

Faculty Senate AQC Report April 2022

Senator John Brent; Senator Ann Burns; Senator Anne
Cizmar; Senator Lisa Kay; Senator Jessica Price;
Senator Fontaine Sands

AQC Charge

Conduct an assessment of instruction on campus

- Objectives
 - Gather information related to online education
 - Document ECU trends associated with online teaching/learning using descriptive data pre-pandemic through the pandemic
 - Compare, if possible, ECU student outcomes considering recent online trends (pre-post pandemic)

Issues and Challenges with Online Teaching

- **Learners:** expectations, readiness, identity, and participation in online courses
- **Instructors:** changing faculty roles, transition from face-to-face to online, time management, and teaching styles
- **Content:** role of instructors in content development, integration of multimedia in content, role of instructional strategies in content development, and considerations for content development

Kebritchi, et al (2017). Issues and Challenges for Teaching Successful Online Courses in Higher Education: A Literature Review. *Journal of Educational Technology Systems*, Vol 46(1) 4-29.

<https://drive.google.com/file/d/1kE5BJhFxlhREPqXyMcTpXYWfi2WfIMFI/view>

Professional Development

- Instructional Design Center
 - Online Course Development and Teaching Certificate (8-weeks)
 - Online Teaching and Learning (OTL) workshops
- Faculty Center for Teaching and Learning
 - Offer sessions for online instruction
- E-Campus and IDC conducts annual surveys to determine educational needs

Annual Faculty Survey

Educational/Learning Needs

2019 Top Five Responses (89 survey respondents)

1. Online Student Engagement = 53.66%
2. Online Teaching Pedagogy = 52.44%
3. Effective Use of Discussion Boards = 47.66%
4. Top Ten Strategies for Teaching Online = 37.80%
5. Effective Online Assessment Strategies = 35.37%

Technology

- IDC works with Faculty on use of technology
- FTLC/Noel Studio—evaluating new technologies; creating an outline and catalog of needed resources
- New funded project to improve video recording access and ease for faculty (no editing required), “**One button Studio**” —tentative availability Fall 2022
 - green screen, thumb drive capability
 - professional mics and lighting
 - live streaming capabilities
 - 50" screen to view while presenting materials
 - picture-in-picture display so faculty can appear in front of the PowerPoint

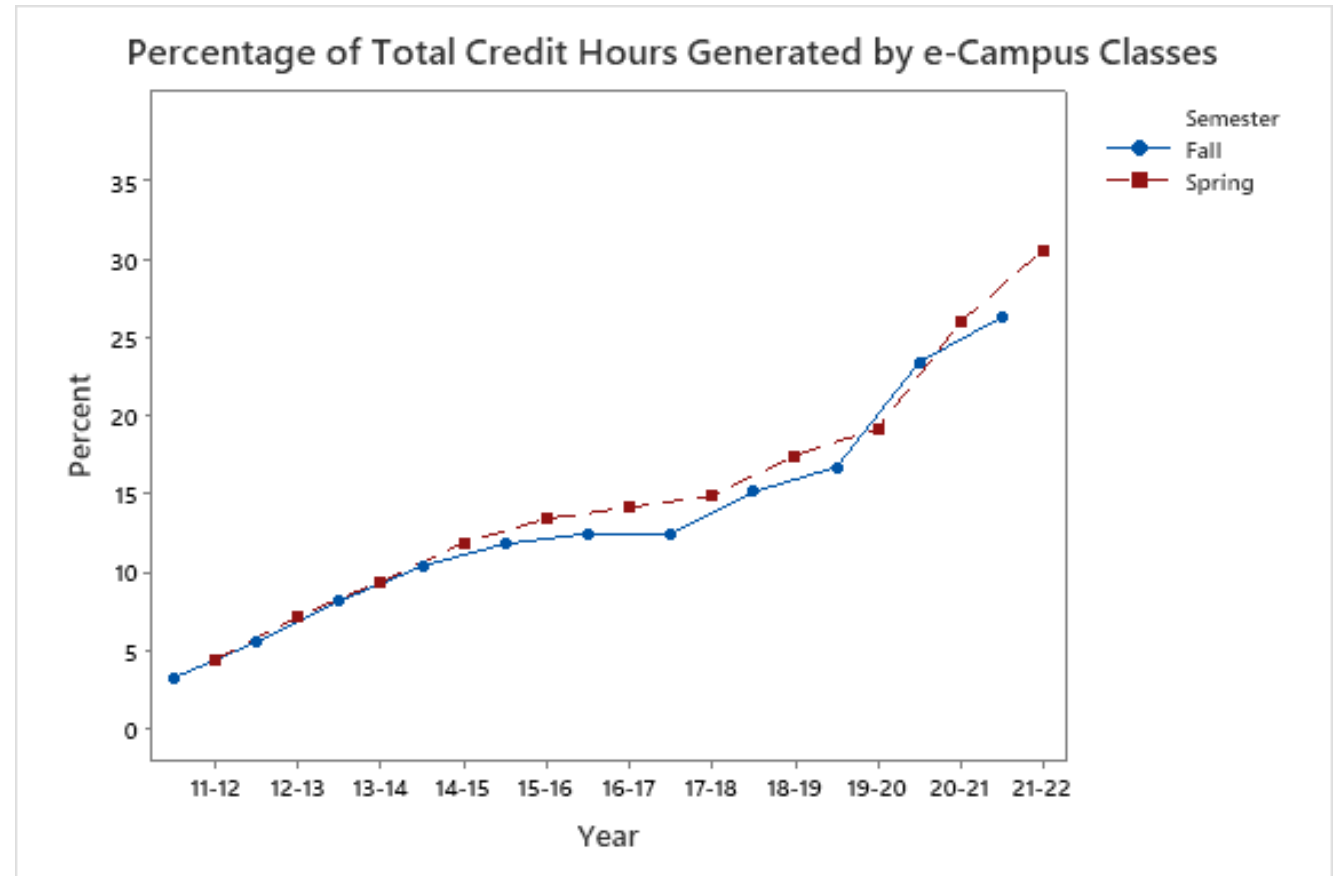
System

University's vision is to continue to build strong online programs, providing the flexibility current and prospective students want.

- Continue to allow Campus 1 (on-campus) students to enroll in e-Campus courses at no increased cost even after the pandemic (long-term)
- Dean's Council is discussing capping enrollment numbers for on-campus (Campus 1) students in online e-Campus courses
- Noted that DFW rates are higher for on-campus (Campus 1) students taking e-Campus online courses than traditional online e-Campus students (need to trend post pandemic)

EKU Footprints Data

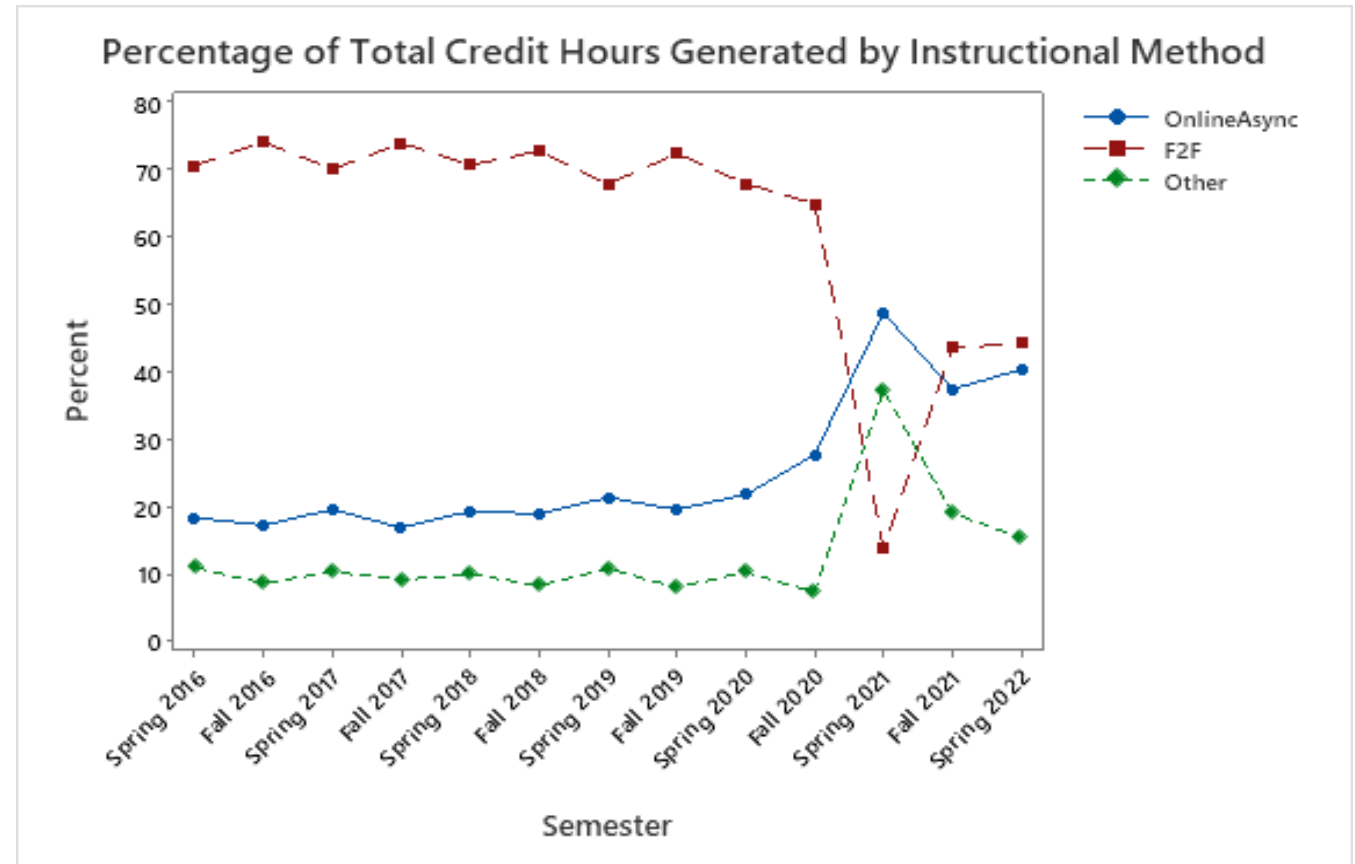
- Percent climbed from a little over 3% in Fall 2011 to around 31% in Spring 2022.



Note that the data were pulled from Banner and may not exactly match data that come from other sources

EKU Footprints Data

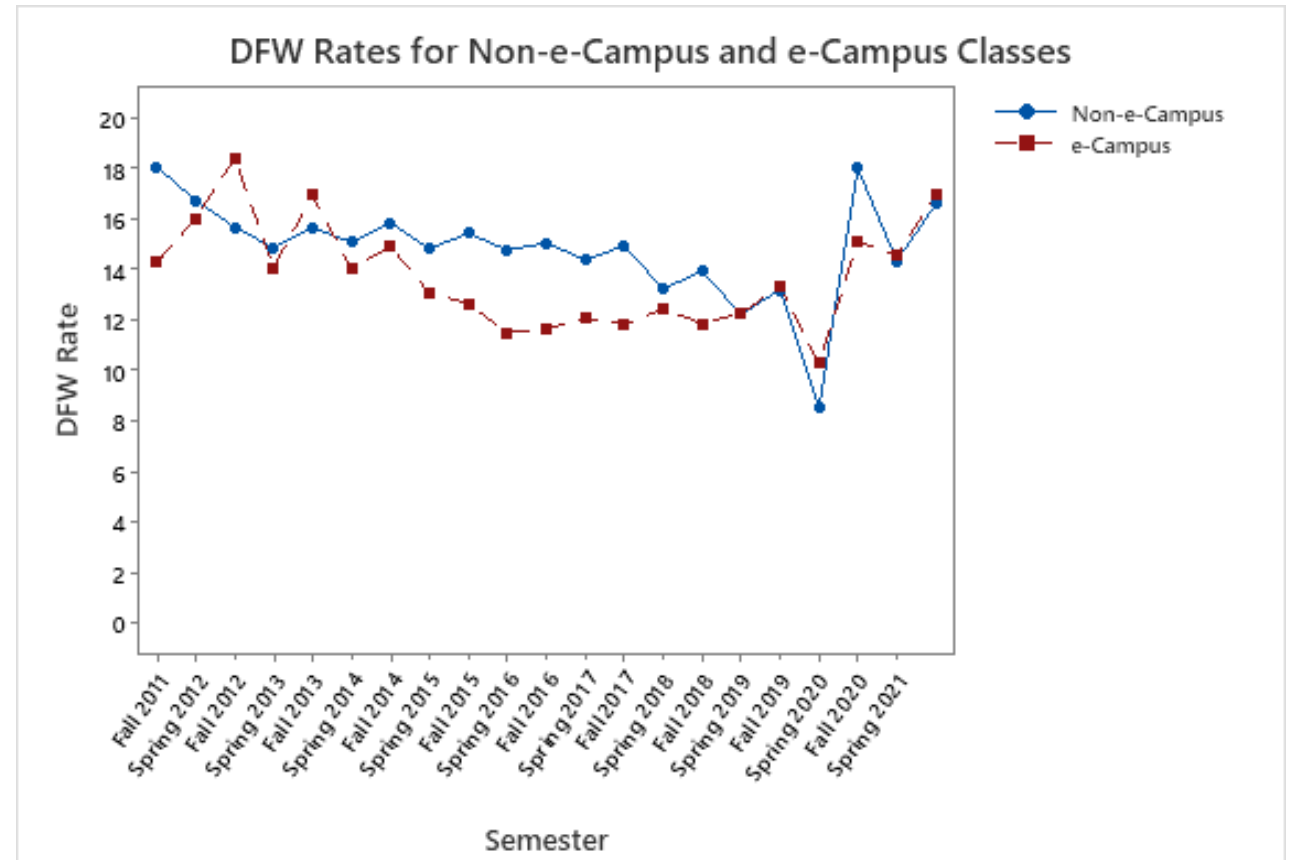
- **Prior to Pandemic Fall 2019**
 - 100% online = 20%
 - Traditional F2F = 72%
- **Spring 2022**
 - 100% online = 41%
 - Traditional F2F = 44%



Note that the data were pulled from Banner and may not exactly match data that come from other sources

EKU Footprints Data

- Both traditional F2F and e-Campus students were impacted by the pandemic with increases in DFWs.
- Spring 2021 remained above pre-pandemic levels for both cohorts.



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Recommendations

- Ongoing monitoring of:
 - Enrollment patterns in online and on-campus courses
 - Student outcomes, DFW rates
 - Resource needs

