

Information from the
2011-2014
Faculty Senate Surveys

March 25th, 2015

From the 2011, 2012, 2013, and 2014 Faculty Senate surveys we culled a little over 400 faculty comments on areas that relate to academics.

These comments were tagged into general areas and topics, and from these we developed four themes:

- Focus on Students
- Quality of Education
- Types of Students
- Online courses

Theme 1: Focus on Students

Item 1: We Care About Our Students (16 comments)

“Small face-to-face classes where most of the faculty genuinely care about their students”

“The faculty takes the time in and out of the classroom to help the students”

“Taking care of our students in a more hands-on way than most places.”

Theme 1: Focus on Students

Item 2: Individualized Attention (18 comments)

“The university appears to have (in general) caring faculty who teach students what they know and give them, as best they can, individualized attention. Small class size (in general) is another bonus for students here.”

“Many dedicated and talented faculty members deeply care about our students. Individual attention often helps underserved and ill-prepared students reach their potential ”

Theme 1: Focus on Students

Item 3: Friendly/Small Town Environment (11 comments)

“I believe the University fosters a feeling of ‘family’ for students, their families and alumni.”

“It provides a very friendly environment for students to study and faculty to stay at SE.”

“The university seems to provide a close-knit, family, small school atmosphere for students and faculty.”

Theme 1: Focus on Students

Item 4: Concern that online/distance learning erodes connections and atmosphere (11 comments)

“Distance learning is expensive for students and takes away from the campus environment/‘campus family’...”

“Our strength is in face-to-face communication and forming personal bonds - we should play to that as much as we can.”

“Most students are complaining about being forced to take classes on-line, due to lack of alternative offerings or schedule conflicts.; they want face-to-face interactions and help, and do not like the extra costs, and do not like the typical on-line course teaching style (typically on ‘auto-pilot’, or so they feel).”

Theme 2: Quality of Education

Item 1: We provide a good, affordable education

“For students who want a challenge and who reach out to their professors and get involved, it prepares them very well in a number of areas, with lots of hands-on training and experience.”

“Many dedicated faculty work hard to provide high-quality instruction to deserving but often underserved students.”

“We still educate students for productive careers and as citizens.”

“Good quality education at an affordable price, especially good for students from smaller schools who would get lost in the shuffle at a big school.”

Theme 2: Quality of Education

Item 2: Face to face classes are a strength (8 comments)

“Small face-to-face classes where most of the faculty genuinely care about their students.”

“Outstanding classroom faculty with face to face interaction.”

Theme 2: Quality of Education

Item 3: Online course quality is a concern (17 comments)

“Students routinely comment on how online classes are a joke. I encourage the backlash against online courses and support students demanding face-to-face courses so they can actually learn something. Cheating is also rampant in online classes.”

“Cheating is rampant in the online courses, and while it may serve a very useful purpose for some subjects, it is terrible or ineffective for others, especially with less prepared students who need help.”

“ ‘Distance learning’ is code for higher fees and lower quality education. It defeats the entire purpose of a university education.”

Theme 2: Quality of Education

Item 4: Lack of Rigor is a Concern (13 comments)

“We need more rigor in the undergraduate program so that by the time that students are ready to take the upper-level classes for their disciplines they are well-equipped to think critically and logically about their chosen fields. We need for a degree from SE to really mean that you are well-educated in your chosen profession and ready to be a leader and mentor for others in your workplace.”

“The common thinking of our students is that SE is the easiest school in the state from which to earn a degree.”

Theme 2: Quality of Education

Item 4: Lack of Rigor is a Concern (13 comments)

“Some of the programs that are celebrated as attracting the most majors are also those that have a number of terribly easy courses, and have very few or no prerequisite classes for even their upper-level classes...”

“Emphasis is being placed on the quantity of faculty and program SCH production rather than on the quality of instruction.”

Theme 2: Quality of Education

Item 5: Faculty issues of concern

a) Lack of Full-time Faculty (35 comments)

“Reliance on more and more adjuncts is severely weakening our departments and programs academically ”

“I think we have strong academic departments, but I also think that too many courses are being taught by adjuncts who have little or no investment in Southeastern or in Southeastern's students.”

Theme 2: Quality of Education

Item 5: Faculty issues of concern

b) Rise of administrative duties (8 comments)

“Reduce paperwork demands on faculty for literally everything, make assessment efficient and not so time-consuming to faculty, encourage good teaching by providing support and funding for travel and professional development.”

“Focus more on teaching and less on assessment and administration.”

“I think we have awesome faculty on this campus. The faculty members just grow weary sometimes with what they are asked to do.”

Theme 2: Quality of Education

Item 6: Maintenance and Infrastructure concerns

“Improvements have been made, but we are very behind on maintenance. I want to be proud of the campus that I work on, not embarrassed by it.”

“Instructional technology is poor. I would like to start using clickers in the classroom. Our department got the clickers but I cannot use them with the old computer in the classroom. Public schools have Smartboards in every class and we only have a handful on campus.”

“Stay abreast of trends in technology in education and make our University cutting-edge as far as technology in the classroom goes. When you have a high school (Durant) in which they have no print textbooks, and then they come here, it is like taking a step backwards.”

Theme 3: Types of Students

Item 1: We help new and underprepared students (9 comments)

“The University does a good job of taking students who have come from often rural and poor high schools and helps them perform a much better levels than they thought. That is a real service.”

“SE does a good job of educating students who often have inadequate high school preparation. Those students we do keep, we do well with.”

Theme 3: Types of Students

Item 2: We have too many underprepared students (15 comments)

“Admission levels too low - we may be accepting students who may be unable to succeed at the college level regardless of any remediation with zero level coursework.”

“We have turned into a junior college by accepting all students.”

Item 3: We serve our region (10 comments)

“Meets the educational needs of the region.”

“Serves SE Oklahoma.”

“Educates people in the local area.”

Theme 3: Types of Students

Item 4: We work well with Native American Students (3 comments)

“Strong in Native American recruitment and graduation.”

“Our outreach and service to American Indian students has improved dramatically over the last five years.”

Theme 4: Online Courses

Item 1: The necessity of online courses (6 comments)

“Need to get with the times; but need to maintain academic quality and integrity.”

“Lest we get left behind, SOSU must have online degree programs.”

“While it can't be the whole focus, to keep pace with modern trends it must be a strength.”

Theme 4: Online Courses

Item 2: Online courses need more support (7 comments)

“I know we've pushed the online model 1 but I don't know if it's been worth it. It's been cost-effective on the shoestring staff budget we have for CIDT, but the technical problems there have been bad this semester. (2014)”

“If SE wants EFFECTIVE online learning, faculty will need to be trained and long-term support given to those who choose to offer online classes.”

Theme 4: Online Courses

Item 3: We do too much online (24 comments)

“Not only do we serve a population that is a high percentage of first-generation students who benefit from the classroom interaction and faculty availability of face-to-face courses, but most of our students are verbally indicating that they do not like distance learning courses, online in particular. While there is a percentage of the student population that benefits from these courses, they do not represent the majority, and in some instances, students at the Durant sites have indicated that they feel cheated by not being able to receive a course in a face-to-face format, due to their individual learning styles.”

Theme 4: Online Courses

Item 3: We do too much online (24 comments)

“I believe it is one of our strengths, but it should not become our primary form of instruction. Students have expressed a clear desire for more face-to-face classes, and many topics are simply not able to be taught well in an online format.”

“It has not shown to increase enrollment. Moreover, in JMSB, the outreach is to students raised within 30 miles of campus. Primarily Durant. This has resulted in smaller class sizes and inefficient operations. ”

Theme 4: Online Courses

Distance learning should become a strength
(%)



Theme 4: Online Courses

The balance between online and face-to-face classes is (%)

