

Student Learning & Resources

Internal Data

Adequacy of Libraries

- Of benchmark institutions, ECU has the lowest library expenditures as % of Total Education and General.
 - Eastern Kentucky University - 2.16% of Total Education and General
 - Appalachian State University - 4.21% of Total Education and General
- ECU Libraries is significantly below the state and national average in total expenditure per person enrolled (FTE).
 - ECU - \$239.58.
 - ECU's peer group (excluding ECU) is \$401.45
 - State average is \$484.76
 - National average is \$536.78.

Adequacy of Libraries

- EKU Libraries is below the state and national average in paper volumes per person enrolled (FTE).
 - EKU - 69.21 paper volumes per person enrolled (FTE)
 - Peer group - 84.29
 - State average - 118.81
 - National average - 104.92
- Cost of materials continues to rise approximately 10% a year forcing cancellations of journals/databases and minimal monograph purchases.
- Current materials budget shortfalls, along with rising costs, indicate a forthcoming limited and less than adequate library collection for future EKU students.

Instructional Technology

- ***Data question: How is online learning affecting the educational environment?***
- Faculty and students are using Blackboard and becoming more adept with it.
- The student use of Blackboard far surpasses the faculty use.
- There was no measurement of administrative/staff use.
- The proficiency levels of faculty use was not measured.
- Many Blackboard courses are offered as “Blackboard enhanced” rather than totally online.
- The Blackboard system saves ECU copying expenses and instructor time.

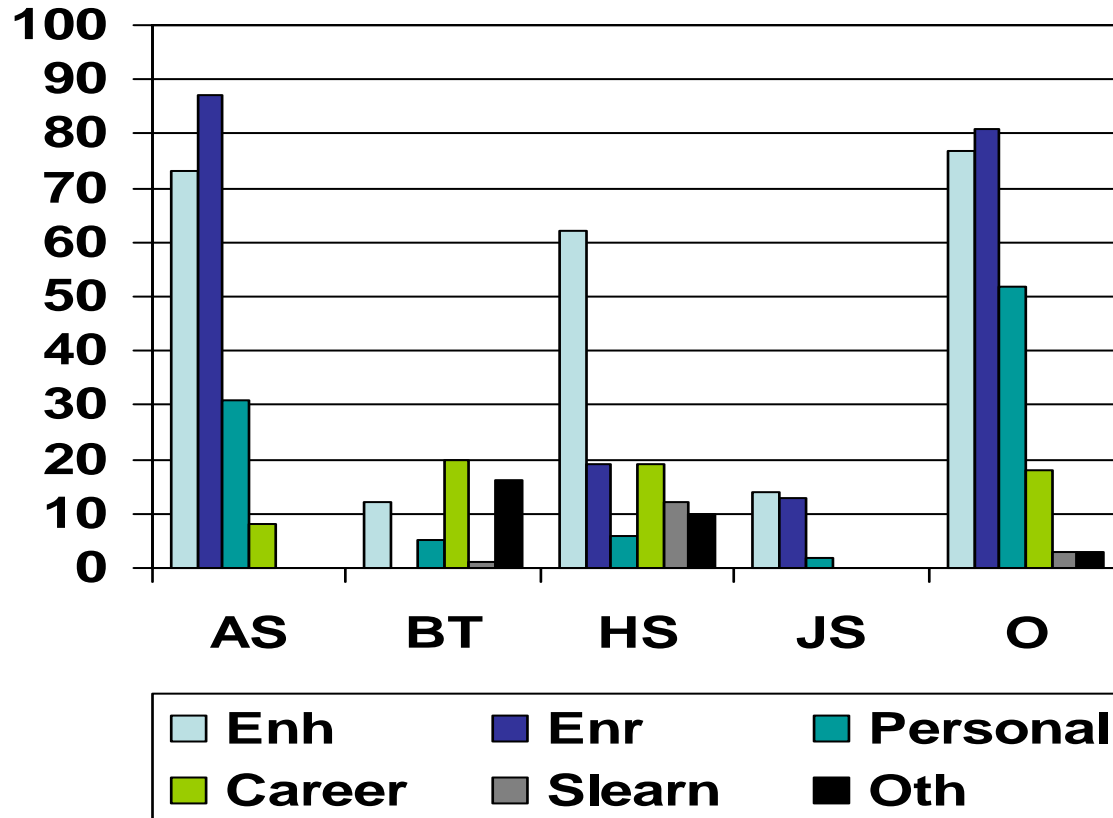
TOPIC: Instructional Technology

- ***Data question: How will expansion of the communications infrastructure change the way EKU could or should do business?***
- No real systematic planning or budgeting for future expansion has been addressed for the Blackboard system.
- The future challenge is “to go wireless”.
- Combining the various elements (Blackboard, Banner, wireless, email, portals, etc.) into a collaborative system could be a goal of great value to EKU.
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- ***Data question: Is EKU prepared for the changes alluded to in the previous question?***
- Some faculty and staff are gaining the expertise to expand the system, but adequate resources/planning are not in place to move forward.
- ***Data question: What is the computer literacy rate of our service/recruitment regions?***
- Data not available

Out-of-Class Activities

- Enrichment/Enhancement High
- Personal/Career Development Low
 - Most occurring in Student Affairs
- Service Learning Low
 - Most occurring in Health Sciences

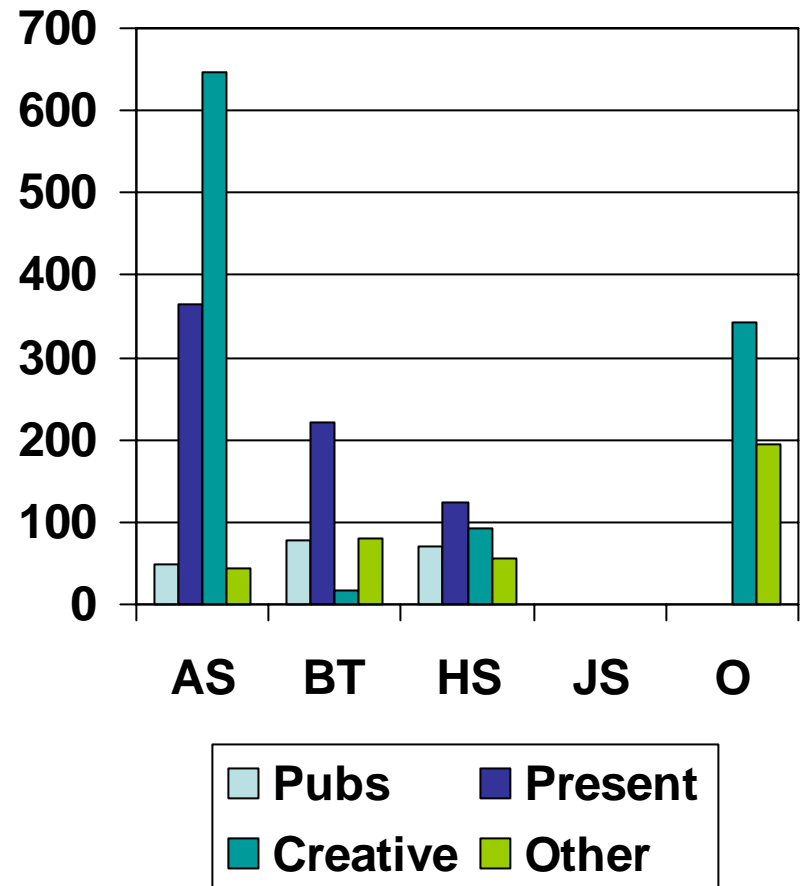
Out-of-Class Activities



Enhancement, Enrichment, Personal Development, Career Development, Service Learning, Other

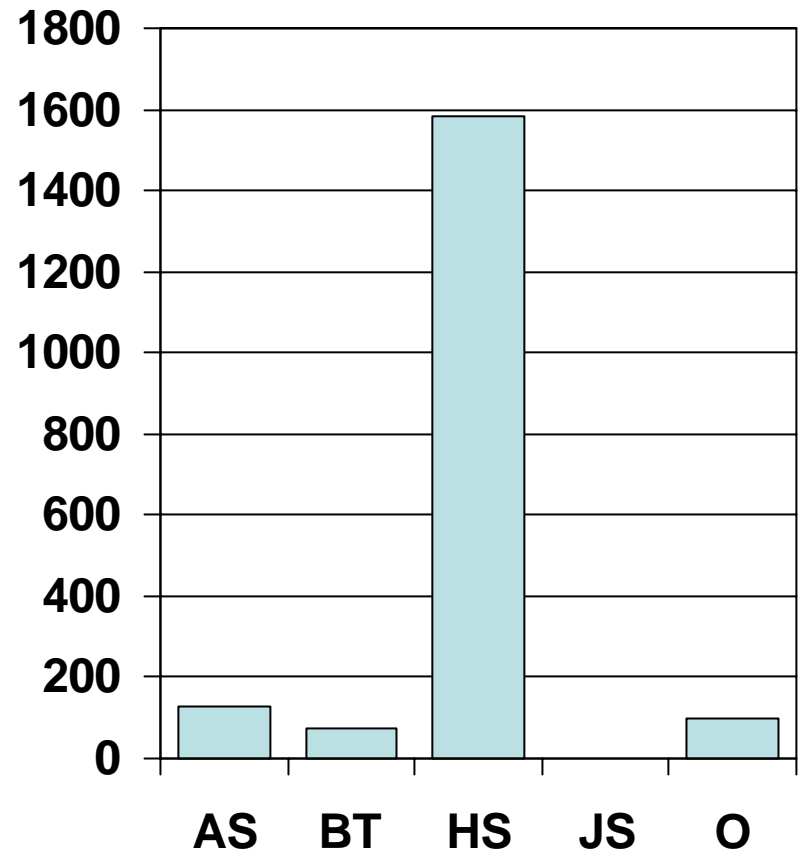
Scholarly/Creative

- Publications Low
- Presentations High
- Creative High
- Moderate Amount of “Other”



Cooperative Agreements

- Health Sciences greatest number of Cooperative Agreements
- All others equal



AS = Arts&Sciences, B&T = Business&Technology, HS = Health Sciences, JS= Justice&Safety, O = Other

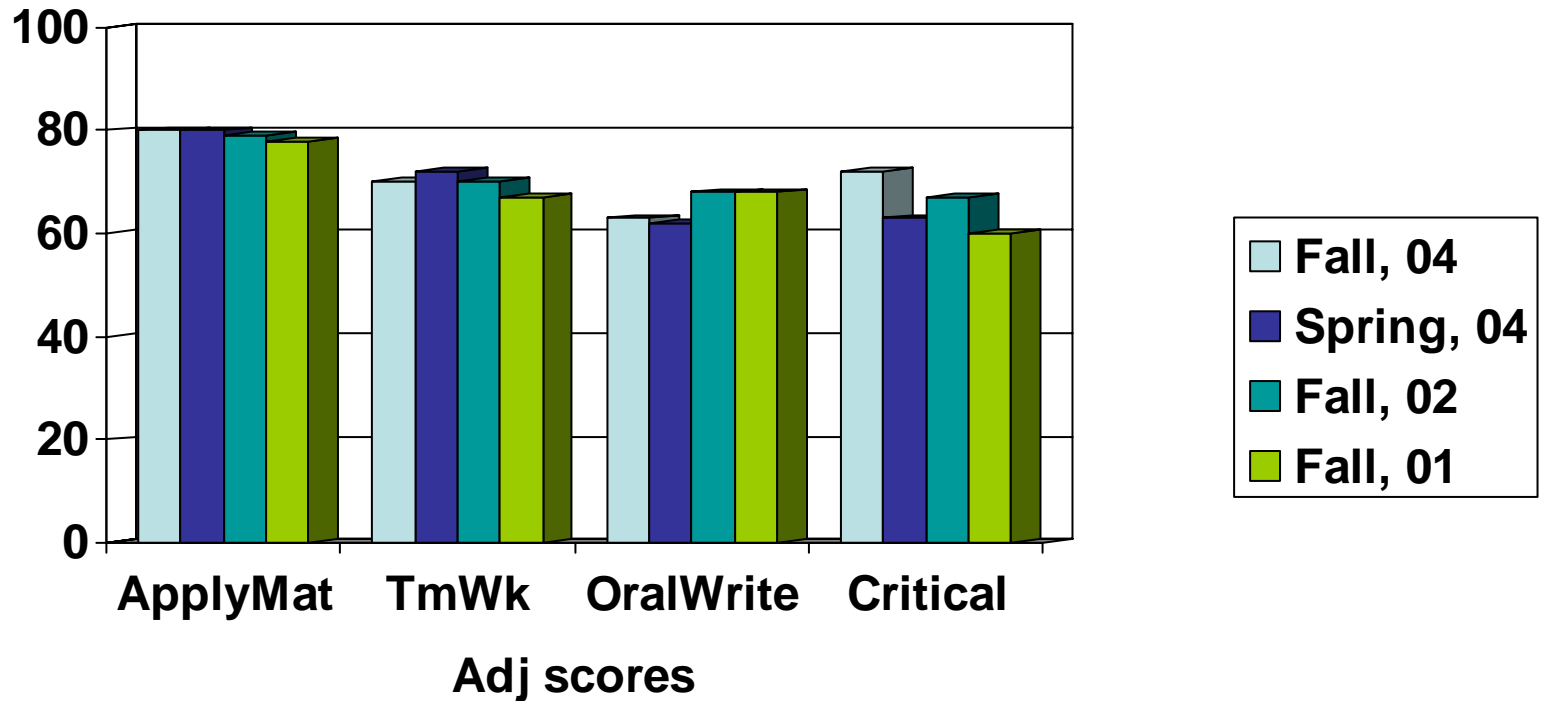
University IDEA Evaluations

Percent Scoring at least Average



University IDEA Evaluations

Percent Scoring at least 3.75/5 pts



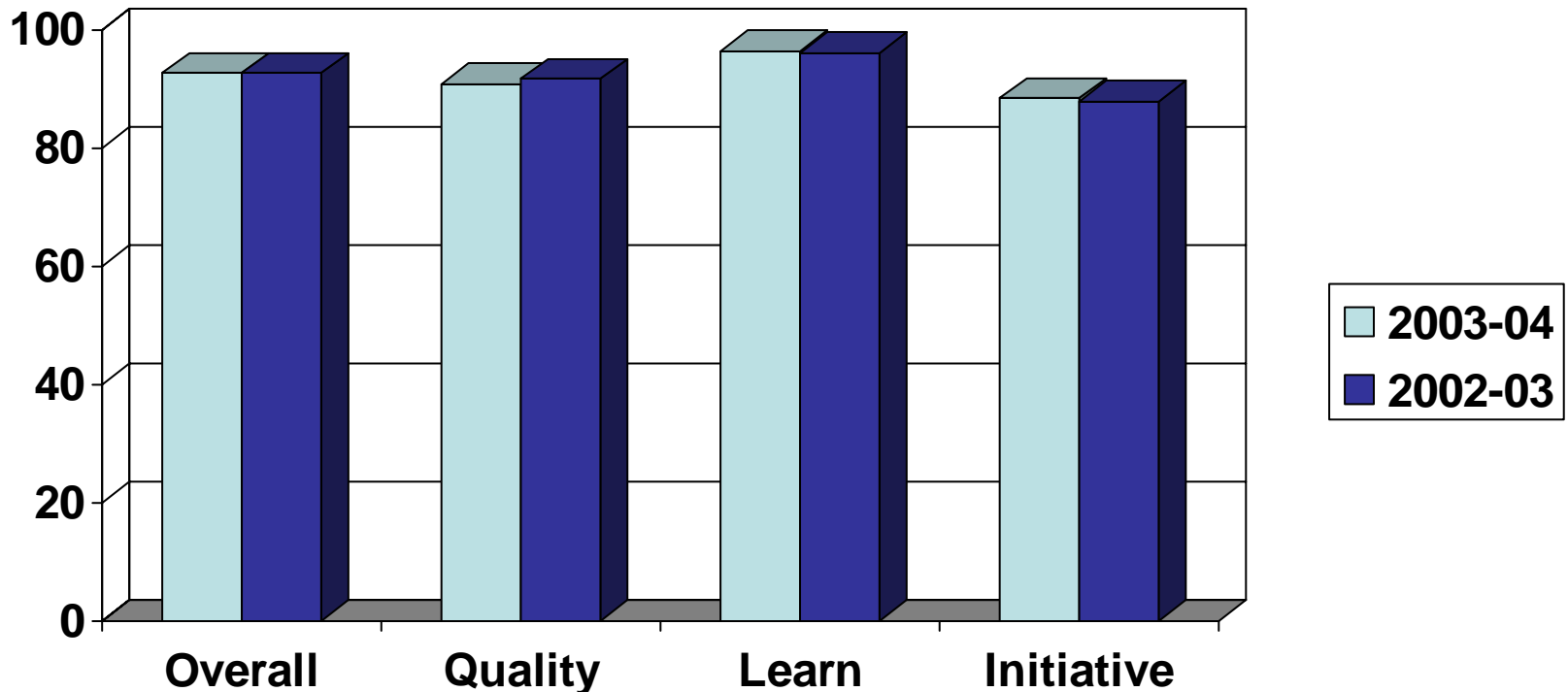
Apply Material; Team Work; Oral Presentation & Writing Skills; Critical Thinking & Application Skills

General Education CAAP Results

- Test date: 2/2004
 - Seniors Enrolled as Freshman (SEF) and Seniors Not Enrolled as Freshmen (SNEF)
 - SEF N = 166 & SNEF N = 126
- SEF and SNEF both scored in the middle ranges of the CAAP Test.
- All subsets of test scores equal (Writing, Mathematics, Reading, Critical Thinking, Science).
- GPA of both SEF and SNEF did not affect scores on CAAP.
- Most students “Tried my Best” or “Gave Moderate Effort” on all subtests.

Co-Op Employer Evaluations

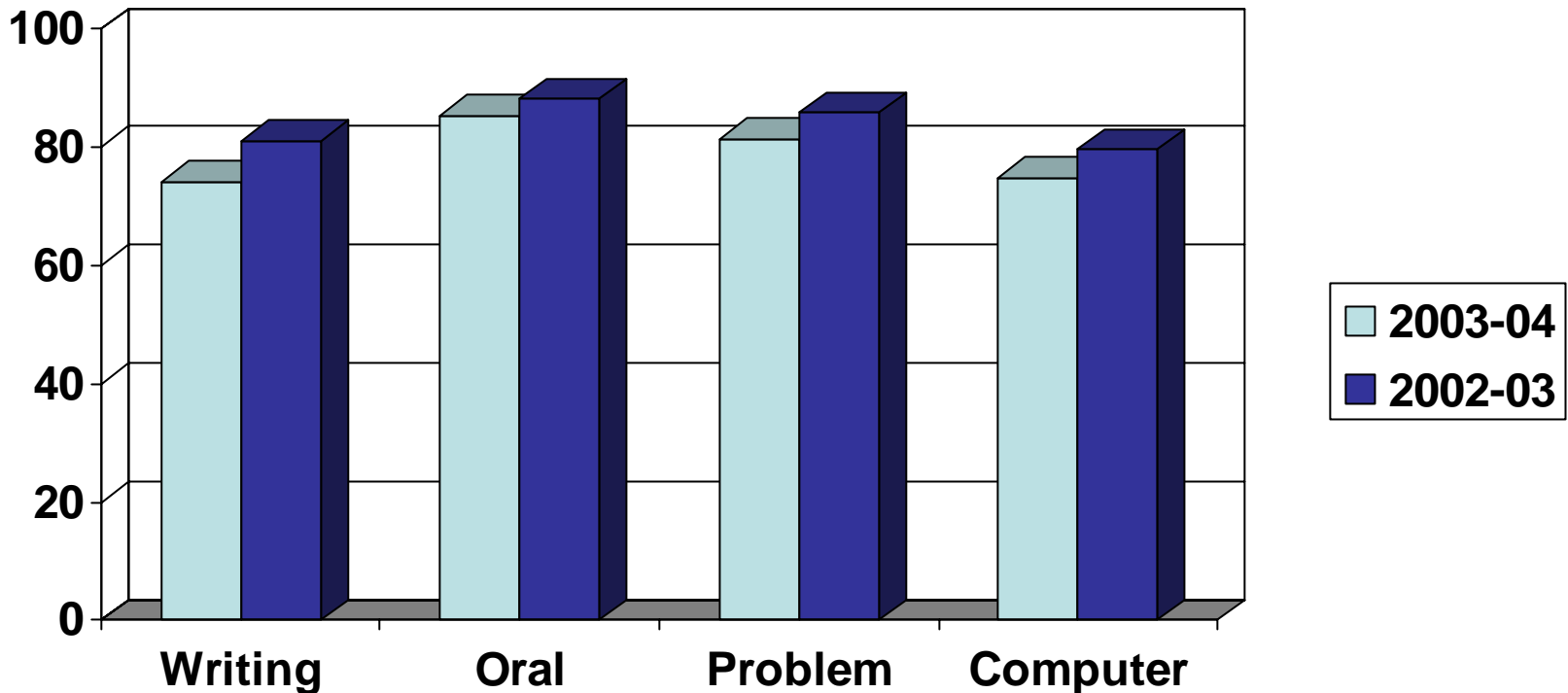
Percent scoring at least Very Good



Overall Performance; Quality of Work; Ability to Learn; Initiative

Co-Op Employer Evaluations

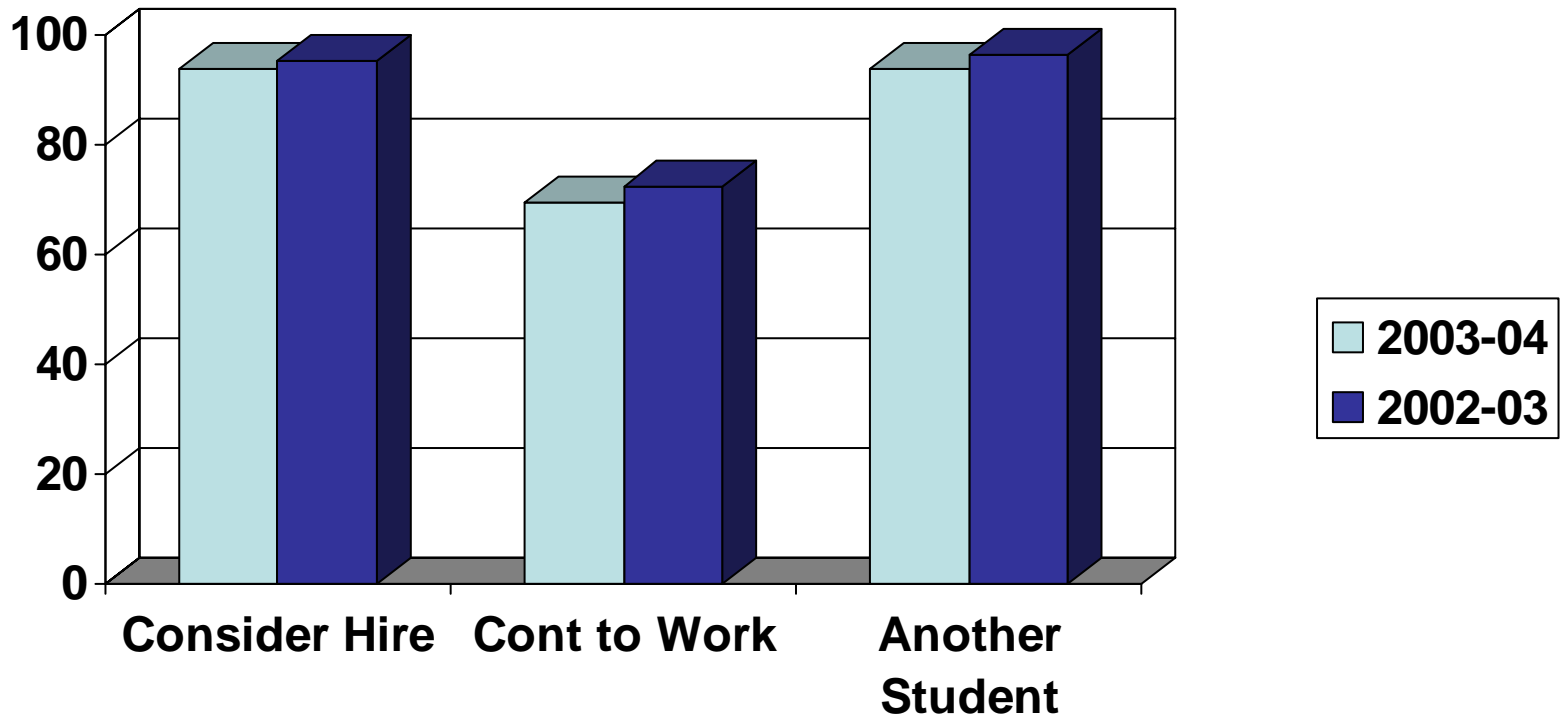
Percent scoring at least Very Good



Written and Oral Communication Skills; Problem Solving Skills; Computer Skills

Co-Op Employer Evaluations

Percent Saying Yes



Would you consider hiring this student?; Will this student be working with your company next semester? Would you hire another Co-Op Student?

TOPIC: NSSE (Student Engagement)

- SUMMARY/FINDINGS:
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- ***Summary: The NSSE measured student educational outcomes from their college experiences. It was administered in 2000 and 2003 to EKU freshmen and seniors.***
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- ***Topics***
- **Satisfaction:** Both groups were satisfied with EKU; freshmen more than senior. The level of satisfaction declined over the years.
- **Technology:** Email and computer use is an integral part of the EKU college experience.
- **Collaboration:** Seniors reported more collaborative experiences than freshmen
- **Faculty and Staff Interaction:** Faculty and staff respond promptly, particularly with email. Although generally positive, advising and staff relationships have been mixed over the years from freshmen to senior status. Much of the collaboration involves grading, course assignments or non-academic activities rather than major research-type projects.

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-
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- **Integration/Synthesis:** Intellectual development progressed to higher levels over years, but ideas from different courses didn't have as much integration. The impact of general education declined over time. Culminating senior experiences declined. Overall, most ECU experiences were viewed as positive..
- **Academic Preparedness and Effort:** ECU students write and read at a lesser proficiency level than peers. ECU freshmen come to class less prepared than peers. They write less, read less, and prepare less for class.
- **Civic Engagement:** ECU students do not participate in many civic or community projects as do peers. There was very little evidence that the ECU experience enhanced civic responsibilities, personal values and ethics of the students, as compared to peers.
- **Cultural Involvement:** Although improving, ECU students do not have varied diverse perspectives. They have very little desire to travel or to study foreign languages.
- **Time Usage:** ECU students spend more time commuting and parenting than preparing for class.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

- Level of academic challenge

Freshman 2001 49.9 2003 49.8

Seniors 2001 55.2 2003 54.4

Active and collaborative learning

Freshman 2001 36 2003 39.5

Seniors 2001 49.3 2003 50.9

Student Interaction with faculty members

Freshman 2001 33.5 2003 36.8

Seniors 2001 46.4 2003 43.8

NSSE DATA (con't)

- **Enriching educational experiences**

Freshman 2001 49.4 2003 50.4

Seniors 2001 47.2 2003 45.9

Supportive campus environment

Freshman 2001 57 2003 59

Seniors 2001 57.4 2003 55.9

QEP Focus Groups - Method

The QEP research and focus sub-committee has conducted 5 focus groups, asking 4 questions regarding student learning. The following slides provide partial results for question #4, which states:

What obstacles or barriers exist that limit our effectiveness in achieving student learning of the identified KSBV content areas?

KSBV = Knowledge, Skill, Behavior, and Values

A full report will be provided to SPC in April.

Potential Barriers (Partial List)

Faculty

- Lack of familiarity with different learning styles and alternative teaching approaches
- Apathy and resistance to change
- Lack of faculty development and instructional support
- Little incentive for use of technology
- Workload (e.g., excessive service obligations)

Administration

- Too bureaucratic; limits effective innovation and change
- Lack of continuity within the administration
- Attitude of some administrators (e.g., overbearing)
- “Students come first” has damaged faculty morale and has empowered some students to make unrealistic demands

Potential Barriers (cont'd)

University

- Poor physical condition of many facilities
- Not enough capital funding
- Lack of effective, campus-wide communication
- Insufficient diversity within the university community

Student

- Under prepared or unprepared for college-level work
- Outside commitments & pressures (e.g., suitcase college)
- Don't recognize the value others place on the KSBVs
- Family and community of some students provide few role models and little support of a commitment to learning
- Limited awareness of other cultures
- Substance abuse