

Georgia Southern University

Digital Commons@Georgia Southern

Armstrong Faculty Senate Agenda

Armstrong Faculty Senate

1-23-2011

January 23, 2011 AASU Faculty Senate Agenda

Armstrong State University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/armstrong-fs-agenda>

Recommended Citation

Armstrong State University, "January 23, 2011 AASU Faculty Senate Agenda" (2011). *Armstrong Faculty Senate Agenda*. 46.

<https://digitalcommons.georgiasouthern.edu/armstrong-fs-agenda/46>

This agenda is brought to you for free and open access by the Armstrong Faculty Senate at Digital Commons@Georgia Southern. It has been accepted for inclusion in Armstrong Faculty Senate Agenda by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Armstrong Atlantic State University
Faculty Senate Meeting
Agenda of January 23, 2011
UH 157, 3:00 pm

I. Call to Order

II. Senate Action

- A. Approval of Minutes from November 21, 2011, Faculty Senate Meeting (minutes available at:
http://www.armstrong.edu/Departments/faculty_senate/senate_minutes)
- B. University Curriculum Committee Items (January 11, 2012, minutes available at:
http://www.armstrong.edu/Departments/faculty_senate/senate_minutes)
- C. Faculty Welfare Committee Items (**Appendix A**):
 - 1. Resolution from Senate charge on eFace
 - 2. Bill from Senate charge on eFace
 - 3. Report from Senate charge on Summer Schedule
- D. Bill on Summer Teaching Assignments
- E. Resolution on Faculty Activity/Planning Period

III. Senate Information

- A. Charge to Planning, Budget, and Facilities Committee on financial issues discussed Fall 2011
- B. Update on FSB 051.11/12: Graduate Assistant Allocations
- C. Referral of FSB 054.11/12: Graduate Curriculum Committee Minutes (November 2, 2011) to President Bleicken (for the full GAC report from November 15, 2011, see:
http://www.armstrong.edu/Departments/faculty_senate/senate_minutes)
- D. Charge to Constitution & Bylaws Committee to prepare policy on recalling senators
- E. Update on Faculty Handbook

IV. Announcements

V. Adjournment

Appendix A - Faculty Welfare Committee Items

1. Senate Resolution: Improving eFACE Response Rates

Background

The Faculty Welfare Committee reviewed the efficacy of eFACE as part of its charge from the Faculty Senate. The Committee met with representatives from ITS and Institutional Research to explore ways to increase the student response rate to the eFACE survey. In addition, the Committee solicited feedback from external colleagues regarding concerns with the language of the current eFACE questionnaire. In Spring 2011, Faculty Welfare collected data from 136 colleagues who participated in an eFACE survey and co-hosted a Faculty Forum on eFACE with the help of Faculty Development.

The Committee has compiled a list of recommendations in the following Resolution that if adopted, in part or completely, may improve the efficacy and response rate of eFACE. These recommendations are as follows:

1) Improve marketing of eFACE to students:

Rationale -The University should adopt a campus-wide campaign to promote student participation prior to and during the eFACE evaluation period. Consider use of Pop-ups through SHIP/Pirate's Cove, flyers posted around campus, advertising evaluation period on website homepage, computer "Kiosk" stations at Student Union accompanied by other activities that tend to attract student participation (cookouts, movie nights, concerts, etc.). The administration should also work with faculty and encourage them to officially announce the start and close dates of the evaluation period to each of their classes. Faculty should also remind students that they do not receive the evaluation results until after final grades are submitted.

2) Involve SGA:

Rationale -It is critically important to recruit the Student Government Association to help communicate the importance of student participation in eFACE. Marketing eFACE without coordination through SGA is unacceptable. SGA should also investigate whether students would be more likely to take time to complete eFACE if student access to the eFACE data were made available to them. Georgia Tech provides data from course evaluations, but not the student comments, through

their “Course Critique” system.

3) Establish an eFACE raffle:

Rationale -Students who submit their evaluations should be eligible for small prizes such as an ipad/ipod. This relatively small investment, may increase student participation (Originally suggested by the Faculty Evaluation Committee who studied the impending switch from paper to eFACE evaluations in 2006).

4) Purchase Class Climate software license:

Rationale - eFACE software does not provide real-time feedback regarding student response rate during the two-week evaluation period.

Class Climate is a cost-effective* evaluation system that supports online and paper evaluations and provides real-time feedback to faculty regarding anonymous student participation for each course.

*Purchase of Class Climate software was recommended by the former Interim VP of Enrollment and Management (cost estimate of approximately \$30,000 + maintenance fees)

5) Improve the eFACE questionnaire:

Rationale -There are legitimate concerns regarding the current eFACE questionnaire. Several of the questions ask for multiple responses and are poorly worded. The Vice president of Academic Affairs should assemble an Ad-hoc committee to revamp the current eFACE questionnaire. Faculty Welfare would recommend that changes to the questionnaire be modeled after external evaluation instruments such as the IDEA Center or SALG that focus primarily on the assessment of student learning gains.

The Ad-hoc committee could also better consider whether the University should switch entirely from eFACE and instead rely on an external evaluation service.

6) Provide survey access through SHIP/Banner or Vista instead of Pirates' Cove:

Rationale - Most students do not use Pirates' Cove. Many are not even aware of how to log in to their Cove accounts. Instead, they forward their Cove email to their personal email accounts, eliminating the need to go to Cove. Additionally, students have issues when they attempt to log in to Cove, if they have a personal Gmail account. Students' lack of familiarity with Cove seems to act as yet another deterrent to eFACE survey access. ITS should implement a survey mechanism that is accessible through SHIP/Banner (or Vista) rather than providing access through Pirates' Cove.

For example, Valdosta State & Georgia College and State University operate a survey that is overlaid on the Banner/Oracle system. Gainesville State uses SurveyDIG, also a Banner add-on application. These schools when last surveyed all had average response rates greater than 50% for their electronic course evaluations.)

7) Eliminate restrictions that limit student comments:

Rationale -The current Cove-based survey limits the length of comments and will not allow students to use contractions or other special characters or to tab. Faculty report that the constructive comments are valuable to them in making adjustments to their courses. A severe limit on comment length is not in line with maximizing the value of this feedback. ITS should implement a more robust survey system that will permit students to comment more fully and easily than is possible through the current Cove survey.

8) Develop an eFACE mobile application:

Rationale -Students always have their cell phones accessible, but do not always have time or think to complete eFACE while they are at a PC. ITS should explore the development of a mobile application to allow students to complete the eFACE survey on their smart phones.

9) Ensure all courses are accessible for eFACE:

Rationale -Many faculty report that students tell them their course was not listed as available for eFACE in Cove. The Deans and Department Head offices should implement a quality control mechanism to ensure that all courses that should have been selected for evaluation are accessible online prior to the start of the evaluation period.

For these reasons, the Faculty Welfare Committee asks the Senate to approve the following Resolution to be forwarded to the president.

Resolution

Be it resolved that the Administration consider the adoption of any/all of the following recommendations to improve student participation in eFACE:

- 1) Adopt and implement a campus-wide marketing campaign
- 2) Coordinate marketing efforts through SGA to maximize results
- 3) Provide raffle prizes each semester for lucky participants
- 4) Purchase Class Climate Software license
- 5) Form an Ad-Hoc Committee to revamp the eFACE questionnaire
- 6) Request ITS to implement a survey mechanism that is accessible through SHIP/Banner (or Vista) rather than providing survey access through Pirates Cove.
- 7) Request ITS to implement a more robust survey system that will permit students to comment more fully and easily than is possible through the current, Cove survey.
- 8) Request ITS to develop a mobile application that would allow students to complete the eFACE survey on their smart phones.
- 9) Ask the Deans and Department Head offices to implement a quality control mechanism to ensure that all courses that should have been selected for evaluation were indeed selected for evaluation.

2. Faculty Senate Bill: Improving eFACE Response Rates

Whereas the faculty evaluation response rates have fallen precipitously since the transition from paper to electronic evaluations occurred in 2009, and only 16% of students completed eFACE in Fall 2010¹.

Whereas a survey conducted by the Faculty Welfare Committee in Spring 2010 revealed broad dissatisfaction with the current eFACE response rate. The majority of respondents felt too few students were completing the eFACE forms to provide useful information². The survey also revealed broad support for the adoption of a policy that would require students to either complete their eFACE evaluations or electronically “opt-out” before they would be allowed to view course grades and/or register for future classes through SHIP³.

Whereas the data collected from eFACE is used in evaluating faculty performance, which is tied to raise, promotion and tenure.

Be it resolved that the University adopt and implement a required popup in SHIP, in which the students must either complete eFACE or opt-out of eFACE before entering SHIP after the eFACE window has opened.

- 1) Office of Institutional Research University Response Rates: Summer 09 (20.53%); Fall 2009 (28.13%); Spring 2010 (22.26%); Summer 2010 (22.75%); Fall 2010 (16.31%)
- 2) Survey Question: Too few students are completing the FACE forms to provide useful information to my department head (88.9% Agree/Strongly Agree)
- 3) Survey Question: All students should be required to complete the eFACE evaluation or electronically “opt-out” before they are allowed to view course grades and/or register for future classes (70.1% A./S.A.)

eFACE Survey Respondents (n = 136)

3. Report from Faculty Welfare Committee

In response to a charge from the Faculty Senate to further analyze the efficacy of the present summer schedule, the Faculty Welfare Committee met with the Calendar Committee on October 12 and provides the following in the way of a report to the Senate.

The following information garnered at the Calendar Committee meeting is summarized below:

1. The current 5-5-10 schedule is set for summer 2012 and summer 2013. Although additional sessions could be added, it is very difficult to change because this information has been forwarded to USG and the federal government in order to meet financial aid needs of students;
2. The Office of Financial Aid needs approximately 18 months notice to implement any calendar change for students to obtain financial aid;
3. A 12-week summer schedule, or some combination thereof, will not work because the registrar's office cannot process grades in time for financial aid in the fall and registration for fall classes. Additionally, the 12-week schedule could mean that students would be taking finals from one summer session while already starting another summer session. Finally, if students drop classes, this creates a significant burden on the registrar's office because this task must be done manually;
4. Another issue related to summer scheduling pertains to students who receive Stafford Loans; they must enroll in a minimum of 6 credit hours;
5. The current 5-5-10 summer schedule allows for more student enrollment, which means more revenue;
6. The summer 2011 schedule (5-5-10) produced the first profitable summer in years;
7. The summer profits help to make up for the financial shortfalls of the fall semester.

The committee also notes that efforts will be underway by the Calendar Committee to gather more data relative to student success in the summer. Also, data will be collected from sister institutions to assess their summer schedules and student success.

Respectfully submitted this seventeenth day of November 2011.