

Western Kentucky University  
Academic Quality Committee Report to the SEC and Faculty Senate

March 28, 2016

The Academic Quality Committee (AQ) met on March 24th to respond to the following Senate motion:

*Motion for the Academic Quality Committee to reconsider their position on the timing of SITEs in light of discussion at the March meeting of University Senate.*

AQ has requested SITE response rate data from WKU Institutional Research (IR) (**AQ Item a-c**) and also solicited comment from the Registrar's office regarding the rationale for the scheduling of final grades submission. The data from WKU IR indicates a steady rate of online SITE submissions over the entire 3-week administration window during both the Fall 2012 and Fall 2015 terms; hence, shortening the SITE administration window is not recommended.

According to the Registrar's Office, final grades are open for submission one week prior to finals because the faculty requested that it be made so, "many, many years ago." However, only a small number of faculty submit grades during the week before finals. It should also be noted that the Fall 2016 schedule is already published, such that changes to the final grades submission window for Fall 2016 are not recommended.

### Recommendation

In light of the discussion at the March meeting of the University Senate and feedback from WKU IR and the Registrar's Office, AQ recommends that the 3-week online SITE administration window be shifted one week later in the semester. The schedule for final grade submission should be adjusted to ensure that final grades may not be entered during the SITE administration window and to allow sufficient time for WKU IR to collect required data. The recommended term for implementation is Spring 2017.

### Information Item

AQ heard a presentation from Dr. Jerry Daday (Center for Faculty Development) and Dean Neale Chumbler (CHHS) regarding an ongoing pilot study to test a new student course evaluation instrument. The stated objective of the instrument is two-fold: (1) to provide faculty with feedback for improving teaching and (2) to provide faculty with evidence of teaching effectiveness. In Fall 2015 the initial study involved 10 CHHS faculty, 18 sections, and 427 students/respondents. Additional data will be collected during the Spring 2016 term. Dr. Daday and Dean Chumbler are interested in presenting the full-year results to AQ and the Senate in Fall 2016.