

Stetson University 2018-19 Academic Technology Committee (ATC) Annual Report

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GOALS OF THE 2018-19 ACADEMIC TECHNOLOGY COMMITTEE

The committee set the following goals for the academic year:

Priority

- Assess and evaluate current Stetson faculty preferences regarding the use of online learning technologies in relation to their teaching experiences at Stetson
- Expand summer online course offerings to all summer sessions
- Review student summer online course survey responses

Secondary

- Continue software inventory and consolidation university wide
- Investigate consolidation of campus computer labs for improved and more robust labs
- Printers and paper, cost and environmental waste

ACHIEVEMENTS

During the first meeting of the ATC, the topics of the expanse of online learning,

software consolidation, computer lab consolidation, and printer cost and environmental waste were discussed. It was determined by the committee to make the expense of online learning a priority for the committee.

Online Learning Survey

During the fall semester of 2018, the committee created an online survey to assess and evaluate current Stetson faculty preferences regarding the use of online learning technologies. The survey contained 12 questions and was distributed to all faculty at the start of the spring semester 2019. The survey received 96 responses with 55 from Arts and Sciences, 19 from School of Business administration, 17 from College of Law, 3 from School of Music and 2 preferred not to answer. A summary of this survey is included below, and the complete survey has been attached as a separate document for further review.

Online Learning Survey Summary

The ATC developed a survey designed to assess and evaluate current Stetson faculty preferences regarding the use of online learning technologies in relation to their teaching experiences at Stetson.

- Distributed Spring 2019
- 96 Responses
- Press [here](#) to review survey

Online Learning Survey - Faculty

- 55% from College A&S, 60% assistant professor or higher.
- 84% agree online technology will play an important role in Stetson Student's chosen careers after college.
- 56% never taken online course before, 52 % never taught an online course before.
- 39% fully integrate technology in their courses.
- 73% prefer to teach in a learning environment with some online components.
- 66% think Stetson should offer online classes during the Fall and Spring semesters.
- 58% say they would like to teach online courses at Stetson during the Fall and/or Spring semesters.
- 60% are most concerned with course quality and technical support regarding online learning.

Faculty Feedback - Pros

- I teach fully hybrid courses in The MFA of the Americas—works great!
- I already use these a lot. (I don't like the Publisher resources as much, but I do like to link to the textbook chapter.) I would like more help with editing lecture videos. I would also like to see my colleagues using less paper in class by using BB to post syllabi, reading assignments, etc. and to receive assignment submissions.
- As the Online Learning Working Group recommended last year, fully online courses should be a part of the course options, but limits should be set for the number of online courses that students can take, except in unique situations where a student's personal situation (health issues, other major concerns) argue for allowing for more online courses to help the student maintain progress toward graduation.
- There seems to be a misconception that online courses will weaken the learning experience. However, that has not been my experience when teaching online courses nor when I took online courses as a student.
- I wouldn't mind teaching one online class per semester.

Faculty Feedback - Concerns

- Online instruction is not particularly part of Stetson's brand. But it is likely to be a necessary component if we are to remain relevant/competitive.
- Maybe allow one online class per semester.
- Why bother to have a campus and dorms if you want to push online courses? The quality simply is not and cannot be the same for most subjects, certainly not for the core liberal arts classes. I am sure admin sees this as a way to reduce the faculty and save money and thus loves it---however, this kind of push to turn us into a packaged product to consume at leisure goes against the mission and values of Stetson University.
- If fully supported by distance learning, and if it does not jeopardize a visiting's chance of return.

Online Learning Survey - Students

In Fall 2018, OOLET developed a survey designed to assess and evaluate current Stetson student preferences regarding the use of online learning technologies in relation to their learning experiences at Stetson. Out of the 446 students who completed the survey:

- 64% would like to see online courses offered during the fall and spring terms.
- 76% prefer to learn in an environment with some online components.
- 68% would like Blackboard used more frequently in their classes.
- 61% request to have lectures recorded.

Student Quotes

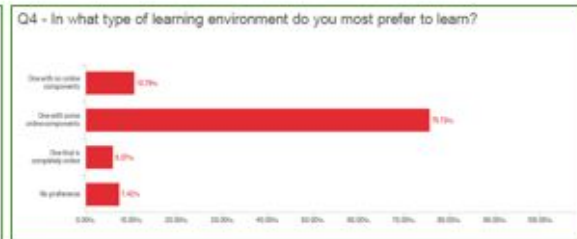
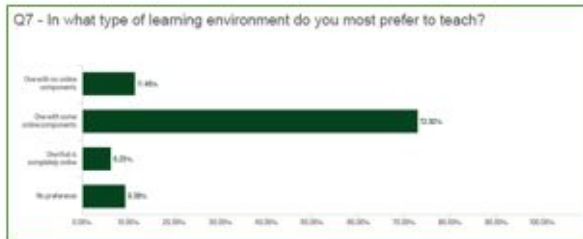
- “For the love of god, post stuff on blackboard.”
- “Remain up-to-date on Blackboard (specifically with grades and assignments) and turn in more materials through that system instead of needing to print out paper.”
- “Only ¼ of my professors puts grades on Blackboard. I wish I could see all my current grades.”
- “Please post grades on Blackboard instead of on papers taped to the wall! I am so confused about my grades.”
- “I would like to see Stetson offer more online or hybrid courses at both graduate and undergraduate levels.”
- “I think my BSAN Analytics course was my favorite in regards to technology because it made it very easy to calculate my grades throughout the semester, it was always up to date, and it allowed me to know when assignments were due and how much they were worth.”

Side-by-Side Comparisons

Preference for Online Components

Faculty: 73% Yes

Students: 76% Yes

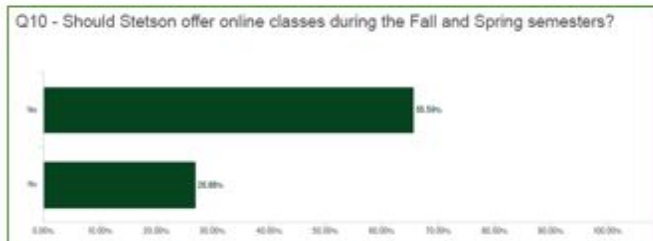


And yet only ~50% of our faculty use their Blackboard course shell!

Online Courses in Fall/Spring?

Faculty: 66% Yes

Students: 64% Yes



Expansion of summer online course offerings

During the fall semester, the committee discussed the importance of expanding online summer course offerings for all summer sessions. ATC members, Matt Roberts, and Lisa Sawtell met with Mitchell Reddish (A&S) and Stuart Michelson (SOBA) to discuss the possibility of expanding our online course offerings for all summer sessions. It was agreed that the group would recommend to the Provost to expand our course offering for all summer semesters. The Provost received our recommendation, and online summer classes are now offered during all summer sessions.

Software usage and inventory

The committee discussed the goal to consolidate or eliminate redundant and obsolete software (savings realized could be utilized elsewhere). Jose Bernier shared with the group a list of software with prices and types of licenses that is 95% complete. To complete the list, we will need to find a way of obtaining a list of all software used by departments and programs as some professors or staff use individual software not used in other departments. The committee recognizes the need to consolidate software and suggest this to be further investigated by the ATC.

Printers, cost and environmental waste

Approximately 1.6 million pages were printed on the DeLand campus last year. The committee agrees that we should use FollowMePrint to reduce waste on campus for both environmental and economic reasons. The Library and CoL are already using FollowMePrint, and the committee recommends extending its use throughout all campuses.

Computer Lab Usage and consolidation

Currently, there are 32 computer labs on the Deland campus. The initiative discussed by the committee is to determine usage and possibly consolidate to reduce the number of labs. Consolidation of labs will allow for the installation of more state-of-the-art equipment in remaining labs, improved ability to keep computers within 5-year life cycles, and reduced management resources. The committee believes that consolidation of labs will allow us to offer more robust and better-equipped labs to students and aid in more resourceful use of the budget for technology.

RECOMMENDATIONS

Based on the work of the ATC during the 2018-19 year, the following are recommendations for the ATC in the coming academic year(s):

- Require use of LMS to post syllabus and grades
- Create a Task Force to develop policies and standards for online content delivery

- To easily allow for fully online courses to be offered during the fall and spring semesters
 - Course limits for professors and students
 - Approval processes
 - Development incentives
 - Assessment procedures for learning outcomes and peer review
 - Quality control & assurance of learning
 - One learning management system (Blackboard)
 - Consistent look and feel of content delivery
 - Require basic Blackboard assessment and/or training for all faculty.
- Ensure OOLET staff has appropriate resources to address increased demand for these services
 - Continue to:
 - Consolidate software to avoid costly redundancies
 - Reduce paper waste using FollowMePrint
 - Consolidate and improve computers labs
 - Promote the use of Virtual Labs

Respectfully
submitted,

Matt Roberts, co-chair ATC
Shahram Amiri, co-chair ATC