no response from employers.
D. Improvements made as a result of assessment—we will attempt to establish better communication with employers.

Student Outcomes for B.S.E. Degree

A. Outcome 1—Students will demonstrate knowledge of mathematics adequate for teaching mathematics in grades 7-12.
B. Method of assessment—an acceptable score on the Mathematics Specialty Area Test of the Praxis.
C. Results of assessment—Nine students took the test during the period summer 2002 through fall 2003. One of the nine took the test three times, passing it in fall 2003 after failing in spring 2003 and summer 2003. Thus 89% passed the first time they took the test.
D. Improvements made as a result of assessment—We will encourage students to wait until they have attained a GPA in mathematics of at least 2.5 to take the test. The student who took the test 3 times had to repeat at least once almost all the mathematics courses due to low grades. We will also encourage students to review all mathematics before taking the test.

A. Outcome 2—Students will demonstrate proficiency in instructional methods and techniques in teaching mathematics.
B. Method of assessment—Analysis of the results of the MTAI, Indicators 1-12 and STAI, Indicators 1-8.
C. Results of assessment—Successful scores on all indicators.
D. Improvements made as a result of assessment—A sign off sheet is provided for the classroom teacher to show approval for the portfolio, and the deadline for submission of the portfolio to the university supervisor is two weeks prior to teaching of the portfolio. These time frames allow time to correct deficiencies.

A. Outcome 3—Employers will express satisfaction with our graduates.
B. Method of assessment—Employer survey questionnaire.
C. Results of assessment—The only response indicated satisfaction.
D. Improvements made as a result of assessment—We will try contacting employers via telephone in an attempt to get more responses regarding our graduates. The demand for our graduates continues, however, we have few which is currently true nationally. We are urging our alumni to assist us in recruiting students who wish to become mathematics teachers.

Writing assessment
A. Goal: To improve the writing skills of all mathematics majors.
B. Method of assessment—To assess student outcomes the mathematics department uses the writing proficiency examination and the Praxis writing examination.
C. Results of assessment—Only 6 of 11 students who took the writing proficiency exam during the summer 2002 through spring 2004 passed. Of the two students who took the Praxis writing examination, one student was successful and one was unsuccessful.
D. Improvements made as a result of assessment—The mathematics department has agreed to make a more concerted effort to implement the following plans to try to improve the writing ability of our students.

1. Each faculty member will include at least one question on each test in both upper and lower level classes that requires students to provide written explanations of concepts. Evaluation of the answers to such questions will include mathematical content and also spelling, grammar, and sentence construction. An evaluation rubric will be created by the mathematics faculty and shared with the students prior to any writing assignment.

2. All classes above the 100 level that are taken by mathematics majors will require writing in the form of written projects and essay portions of the exams. The written projects will concern an important concept in the course and may include reading and summarizing mathematics articles. Students should turn in a rough draft, receive feedback from the instructor, and then turn in a final draft. These projects will be graded for content and writing.

Current Goals

The Mathematics Department established goals in five areas as a result of the Quality Enhancement Plan. The goals are the same for both the B.S. degree and B. S. E. degree programs. The assessment will vary depending on the degree program as the teacher education program must meet NCATE standards as well as SACS. The areas and specific goals are listed below.

1. Student Interaction
   - Devote some class time to teaching students to work together in groups.
   - Communicate to students expectations regarding listening and responding to other students' reasoning.
   - Continue to encourage student interaction by repeatedly asking for student input.
   - Encourage students to respect methods and opinions that differ from their own.
2. Feedback to Students
   - Clarify the purpose and use of feedback.
   - Present important concepts in more than one context.
   - Help students connect new ideas to prior knowledge.
   - Reiterate opportunities for additional instruction.

3. Advisement
   - Make a more concerted effort to have a conference each semester with each advisee.
   - Be more systematic in maintaining an accurate list of advisees.

4. Engagement
   - Continue to implement current practices of student teaching, supplying mathematics majors as tutors to K-12 students, holding a mathematics tournament for high school students, participating in the MAA math contest, broaden class assignments to include use of internet, and assign more class projects.
   - Explore opportunities for B.S. majors.
   - Follow-up with mathematics tournament participants as a means of recruiting students.

5. Acquisition of Knowledge
   - Incorporate additional computing technology into courses where appropriate.
   - Stress the importance of the skills that are necessary for success in a work environment.
   - Provide instruction on how to work collaboratively.

The planning arm for the department will be the curriculum committee. It is composed of 3 faculty members and 2 students, one from each program of study (BS and BSE). The committee will be responsible for ongoing discussion of plans to move the department forward toward reaching departmental goals. The committee will meet at least twice each semester, maintain minutes, and report to the other department members.

Following is the assessment component to provide adequate data to assist the department in judging the quality of its programs and services.

1. Samples of students’ work, specifically writing related to mathematical concepts, will be collected in MAT 205, the first course of Unified Calculus and Analytics. This course was selected as the beginning point in their program since success in this course is required for full admission into a mathematics program of study. These samples will be placed in each student’s folder that is maintained by his/her advisor.

2. Samples of students’ work will be collected again at the end of their program in the capstone courses, MAT 490 for BS majors and CUR 487 for BSE majors. If additional writing samples are needed that are specifically related to mathematical concepts, then other samples will be collected from an additional 400-level course. These samples will be placed in each student’s folder that is maintained by his/her advisor.
3. A survey instrument that provides data regarding student satisfaction with all aspects of the department will be drafted by the curriculum committee and approved by members of the department. Items from the survey used by the QEP will serve as model items for creating an effective instrument. The survey will be conducted annually in the capstone courses, MAT 490 for BS majors and CUR 487 for BSE majors. Completed surveys will be given to the curriculum committee.

4. The curriculum committee will conduct an analysis of student performance and examine student satisfaction surveys annually. The committee will be responsible for collecting the writing samples from each advisor in order to make comparisons that track academic progress from initial writing to final writing. Based upon these analyses, the committee will make recommendations for academic program improvements and conduct of the department.

5. To complement the above assessments, the committee will review performance on the Writing Proficiency exam and Praxis exams. Based upon these reviews, the committee will make recommendations for academic program improvements.

6. The curriculum committee will submit, in a timely manner, a summary of the results and recommendations from items 1-5 to the department chair for the annual report. The summary will provide a description of changes that occurred as a result of assessment.

The survey instrument indicated in #3 above has been developed and will be piloted in the CUR 487 class in the fall. Writing samples (#1 above) were collected in the MAT 205 class and will be placed in the student's folder that is maintained by the advisor.

IV. Needs and Requests

Personnel
Two faculty replacement positions—one in mathematics education and one in mathematics. New in mathematics education: David Jay Hebert, Ph. D. in Science Education (emphasis in mathematics) from USM. He joins DSU faculty from the Center for Mathematics and Science Education at USM.
New in mathematics: Lee Inmon Virden, Ph. D. from the University of Mississippi. She joins the DSU faculty from Unitrin Inc., Specialty Lines Division in Dallas.

Facilities and Equipment
Temperature control and a leaking roof are major problems in Walters Hall. It is either very cold or very hot and that is not consistent through the department. Some classrooms and offices will be too cold while others are too hot. Two offices and one classroom have major leaks. The offices are unusable because of the location of the leaks. Ceiling tiles and light fixtures have fallen because of the water damage. Students constantly complain about the temperature. Faculty members understand their complaints but can do nothing to alleviate the problem.
Thanks to external funding for summer institutes the department has been able to purchase essential supplies and equipment.