ACADEMIC SENATE AGENDA
Wednesday, October 14, 2015, 4:00 P.M.
Room 132, DeBartolo Hall

AGENDA

1. **Call to Order**

2. **Approval of Minutes for May 6, 2015 meeting** – The minutes can be downloaded at the following URL: http://academicsenate.ysu.edu/wp-content/uploads/2014/09/Sept15Minutes.pdf

3. **Senate Executive Committee Report** – Chet Cooper, Senate Chair

4. **Report of the Charter and Bylaws Committee** – **No Report**

5. **Ohio Faculty Council Report** – No Report

6. **Report of the Elections and Balloting Committee** – **Report to be given by Ken Learman**

7. **Reports from Other Senate Committees**

   a. Academic Events Committee– No Report

   b. Academic Programs Committee – No Report

   c. Academic Research Committee – No Report

   d. Academic Standards Committee (Gary Walker, Chair) – No Report

   e. General Education Committee (Joe Palardy, Chair) – Report to be given by Joe Palardy

   f. Honors Committee – No Report

   g. Library Committee – No Report

   h. Professional Conduct Committee– No Report

   i. Student Academic Affairs Committee – No Report

   j. Student Academic Grievance Committee– No Report

   k. Undergraduate Curriculum Committee– No Report

8. **Unfinished Business**

9. **New Business**

   a. Evaluation of Faculty Teaching- Sharon Stringer (Attachments 1 2 3)

10. **Adjournment**

Attachment 1

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IDEA CENTER

Institution:	Instructor:
Course Number:	Time and Days Class Meets:

IMPORTANT!

Proper Marks ●●●●●●
Improper Marks ⊘⊘⊗⊙⊖⊕

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress
2-Slight progress; I made small gains on this objective.
3-Moderate progress; I made some gains on this objective.
4-Substantial progress; I made large gains on this objective.
5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

1. ① ② ③ ④ ⑤ Gaining factual knowledge (terminology, classifications, methods, trends)
2. ① ② ③ ④ ⑤ Learning fundamental principles, generalizations, or theories
3. ① ② ③ ④ ⑤ Learning to apply course material (to improve thinking, problem solving, and decisions)
4. ① ② ③ ④ ⑤ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. ① ② ③ ④ ⑤ Acquiring skills in working with others as a member of a team
6. ① ② ③ ④ ⑤ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. ① ② ③ ④ ⑤ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. ① ② ③ ④ ⑤ Developing skill in expressing myself orally or in writing
9. ① ② ③ ④ ⑤ Learning how to find and use resources for answering questions or solving problems
10. ① ② ③ ④ ⑤ Developing a clearer understanding of, and commitment to, personal values
11. ① ② ③ ④ ⑤ Learning to analyze and critically evaluate ideas, arguments, and points of view
12. ① ② ③ ④ ⑤ Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True

13. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
14. ① ② ③ ④ ⑤ My background prepared me well for this course's requirements.
15. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
16. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
17. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
18. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

EXTRA QUESTIONS
If your instructor has extra questions, answer them in the space designated below (questions 19-38).

19. ① ② ③ ④ ⑤	24. ① ② ③ ④ ⑤	29. ① ② ③ ④ ⑤	34. ① ② ③ ④ ⑤
20. ① ② ③ ④ ⑤	25. ① ② ③ ④ ⑤	30. ① ② ③ ④ ⑤	35. ① ② ③ ④ ⑤
21. ① ② ③ ④ ⑤	26. ① ② ③ ④ ⑤	31. ① ② ③ ④ ⑤	36. ① ② ③ ④ ⑤
22. ① ② ③ ④ ⑤	27. ① ② ③ ④ ⑤	32. ① ② ③ ④ ⑤	37. ① ② ③ ④ ⑤
23. ① ② ③ ④ ⑤	28. ① ② ③ ④ ⑤	33. ① ② ③ ④ ⑤	38. ① ② ③ ④ ⑤

Use the space provided on the back of this form for your comments.

Continue on back page

Attachment 2

CLASS	CUMULATIVE GRADE POINT AVG.	I ENROLLED IN THIS CLASS BECAUSE...
○ Rank 1 (Freshman)	○ 3.70 -PLUS	○ It was specifically required in my major/minor.
○ Rank 2 (Sophomore)	○ 3.30 - 3.69	○ It was one of several choices to meet a
○ Rank 3 (Junior)	○ 3.00 - 3.29	requirement in my major.
○ Rank 4 (Senior)	○ 2.70 - 2.99	○ It fulfills a GEC/BER requirement.
○ Graduate	○ 2.30 - 2.69	○ It was a free elective choice.
○ Graduate Professional	○ 2.00 - 2.29	
○ Other	○ Below 2.00	

Evaluate items 1-9 using a scale where the range is from: Agree Strongly to Disagree Strongly. Fill in "Not Applicable" to indicate an item that does not apply to this instructional setting. Evaluate item 10 using a scale where the range is from: Excellent to Poor.

Not Applicable	Agree Strongly	Neutral		Disagree Strongly		
○	○	○	○	○	○	1. The subject matter of this course was well organized.
○	○	○	○	○	○	2. This course was intellectually stimulating.
○	○	○	○	○	○	3. The instructor was genuinely interested in teaching.
○	○	○	○	○	○	4. The instructor encouraged students to think for themselves.
○	○	○	○	○	○	5. The instructor was well prepared.
○	○	○	○	○	○	6. The instructor was genuinely interested in helping students.
○	○	○	○	○	○	7. I learned a great deal from this instructor.
○	○	○	○	○	○	8. The instructor created an atmosphere conducive to learning.
○	○	○	○	○	○	9. The instructor communicated the subject matter clearly.

	Excellent			Poor		
	○	○	○	○	○	10. Overall, I would rate this instructor as . . .

Hi Sharon,
Here are the most recent response rates:

	# student responses obtained	# possible student responses	Student Response Rate	# students responding
SP15	161,478	359,579	44.91%	29,478
AU14	178,718	368,148	48.55%	29,356

In the summer it was about 31%. They are trending upward- slowly.
We implemented a mobile application last summer (it was a soft rollout) and found that 33% of all responses in the Fall and Spring were done via mobile.
We intend to let more faculty know there is a mobile app – I think many are unaware or if they are aware they didn't think about how that will allow them to replicate the paper experience- they can have students pull out their devices at the end of the last class and complete the SEI- just like they used to do them in class when they were on paper.

The biggest thing to increase response rates – faculty need to let students know how import the SEI is to them, how they (and their department) will use the info. Bribes seem to help –I've heard of cookies if they get rates above X% or one more point toward everyone's final or other things like that.

We asked a faculty member who always has high response rates how she did it and this is what she told us:

I typically do two things:

1) *With all students (undergrads and graduate students) I make a personal appeal. I tell them that not only do I care about their input & feedback personally (I use it to improve the course & learning experience), but also it's a direct input to my annual performance review. The Department and College use the data as an important part of evaluating my performance, thus they care too!*

2) *With undergraduates, I also offer a small extra credit-incentive if at least 75% of the class completes the SEI prior to the deadline.:)*

These seem to help a lot. (I learned both from a colleague who tried them and saw a big increase in participation...so these appear to be road tested!)

We are going to work on a communication plan to both faculty and students to try to increase response rates. Response rates definitely went down when we went to an all online process- however, the scores really didn't change. It is hard to convince faculty that the results are accurate, however, when response rates are low. We did some data analysis in 2004 after moving to an optional online format in 2001. We found a small difference between formats:
- Instructor mean on "overall" rating increased 0.11 (on a 5-point scale)
- Course mean on "overall" rating increased 0.07 (on a 5-point scale)
- Standard deviation got larger

I hope this helps.
Cindy

Professor Evaluation Form (Office of Academic Affairs at OSU)

Evaluations of Faculty

Evaluation of: Professor

Your name:

Your status:

Your e-mail:

This questionnaire is in two parts: The first part asks you to rate specific qualities of the above named faculty member's teaching. The second part asks you to discuss in some detail your feelings about this faculty member and this faculty member's effectiveness.

Part One: Please read each statement and type a number in the blank space that best describes your judgment concerning this faculty member.

1= Strongly Disagree
2= Disagree
3= Neutral
4= Agree
5= Strongly Agree

Showed interest and enthusiasm for his/her material

Had an outstanding knowledge of the subject

Was able to make difficult material comprehensible

Clearly defined course objectives and responsibilities

Efficiently organized both the course material and class sessions

Employed creative teaching methods

Promoted learning with relevant examples and/or practical assignments

Encouraged student participation

Used fair evaluation methods (e.g. Tests) that represented the materials presented

Was available and helped outside of classroom time

Made me want to take another course with this professor, if practical

Inspired me to learn more about the subject matter

Part Two: Please provide answers to the following questions.

a) the courses you have had with this teacher

b) if they were for graduate or undergraduate credit

c) the letter grade you received

d) approximate class size

e) whether or not this course was in your major field

Please rank this teacher relative to others you have had at the university level (e.g. "the best," "one of the best," "average," etc.).

Please explain your ranking.

Please provide any additional positive and/or negative comments about this professor. Your comments are both helpful and appreciated.

Attachment 3

YSU
YOUNGSTOWN STATE UNIVERSITY

STUDENT EVALUATION OF TEACHING AND LEARNING

INSTRUCTIONS: Please enter your answers to the following questions by filling in the corresponding circle on the scantron sheet. For each question, select only ONE answer. Your response to these questions will provide helpful information to your instructor.

DESCRIBE YOUR INSTRUCTOR'S TEACHING PROCESS BY USING THE FOLLOWING CODES:				
a. Strongly agree	b. Agree	c. Disagree	d. Strongly disagree	e. Not applicable

The Instructor:

1. followed the syllabus without significant deviations.
2. developed the course to be appropriately challenging.
3. designed tests/papers/projects which were consistent with the objectives of the course.
4. designed assignments/papers/examinations requiring creative and original thinking.
5. presented clear grading standards for this course.
6. used advanced technologies to teach this course (e.g., multi-media, computers, Internet/World Wide Web, specialized lab equipment).
7. appeared to have an extensive knowledge about the subject matter of this course.
8. provided useful and thoughtful comments on papers/assignments/examinations.
9. was open to questions and differences of opinion.
10. was prepared and presented material in an organized manner.
11. created an inclusive classroom that communicated value for individuals and their differences (e.g. race, age, culture, gender, etc.)
12. was available during scheduled office hours.
13. respected the scheduled starting and stopping times of the class.
14. graded and returned course assignments and examinations to me in a timely fashion.
15. is someone from whom I would enjoy taking another course.

The Course:

16. helped me improve my communication skills.
17. increased my understanding of the subject matter.
18. provided experience with new or improved technical skills specific to the subject matter (e.g., laboratory techniques, artistic skills, clinical techniques, etc.)
19. improved my abilities to access information beyond the textbook(s) (e.g., library, Internet, World Wide Web, data bases, interviews, etc.)
20. provided me with opportunities for problem-solving, critical thinking or decision-making.
21. provided opportunities for me to apply the materials and information learned in this course.
22. included activities involving a variety of methods and approaches designed to clarify the material.
23. I am aware of cheating, plagiarism, or other forms of dishonesty occurring in the class.
    YES = a   NO = b

Instructor's or Department's Questions:

24.
25.
26.
27.
28.

PLEASE TURN THIS SHEET OVER AND COMPLETE BOTH QUESTIONS ON THE BACK

STUDENT: Please fill in the following information:

TERM: ☐ FALL   ☐ SPRING   COURSE CODE NO: _____
                                                    (Please refer to the top of question sheet.)

YEAR: _____   INSTRUCTOR NAME: _____   _____

NARRATIVE

INSTRUCTIONS: Please comment, using the space below, on the following topics. Your written comments will be returned to the instructor *after* the term has ended. *(You may want to PRINT to protect your anonymity.)*

a. THE STRENGTHS OF THIS COURSE AND ITS TEACHER.
       (Please use this space. DO NOT write your comments on the scantron sheet.)

b. RECOMMENDATIONS FOR IMPROVEMENT.
       (Please use this space. DO NOT write your comments on the scantron sheet.)