

Academic Affairs Committee Report Sam Houston State University

Submitted by Sheryl Murphy-Manley, Chair of the Academic Affairs Committee
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I. The IDEA Visit, Spring 2013

The Academic Affairs Committee recommends that the following agenda be adopted for the IDEA visit to take place in the spring 2013 semester. To maximize faculty participation, we envision a morning session and an afternoon session that are identical. The Faculty Senate plans to distribute this schedule to the SHSU faculty ahead of time so that they will be afforded the opportunity to make plans to attend some or all of the sessions. The faculty would like identical sessions of the following:

1 Hour

We would like to begin each session (morning and afternoon) with Dr. Shelley Chapman's No. 2 option. She outlined the contents in her email as such:

Using IDEA scores within a Faculty Evaluation System (1hour) Audience: Anyone interested in how IDEA data can be used within a system of Faculty Evaluation (for promotion, reappointment, merit pay, tenure, adjunct selection, etc.)

- Conditions for the good use of IDEA within a broader system of evaluation of faculty
- What the reports provide in terms of summative data
- Criterion-referenced and Norm-referenced scores
- Examples of how data can be used
- Examples of other sources of evidence that could be used with IDEA

1.25 hours

1. Discuss recommended ways to use IDEA on a campus like SHSU. Specifically, how should each individual rating, instructor's score, discipline score, and institutional score, be interpreted? Which score is more important: discipline or institution? How does an administrator decide to use a raw or adjusted score? Which score, raw or adjusted, is more applicable to SHSU?

2. Tell us about our comparative groups of schools, program by program, including, but not limited to:

- a. How many schools are using IDEA currently?
- b. How many schools have discontinued using IDEA?
- c. In developing an adjusted score for a particular course, how can a faculty member gain access to the following information: which specific course, by course number, at our comparative schools were used in adjusting his or her score?
- d. Given the statistics on our evaluations for one course of ours, which courses are you using for comparison? For example, are courses for majors and non-

- majors being equated? Are freshmen courses being compared to sophomore courses? How are comparative courses selected and which corporate officer in your company is responsible for the selection?
- e. In the comparative courses, are on-ground classes segregated from online classes?
 - f. We would like to see the standard error of measure addressed.
3. Discuss recommended ways to use IDEA in courses like ours which include a wide variety of subject matter, sizes ranging from 1 to 100s of students, and include both on-ground and on-line teaching. If possible, please provide us with names of other universities where IDEA is being used as you intended. We would appreciate any contact information that may be available as well.
- a. We would like to hear discussion concerning discipline-specific items on the IDEA form. (Note: There seems to be a consensus among those teaching in the arts that the form doesn't really address in a very nimble way the content we teach and the ways we teach that content. We are interested in having some guidance on how to formulate questions that would give us more useful information about the effectiveness of our teachers in delivering the kinds of skills and sensibilities that we want to cultivate in an arts curriculum.)
4. As discussed in your previous visit, can you provide an update concerning your progress on an assessment tool for online instruction? If your online assessment tool is available, can you provide recommended ways to use it for online teaching? We also would like specific recommendations from IDEA on the validity of assessing teaching effectiveness in online courses.
5. What do you consider inappropriate uses of IDEA?

1.25 Hours

1. Describe the services and support that you provide for chairs, as outlined on your webpage below, and/or in additional venues.
<http://www.theideacenter.org/services/department-chairs>
2. Discuss recommended ways to use the IDEA system for faculty development in teaching, and for other formative purposes beyond evaluation.
3. What other types of measures will work well with your system in an aggregate assessment of teaching effectiveness in addition to IDEA? (Assessing an activity (learning or teaching) with only one assessment tool can be frowned upon in many fields of study.) Can you indicate how your IDEA system's measurement of teaching can work within an overall model of assessment? What other assessment tools are being used by our partner schools concurrently with your system?
4. Some faculty have voiced concerns that your system of scoring, and SHSU's use of those scores, incentivizes faculty to strive for higher scores, resulting in attempting to

make courses less rigorous in order to raise their scores. What suggestions have you given to other schools using your system concerning this issue?

5. How has IDEA evolved over time, and how has your research changed your methodology for calculating adjusted scores? Have you considered various published research, which questions the validity of student evaluations, in both on-ground and online courses?¹ What reliability and validity studies have been completed using IDEA for online evaluations?

6. What are the weaknesses of your system, and what steps are you taking to improve those issues?

30 minutes

Session for Faculty to ask IDEA questions

II. Online Courses

The committee met with Bill Angrove on October 30, 2012, and discussed the following issues. His replies are included in the following report.

1. The amount of courses that are being developed or placed online is driven by the Deans, the Provost, and the President. Distance Learning is primarily a support and service organization, and does not seek to create online courses on its own. Likewise, they do not market online programs or instigate online course development unless asked to by the Deans, Chairs, or a faculty member.
 - ♦ For instance, Criminal Justice is in the process of marketing their online program, while the MBA program fills up regularly, having to turn away students, and is not in the process of marketing their program.
2. About 14% of all student credit hours (graduate and undergraduate combined) are generated from online courses.
3. At the last report for the fall 2012 semester, Dr. Angrove saw about 2500 students who appeared to be fully online. However, these students aren't necessarily enrolled in a program at SHSU and could merely be taking a course or two for a program at a different University. It is difficult to measure this number, and the enrollment is fluid.
4. Presently, of the 91 courses in the core, 34 are online (these are courses, not classes/sections). SHSU is almost in a position to enable a student to take the core 100% online; we are at about 95%. 37% of the entire core is

¹Many articles address this issue of validity. Here are three selections.

<http://www.vccaedu.org/inquiry/inquiry-fall97/i12-adam.html> ;

<http://psych.fullerton.edu/mbirnbaum/faculty3.htm> ; Anthony G. Greenwald, "Validity Concerns and Usefulness of Student Ratings of Instructors," *American Psychologist*, November 1997;

online (courses, not classes). [Note: A different core will be in place beginning fall 2014.]

5. This year saw a reduction in percentage of growth of online courses, down to 30% growth from 50% growth last year. This figure is expected to rise next year, with the current development of 29 online courses in CHSS.
6. Percentages of Courses online:
 - ♦ About 12% of lower division courses are online courses.
 - ♦ About 11% of upper division courses are online courses.
 - ♦ About 30% of graduate courses are online courses.
7. All issues concerning credit toward faculty workload and compensation decisions are the responsibilities of the departments and colleges. Distance Learning doesn't deal with these issues.
8. The Distance Learning fees originally were split (2009-2011) 50% to the colleges and 50% to Distance Learning. This year (2012) it was changed to 55% to the colleges, 10% to the Provost's office, and 35% to Distance Learning.
9. Concerning Hybrid Courses: The Texas Higher Education Coordinating Board identifies a hybrid course as follows, "A hybrid/blended course is defined as a course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place." [A course totaling 85% or more divided time is designated as an online course.]
 - ♦ SHSU does not have a system yet to identify hybrid courses.
 - ♦ Distance Learning is currently working on a system to use within Banner that will allow this hybrid designation. They plan to implement this designation beginning in the fall of 2013.
 - ♦ Distance Learning has been authorized to charge a fee for the hybrid courses that will total one third of the online fee (so, about \$100). Dr. Angrove said that he does not have to collect the fee, but he has been given the authority to if so desired. This might be something that the Faculty Senate would like to discuss.
10. Dr. Angrove pointed out that while the quality and rigor of online courses is strictly the responsibility of the faculty, departments, and colleges, his office offers workshops and training sessions that facilitate sharing of best practices and suggestions for online teaching. He is in the process of developing a pedagogical workshop for the spring.
 - ♦ The Distance Learning office has the ability through *Tegrity* to help monitor assessment for online courses. They even have the ability to involve a third party proctor if needed.
 - ♦ Interactive TV is also available when needing to show a lecture in two or more places at once. For instance, if student numbers are needed

to make a class meet, the faculty member can broadcast the lecture/class via I-TV to another location where the other students are located.

11. “Barnes and Noble” and “Course Smart” have building blocks within Blackboard that enable 60% discounted purchases of E-books and other materials that enhance learning in the online environment.
12. Pearson Labs (“My Labs”) are also available for a variety of subjects.
13. Distance Learning and Enrollment Management have formed a taskforce to optimize the University’s website making the process for potential online students more efficient when they want to move through the application process online.
14. The following is an estimate of the number of courses online in each department:
 - ♦ **College of Business Administration:**
 - Accounting: Undergraduate (4); Graduate (3)
 - Economics & International Business: Undergraduate (7); Graduate (3)
 - General Business & Finance: Undergraduate (7); Graduate (9)
 - Management & Marketing: Undergraduate (5); Graduate (13)
 - ♦ **College of Criminal Justice:**
 - Undergraduate (30); Graduate (18)
 - ♦ **College of Education**
 - Curriculum and Instruction: Graduate (15)
 - Educational Leadership and Counseling: Undergraduate (1); Graduate (57)
 - Health and Kinesiology: Undergraduate (8); Graduate (7)
 - Language/Literacy/Special Populations: Undergraduate (18); Graduate (31)
 - Library Science: Graduate (17)
 - ♦ **College of Fine Arts and Mass Communication**
 - Art: Undergraduate (6)
 - Mass Communication: Undergraduate (13)
 - Music: Undergraduate (4); Graduate (11)
 - Theatre and Dance: Undergraduate (4)
 - ♦ **College of Humanities and Social Sciences**
 - Communication Studies: Undergraduate (9); Graduate (2)
 - English: Undergraduate (4); Graduate (1)
 - Family & Consumer Sciences: Undergraduate (4); Graduate (4)

- Foreign Languages: Undergraduate (18); Graduate (6)
- History: Undergraduate (13); Graduate (40)
- Political Science: Undergraduate (6); Graduate (10)
- Psychology & Philosophy: Undergraduate (9)
- Sociology: Undergraduate (14); Graduate (17)

- ♦ **College of Sciences**

- Agricultural & Industrial Sciences: Undergraduate (14); Graduate (3)
- Biological Science: Undergraduate (7)
- Computer Science: Undergraduate (1); Graduate (20)
- Geography-Geology: Undergraduate (12); Graduate (5)
- Physics: Undergraduate (3)

15. The following degrees can be earned completely online through SHSU:

- ♦ Criminal Justice, BS
- ♦ Business Administration, MBA
- ♦ Business Administration, Executive MBA
- ♦ Criminal Justice, M.S.
- ♦ Criminal Justice Leadership and Management, M.S.
- ♦ Curriculum and Instruction, M.A.
- ♦ Curriculum and Instruction, M.Ed.
- ♦ Curriculum and Instruction, M.Ed. w/ Certification
- ♦ Digital Forensics, M.S.
- ♦ School Counseling, M.Ed. (requires face-to-face visits)
- ♦ Education Administration, M.Ed.
- ♦ Higher Education Administration, M.A.
- ♦ Family and Consumer Science, M.S.
- ♦ History, M.A.
- ♦ Information Assurance and Security, M.S.
- ♦ Instructional Leadership, M.A. or M.Ed.
- ♦ Instructional Technology, M.Ed.
- ♦ International Literacy, M.Ed.
- ♦ Library Science, M.L.S.
- ♦ Public Administration, M.P.A.
- ♦ Reading, M.Ed.
- ♦ Sociology, M.A.
- ♦ Teacher Certification - Alternative Route
- ♦ Developmental Education Administration, Ed. D.
- ♦ Criminal Justice Leadership and Management for Military Police, M.S.
(for members of the U.S. Military only)
- ♦ 13 Graduate Certificates and 8 Professional Certificates (see SHSU
Online Website for list: http://www.shsu.edu/~dl_www/)

III. Graduate Student Support and Low-Producing Programs

We have received no replies from the Coordinating Board concerning our questions posed to it in October 2012. We are planning to ask Kandi Tayebi to a committee meeting in the spring to further investigate the current situation of both issues.