

Evaluation and Assessment of SUNY Brockport Online Courses

Abstract:

This collection of papers explores the range and the evolution of online student evaluation and assessment techniques that have been employed since the campus commitment to offering online courses in the fall of 2000. In all, we have offered over 35 different sections of online courses, on both the graduate and undergraduate levels. In this session we will discuss pedagogical approaches to teaching online, student evaluation techniques utilized in online courses, our experience with online evaluation tools, e.g., the IDEA model of online student feedback, and student outcome assessment in the midst of departmental accreditation efforts.

Word count: 96

KEY WORDS:

- Online courses
- Distance learning
- Assessment and Evaluation of online courses
- Student feedback
- Student learning outcome assessment
- Online course pedagogy
- Accreditation and online assessment

Evaluation and Assessment of SUNY Brockport Online Courses

Speaker 1:

Karen Schuhle-Williams
Exec Director Metro Campus,
Director of Special Sessions,
SLN Campus Academic Coordinator
SUNY Brockport
2109 Morgan II
Brockport, NY 14420
395-5724
kschuhle@brockport.edu

Speaker 2:

Richard Lumb
Associate Professor and Chair Criminal Justice
SUNY Brockport
Faculty Office Building
Brockport, NY 14420
716-395-5631
rlumb@brockport.edu

Speaker 3:

Kathleen J. Hunter, Ph.D.
Director Women's Studies
Health Science Department
SUNY Brockport
16A Hartwell Hall
Brockport, NY 14420
716-395-2764
FAX: 716-395-5246
khunter@brockport.edu

Speaker 4:

Ann Altmeyer
Associate Professor
Public Administration Department
SUNY Brockport
242 FOB
Brockport, NY 14420
716-395-5563
716-395-2242
aaltmeyer@brockport.edu

Speaker 5:

Susan Stites-Doe
Associate Professor
Business Administration
SUNY Brockport
108A Hartwell Hall
Brockport, NY 14420
716-395-5518
716-395-2542
[sstites@brockport.edu](mailto:ssstites@brockport.edu)

Speaker 6:

Reddy Anugu
Sr. Program/ Software Analyst IT Support
Services
Information Technology
SUNY Brockport
113 Dailey Hall
Brockport, NY 14420
716-395-2463
ranugu@brockport.edu

This session focused on one campus' experiences with the development of online evaluation and assessment techniques. During our short two-year evolution we have explored several different mechanisms to assure an appropriate amount of rigor in our classes, and to maximize students' learning outcomes. In this paper we provide a thumbnail sketch of each presenter's talk.

Several factors have been key to our own success in the online world:

1. Interested and motivated faculty who self-select into our distance learning community
2. Collegiality and communication between and among these faculty and the steering committee that serves to administer and coordinate the program
3. Excellent training from the service provider, SUNY Learning Network (SLN)
4. Continuous improvement and support of the program in an environment of declining resources from United University Professions (UUP) in the form of (2) separate grants.
5. Support from the administration to keep class sizes manageable.

The presenters focused on these factors, and others, in telling about their own online teaching successes and failures. A total of six speakers from both the administrative and the faculty sides of the fence spoke. The take home messages for the audience was on practical application. That is, each presenter prepared handouts to share with audience members that enabled them to learn from our experiences at the level of action.

The first speaker, Dr. Karen Schuhle-Williams, discussed the genesis and progress of our online course program. Her talk, titled, "SUNY Brockport's Foray into Online Course Evaluation," provided details regarding SUNY Brockport's success in crafting unique evaluation methods that are compatible with the online teaching format; that is, they too are delivered to the students online. Karen also discussed the infrastructure that we have set in place to coordinate the efforts of IT, SLN, and the instructors. SUNY Brockport's retention rate for online courses is well above the SLN average, at 95%, owing at least in part to this infrastructure. As the author of the UUP grants that fuel our improvement efforts, Karen shared insights regarding the grant administration process. Karen also moderated this session.

The following documents were handed out to session participants to supplement Dr. Schuhle-Williams' discussion.



The SLN Getting Started Checklist Fall 2001

TASK	Action	✓
Register at Brockport	<p><u>Currently matriculated students</u> already taking classes must register for a Brockport course by using the Touchtone Registration System (716) 395-2600.</p> <p><u>Non-matriculated students</u> may register for a SLN class by calling Sue Derry at the SUNY Brockport SLN office at (716) 395-5734.</p> <p>Be sure you receive confirmation that you are officially registered for your course(s).</p>	
Request a SLN Account & Password	Once you register for the course at Brockport, you must log onto the SLN web site at http://sln.suny.edu/sln . To gain access to the course(s) you are enrolled in, you need to obtain a password. To do this, click on the " <i>Registered Students</i> " link, then follow the instructions for requesting a password (for new students), or re-activating your password (for returning students).	
Computer Skills Self-Inventory	Basic computer literacy, word processing skills, and a working knowledge of the Internet (or willingness to learn) are necessary.	
<p>Test My System</p> <p><i>*For help with resolving technical problems, contact the SLN Help Desk at:</i></p> <p>1-800-875-6269 (press 2),</p> <p>or by e-mail at:</p> <p>helpdesk@SLN.suny.edu</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> ◆ Resolve problems by contacting the SLN Helpdesk . * ◆ You need to have access to a computer with the minimum of a Pentium processor, 32 MB RAM, and a 33.6K- baud modem; Macintosh users must have system 7 or higher. ◆ An Internet connection to the World Wide Web and a valid, working Internet email account. ◆ A web browser: Netscape Navigator 4.0 or higher, or Microsoft Internet Explorer 4.0 or higher. <p><u>Recommended:</u></p> <ul style="list-style-type: none"> ◆ Access to a word processing program that saves files in a Microsoft Word 6.0 (or higher) or RTF file format. ◆ A printer, which will allow you to print your syllabus, course schedule, and assignments. ◆ Check with your instructor or campus for specific software requirements. 	
Obtain & Activate My Brockport E-mail Account	Log on to the SUNY Brockport Instructional Technology Support Services web site at http://www.acs.brockport.edu/email/newusers.html / for more information on establishing a student account. All currently registered SUNY Brockport students have access to a free e-mail account that provides access to library databases.	
Confirm Transferability of Course(s) into My Current SUNY Brockport Major/Program of Study	You must contact your assigned advisor or the department chairperson in your academic program to receive advisement prior to each semester. He or she will assist you in choosing the right SLN courses to fit into your current program. If your course has prerequisites listed, be sure to contact the instructor to verify your eligibility to register for that course and obtain any necessary permission codes. Undecided students may contact academic advisement at (716) 395-2711 .	
Confirm Any Financial Aid Awards	SUNY Brockport students, call the Financial Aid office at (716) 395-2501 . If you are a current student at another school, contact the financial aid office at your home school for more information.	
Order My Textbooks	Textbooks may be ordered through MBS Direct at http://direct.mbsbooks.com/brockport.htm or call 1-(800) 325-3252 ; or SUNY Brockport Bookstore http://www.bkstore.com/brockport or call (716) 395-2554 .	
"Show Up" for Class	Log onto your course by the end of the first week of class. The Fall 2001 semester begins on Monday, August 27, 2001. You must be "present" to be in class. Assignments are due on time and must be completed according to the instructor's syllabus.	

SUNY Brockport Faculty SLN Course Offerings

Final Enrollment Analysis

Course Prefix/#	Title	# Enr.	Snapshot	Final Count	Retn. Rate	Ave. Class Size	U-grad Matric	U-grad Nonmat	Grad Matric	Grad Nonmat	# First Timers	Notes
Fall 2000												
											Non-mat	
CPS 101.61	Intro. Comp. Sci.	5	5	5	100%		4	0	0	1	1	
BUS 366.61	Organizational Behavior	9	10	8	80%		7	0	0	0	1	Continuing Ed.
HON 395.61	Jnr.Colloquim	16	19	18	95%		18	0	0	0	0	
PAD 681.63	Org. Management	10	9	9	100%		0	0	5	4	2	
PAD 687.63	Stats for Managers	21	17	13	76%		0	0	13	0	0	
PAD 687.64	Stats for Managers	19	15	17	113%		0	0	15	2	1	
Total		80	75	70	93%	13	29	0	33	7	5	
Spring 2001												
HON 395.61	Jr. Colloquium	26	27	27	100%		27	0	0	0	1	Freshman
PAD 681.63	Str. Mgt. Pub. Org.	15	17	17	100%		0	0	10	7	5	
PAD 687.63	Stats for Managers	20	21	21	100%		0	0	19	2	1	
Total		61	65	65	100%	22	27	0	29	9	7	
Summer 2001												
BUS 366.51	Org. Behavior	10	10	9	90%		4	4	0	1	3	
Total		10	10	9	90%	10	4	4	0	1	3	
Fall 2001												
Bus 366.61	Org. Behavior	21	20	19	95%		19	1	0	0	1	1 taking 2 courses
CPS 101.63	Intro. Comp. Sci.	c										Cancelled
HLS 490/590.61	Readings ASAP	3	1	1	100%		1	0	0	0	0	
HON 395 .61	Jr. Colloquium	21	21	21	100%		21	0	0	0	0	
PAD 655.63	Medcr/Medcd Pol. Iss	14	14	14	100%		0	0	11	3	1	
PAD 681.63	Str. Mgt. Pub. Org.	16	18	17	94%		0	0	13	5	5	1 taking 2 courses
PAD 687.63	Stats for Managers	25	20	20	100%		0	0	16	4	2	
PES 621.63	Instruct. Design	5	7	7	100%		0	0	4	3	0	
Total		105	101	99	98%	13	41	1	44	15	9	
Winter 2002												
HLS 490/590.61	Readings 2001 ASAP	2	NA	2	100%		1	1	0	0	1	
BUS 366.61	Organizational Behavior	13	NA	13	100%		13	0	0	0	1	
Total		15		15	100%	8	14	1	0	0	2	

The second speaker, Dr. Richard Lumb, shared a pedagogical approach that he adopts in designing his own online course. The title of his speech was, “Using and evaluating the transformational learning model in the asynchronous learning environment.” Transformational learning refers to a person’s ability to validate prior learning through reflection and to act on the insights obtained from new material or experiences. A simple example is you need touch a hot stove only once to not do it again. As a teacher conducting an Internet course, Richard endorses this perspective because it provides ways for students to “experience” multiple aspects of the course materials or they are engaged only at the cognitive (thinking) level. As Richard will tell us during the presentation, the SLN course structure is ideal for reflective and transformational learning. The extensive discussion requirements of the course, posting and responding to questions, arriving at new discoveries, and examining different perspectives by filtering them through our cognitive, associative and autonomous stages of skill acquisition, leads to new learning outcomes.

The following paper was handed out to session participants to supplement Dr. Lumb’s discussion.

"Using and Evaluating the Transformational Learning Model with Asynchronous Teaching"

Richard C. Lumb, Ph.D.

The accompanying figures explain the transformational learning process and correspondingly how to evaluate learning outcomes. Transformational learning refers to a person’s ability to validate prior learning through reflection and to act on the insights obtained from new information and/or experience. A simple example is you need touch a hot stove only once to not do it again. I briefly explain how experience serves as a teacher (the doing of things) and how we filter these experiences depending on what we want to know and believe in and then to add feelings to the mix. When interpreting the meaning of a new experience (i.e., reading about police officer ethics and integrity) and examining its validity against prior learning (either an active or intuitive process), learning is taking place. We also know that discussion with others reinforces and bolsters the individual’s learning when they are examining something of interest.

As teachers, we must provide ways for students to “experience” multiple aspects of the course materials or they are engaged only at the cognitive (thinking) level. There are three stages of skill acquisition:

- **Cognitive knowledge**. Able to think, consider and put information in different perspectives that one can use for a variety of purposes (i.e., read about personal safety and considering how it might be helpful to your life).
- **Associative knowledge**. The ability to apply knowledge to different situations detects and corrects errors and strengthens accurate and transferable procedural knowledge (i.e., when walking on a public street to be aware of danger, to determine where one should or should not be if safety is a concern).
- **Autonomous**. The use of repeated practice to increase the speed of application of procedural knowledge and skill/s that the learner has developed in the associative stage (i.e., to master personal safety training so that it becomes a reflex action when confronting danger, if needed, without a lot thought and concentration. This also includes evaluating distortions, prejudices, stereotypes, and social context issues that are part of

the deliberation and learning process (i.e., your feelings of safety when being approached by a street person asking for 25 cents).

Learning also occurs and is measurable, when we reconcile new ideas with presuppositions (assumptions and beliefs) of prior learning. This is called reflective learning and involves assessment and reassessment of assumptions that occur as we study or experience something.

Thus, reflective learning becomes transformative (i.e., the ability to validate prior learning through reflection and to then act on the insights obtained) when the individual determines that the assumptions he or she is making are distorted, inauthentic, or invalid. A teacher offers a person the opportunity to study new information, to weigh it against prior experience, and determine its validity to oneself. A good example is changing prejudicial perceptions (i.e., a young black male driving an expensive sports car, probably stole it!).

We assume that the ideal conditions for learning are those that allow full participation in reflective dialogue. The SLN course structure is ideal for both reflective and transformational learning experience. The extensive discussion requirements of the course, posting and responding to questions, arriving at new discoveries (reflection), and examining different perspectives by filtering them through our cognitive, associative and autonomous stages of skill acquisition, leads to new learning outcomes. We interpret our experiences and the things we encounter in our own way. What we make of the world is a result of our perceptions of our experiences (Cranton, 1994:26). With Internet programs, the SUNY Learning Network (SLN) course discussion threads demonstrate student cognitive processes. We combine the readings and research papers with student personal experience as a requirement of the course. For example, in my Neighborhood Crime and Violence course, each student must independently go into the community in which they live and determine what programs, projects, planning, and activities exist that are aimed at crime and violence reduction and prevention. Talking with people and examining activities at the community action level, allows a synthesis of ideas and the experience of seeing, feeling, and reflecting at the applied level. If the experience is fulfilling, their knowledge expands aided by their affective (feeling), cognitive (thinking), and hands-on or application domains. It can be a powerful experience that allows the individual the opportunity to put textbook or other readings into perspective with the added benefit of prior experience blended in. When these experiences are shared and discussed with others from the class, the process completes itself moving from concept to application to expansion of understanding and knowledge. Student learning outcomes are enhanced and the individual has a new awareness that is sustainable and available for future application.

The following chart demonstrates the linkages and process involved with transformative learning.

Works Cited:

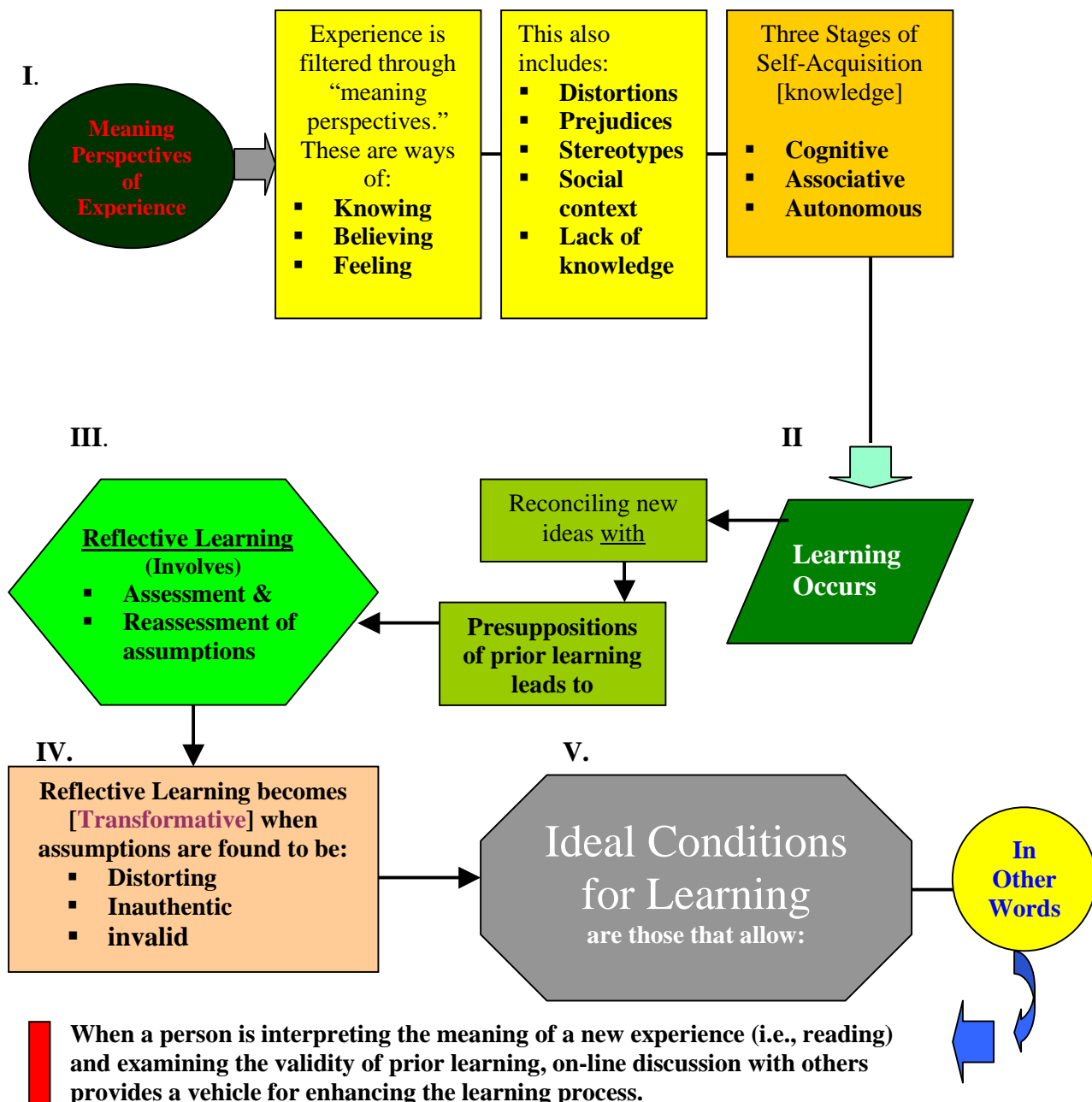
Mezirow, J. (1991:78). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.
 Mezirow, J., & Associates. (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress*. San Francisco: Jossey-Bass.
 Cranton, P. (1994:27). *Understanding and Promoting Transformative Learning*. San Francisco: Jossey-Bass.

Transformational Learning

Figure 1

A process of:

- Examining
- Questioning
- Validating
- Revising our perceptions



The third speaker was Dr. Kathy Hunter. Kathy's talk was titled, "Assessment, evaluation, and student feedback in an online undergraduate course." As a new member to our online team, Kathy shared insights into the instructors own training and development process, and drew on her many years of experience in the "real time" classroom to illustrate commonalities and differences between the two learning environments. Kathy discussed her own decisions regarding the grading rubric she employs for her online class. As she points out, evaluations of online assignments are best when a rubric of how they will be graded is available for each assignment. Kathy pointed out that tests and quizzes are easily administered in an SLN online course, and discussed her rationale for choosing among multiple choice, true false, fill-in, short answer essay, or a more in-depth essay format in her own class.

Dr. Hunter's handouts included the following:

COURSE INFO. DOCUMENT by- Kathleen Hunter

Subject: Overview

This course provides you with an opportunity to experience a totally online Women's Studies introductory course. This course provides you with an access to additional courses required for a declared major or minor in Women's Studies at SUNY College at Brockport. It is dedicated to studying women's experiences in a multi-disciplinary framework. This course also fulfills your Perspectives on Women graduation requirement.

We will study the ways in which the roles of women have been defined and women's contributions to, and their position in society.

As part of your course, you will be reading selected articles and critically examining them with regard to the social and cultural forces that shape women's activities. Particular attention should be paid to your ability to discuss analytically the various aspects of race, ethnicity, sexuality, class, and the experiences of women and men as revealed throughout the articles you will be reading and the discussions you will be having with your classmates and myself.

Let's do a sneak preview of how you may do in this course. (Thank you Dr. William Pelz!) Rate yourself on a I=low to a 1 O=high scale on these 3 questions: 1. How interested are you in learning about women's issues? 2. How important is it for you to learn this material? 3. Based on your past experiences, how well do you expect to do in this course?

Now add the three scores together.

If you scored 26 and above, I expect you will do exceptionally well in this course.

If you scored 20-25, you are likely to do better than average.

If you scored 15-19, you will probably do okay.

If you scored 0- 15, that doesn't mean you are doomed, but ask yourself "WHY am I, taking this course? If you can't come up with a pretty good answer, you may find yourself putting in too little effort to achieve well.

Your assignments (reflective essays, interview, discussions, activist project, etc.) will enhance your knowledge, and understanding of the contributions, challenges, needs, and aspirations of women. There are NO tests, but this is NOT an easy "A" course.

This is a college course, so you will be busy! You have until May 1, 2002 to complete all your assignments. You are expected to log on at least three (3) times a week for about two (2) hours at a time. This is a 24 hours a day/7 days a week course, so you may enter and leave at any time. You must be self-disciplined enough to be responsible for your obligations and assignments when they are due.

As your instructor I will be online almost daily to be able to address questions and issues which arise each week. I will provide you with some excellent examples of assignments from past classes. They may help you focus and write. Of course, we all understand about plagiarism and what happens to you if you use another's work as your own.

Academic Integrity

Academic dishonesty is a very serious offense. The Women's Studies Program does not tolerate any form of academic dishonesty. The Brockport Handbook defines academic dishonesty. You are expected to familiarize yourself with its contents, definitions and policies. Please do not take any chances of destroying your academic career and subsequent life. Academic integrity is also about plagiarism. To help you see how much you really know about plagiarism please answer the following list of true/false statements.

Directions: Choose T if the statement accurately completes the sentence or F if the statement does not accurately complete the sentence. Plagiarism is:

The act of passing off someone else's work as your own	T	F
Using a phrase that someone else has previously developed without recognizing the originator of the phrase	T	F
Copying word for word from a book without placing the statement in quotes and identifying where the quotation was taken from.	T	F
Extensive assistance from other people on a paper.	T	F
Using sections of someone else's homework assignment.	T	F
Looking at another student's examination during a testing situation.	T	F
Conferring with fellow students during an examination period.	T	F
Allowing another student to copy from your examination.	T	F
Copying portions of sentences from a text and only referencing the author at the end of the paragraph or page.	T	F
Having someone else write your paper.	T	F
Using another person's ideas without acknowledging that person.	T	F
Allowing another student to copy your paper.	T	F
Signing another student's name on an attendance sheet.	T	F
Permitting another student to sign your name on an attendance sheet.	T	F
An act that can result in expulsion from the University.	T	F

Source: Department of Recreation and Leisure Studies (199 1). Graduate Students Handbook. Athens, GA: University of Georgia.

The crucial points that the Women's Studies Program would like you to remember are: It is fine to incorporate other people's words and ideas into your own writing, but you must acknowledge their source. Ideally, you are continually making connections between what you have learned in different courses. If you want to use writing you have created in one course for another, you must ask permission of and work out the details with your instructor beforehand. From my perspective, I need to be able to presume that what comes to me under your name represents your thoughts. Without that confidence, I am at a loss for how to teach you in this online course. From your perspective, your integrity is more valuable than your grade on any assignment. All your answers above should be true. Scary isn't it.

Computer Issues:

If you have computer problems, you should contact your SUNY Help Desk. They are the experts in that area.

We will be exploring the way that gender shapes the lives women through your discussion, communications, and your projects. Not only will you improve your skills in computer and Internet usage, but I have great confidence that you will also develop your skilled capabilities for critical analyses, to better speak up for the issues crucial to women's lives today.

COURSE INFO. DOCUMENT by- Kathleen Hunter Subject: How You Will Be Evaluated For this course there will be several opportunities to complete your assignments with regard to your interests. It is a difficult class, with difficult issues, and a lot of reading for you to do -and talk about. Prepare to be fascinated, interested, shocked, angry, confused, excited, elated, etc. about the issues.

1. Log on about three (3) times per week and plan on spending 2 hours each time. Use this time to participate in student led discussions and to post assignments. If you do not post a document, no log on is recorded. For attendance purposes, make sure you post every time you log onto the course. I also expect you to spend about three (3) hours per week off of the computer reading your textbooks and compiling the resources necessary for your Discussions, Essays, Project, and Commonplace Book.

2. Make sure your Personal Reflection Essays reveal your knowledge of the texts and readings, participation in the discussions, and your understanding of the issues. Check out the "Sample Examples" I have provided for you to review. Check out the evaluation rubric I have included below for Reflective Essays.

3. VERY IMPORTANT - post your discussion questions in the Student Led discussion area within the first two days that the module is open.

4. Do a good job of maintaining quality in the discussions you lead. Use good grammar. If students are not participating in your discussion threads, find out why and do something about it.

5. There are NO tests, but I do require your thoughts submitted regularly in the weekly reading discussions, and in your personal and reflective essays.

6. You will lose credit for misspelled words and grammatical errors in the Movie or Novel Critique, the Reflective Essays, the Activist Project, the Interview with a Crone, and the Commonplace Book.

7. This is NOT a lecture class, your discussions questions and responses are essential to your grade. Check out the evaluation rubric for your Discussions below.

Assignments:

Percent	Assignments	Point Value
10%	5 Reflective Essays	50 (10 pts. per topic)
20%	Your Discussion Questions	100 (10 pts. per module)
08%	Student Led Discussion Responses	40 (4 pts. per module)
14%	Interview with a Crone	70 points
04%	Shared Resources	20 points
12%	Movie or Novel	60 points
12%	Activist Project	60 points
20%	Commonplace Book	100 points
100%	Total	500 Points

Final Grade.

Total Points	Percent	Grade
500-485	97%	A
484-470	94%	A
469-445	89%	B+
444-430	86%	B
429-415	83%	B
414-400	80%	C+
399-385	77%	C
384-370	74%	C
369-350	70%	D+
349-335	67%	D
334-320	64%	D
Below 320		E

Discussion Questions Grading Rubric:

Possible Points What I need to find in your questions:

9-10 points	This student had an excellent knowledge of the readings. Through her/his involvement in discussion, she/he demonstrated an outstanding understanding of the concepts and ideas relevant in the material for that module. She/he participated to the fullest extent possible in discussion.
7-8 points	This student had a good knowledge of the readings. Through her/his involvement in discussion, she/he demonstrated an above average understanding of the concepts and ideas relevant in the material for this module. She/he participated in discussion.
5-6 points	This student had some knowledge of the readings. Through her/his involvement in discussion, she/he demonstrated an average understanding of the concepts and ideas relevant in the material for this module. She/he participated in discussion.
3-4 points	This student appeared to have minimal knowledge of the readings. Through her/his involvement in discussion, she/he demonstrated a below average understanding of the concepts and ideas relevant in the material for this module. There was minimal participation in discussion.
1-2 points	This student did not have any knowledge of the readings. Her/his lack of involvement in discussion did not provide her/him with an opportunity to demonstrate her/his understanding of the concepts and ideas relevant in the material for this module. She/he did not participate in discussion.
0 points	This person was not present.

Reflective EsW Grading Rubric:

Possible Points What I need to find in your essay-

- 9-10 points This student had an excellent knowledge of the readings. She/he had innovative ideas and presented them in a way that was clear and easy to understand in her/his essay. She/he was able to see connections between articles and could apply concepts and ideas to daily life
- 7-8 points This student had a good knowledge of the readings. Her/His ideas were insightful and interpretive. She/he was able to talk about the readings in general and apply these ideas to their own life.
- 5-6 points This student had some knowledge of the readings. You could say her/his understanding was "OKAY". She/he had a basic understanding of the material, but was not able to relate concepts to other articles or to daily life.
- 3-4 points This student appeared to have minimal knowledge of the readings. It was clear that she/he had not given much thought to the readings or to how they pertain to daily life.
- 1-2 points This student did not have any knowledge of the readings. She/he did not contribute substance to the value of the reflection.
- 0 points This person was not present.

Commonplace Project Grading Rubric: (-2 points for each misspelling and/or grammatical error)

Possible Points 'What I need to find in your essay-

- 100-76 points The student was able to creatively present concise and descriptive accounts and/or excellent examples of societal (media, TV, movie, newspaper/magazine articles) representations of at least 8 women's studies issues discussed in class. She/he incorporated class text readings and articles within each issue representation. Personal opinion for each issue was included in an appropriate manner.
- 75-51 points The student was able to present examples of societal (media, TV, movie, newspaper/magazine articles) representations for at least 8 women's studies issues discussed in class. She/he incorporated some class text readings or articles within some issue representations. Personal opinions for some issues were included in an appropriate manner.
- 50-26 points The student was able to present examples of societal (media, TV, movie, newspaper/magazine articles) representations for less than 8 women's studies issues discussed in class. She/he incorporated few class text readings or articles within each issue representation. Personal opinions for some issues were included in an inappropriate manner.
- 25-1 points The student was not able to present descriptive examples of societal (media, TV, movie, newspaper/magazine articles) representations of at least 4 women's studies issues discussed in class. She/he incorporated no class text readings or articles within each issue representation. Too many personal opinions were included in an inappropriate manner.

DOCUMENT by: Kathleen Hunter Subject: Mini-Lecture #2: Eating Disorders

FACTS:

People with eating disorders often have distorted views of the "acceptable" body. They may consider themselves overweight when in fact they are severely underweight. In the United States, more than 10 million people, 90 percent of whom are women, meet the criteria for at least one of the eating disorders: anorexia nervosa (eating disorder characterized by excessive preoccupation with food, self-starvation, and/or extreme exercising to achieve weight loss), bulimia nervosa (eating disorder characterized by binge eating followed by inappropriate measures to prevent weight gain-i.e.: vomiting, the excessive use of laxatives), or binge eating disorder (eating disorder characterized by recurrent binge eating, without excessive measures to prevent weight gain). The last is also termed over-eating.

Eating disorders are more prevalent in developed countries than in developing ones. At any given time, about 0.5-2.0% of Americans (1 -4 million people) suffer from anorexia and 1-3% have bulimia (2-6 million people). Binge eating disorder may affect 2-5% of all adults (4-10 million people), and 8% of those who are obese. Obesity is defined as a condition of having an excess of nonessential body fat (adipose tissue); having a body mass index of 30 or greater or having a percent of body fat greater than 24% for men and 31% for women. Of the 1 million of women and men who develop anorexia or bulimia each year, 90% are female. Of those with a binge-eating disorder, 60% are female. Eating disorders appear to be more prevalent among people of middle or upper, middle, socioeconomic status. Preliminary research findings suggest that eating disorders are equally common among white females and Latinas, more common among Native American females, and less common among African Americans and Asian American females. Among minority groups, females most at risk for eating disorders are those who are younger, heavier, and better educated and who identify with middle class values.

Anorexia typically develops between the ages of 12 and 18 years old. Bulimia usually begins in adolescence or young adulthood, it has recently begun to emerge at increasingly younger (11- 12 years) and older (40-60 years) ages.

Edlen, G., Golanty, E., McKormick Brown, K. (2002). Health and wellness. 7th ed. Sudbury, NM: Jones and Bartlett.

Though I have no specific reference for the following, most of these have been validated through US Vital Statistics government documents:

There are 3 billion women who don't look like supermodels and only eight who do.

Marilyn Monroe wore a size 14.

If Barbie was a real woman, she'd have to walk on all fours due to her abnormal proportions.

The average woman weighs 144 lb. and wears between a 12-14 size for her clothes.

One out of every four college-aged women has an eating disorder.

The models in the magazines are airbrushed -- they are not perfect!

A psychological study in 1995 found that three minutes spent looking at a fashion magazine caused 70% of women to feel depressed, guilty, and shameful.

Models twenty years ago weighed 8% less than the average woman. Today they weigh 23% less.

The fourth speaker, Dr. Ann Altmeyer, spoke about teaching a graduate online course in public administration. Her talk, titled, “Grading and evaluation techniques utilized in a graduate level Public Administration course,” focused on her own approach to evaluating graduate work submitted online. She discussed the value of weekly case studies, in which students are required to utilize and incorporate at least five major concepts from the assigned readings in their analyses. In addition, Ann explained the design of the discussion format she employs in her online class, and will told us about the required connections that students must draw between theoretical concepts and discussion thread participation in her online class. Finally, Ann discussed students’ pre- and post-evaluations of the expected/actual amount of learning that took place during three online course administrations. Comments on the traditional student evaluations we employ at SUNY Brockport ended the discussion.

Dr. Altmeyer’s handouts included the following:

**Grading and evaluation techniques utilized in a graduate level
Public Administration Course
Dr. Ann Altmeyer
SUNY College at Brockport**

In the beginning there were many doubters. Could a required graduate course in Public Administration be offered that would equal one taught in the classroom. How would one know? Who would take it? Who would teach it.? So began an experiment in distance learning. In the fall of 1999 a course entitled Strategic Management of Public Organizations was offered by SUNY Brockport using a program called Topclass. Impetus for this offering came from several faculty in the department who felt that the convenience of distance learning would imminently enhance our program in the eyes of the full time working adults , the population we consistently serve. Students did not rush to enroll. The course started with 9 students who braved the new frontier of distance learning for the first time. A hybrid model was used successfully for 2 semesters. This model encouraged an initial class meeting and the establishment of real time connections among and between students and faculty. In fall 2000 a switch was made to the SUNY Learning Network which promises anytime anyplace and therefore does not lend itself to personal contact. Online-only is the mode of learning. Students now were more enclined to enroll as work of mouth was positive and for many working adults an online course which saved considerable commuting time enabled them to also take a second classroom centered course. This ability to double up has become a most attractive feature to our students and has resulted in filled classes (15 graduate students).

The key question is: Are they learning as much as the students in a classroom setting? Direct comparison is difficult . The material assigned and the texts and articles required are identical. However, the assignments differ in that a graded small case study each week is required of the online students and their final paper is a different assignment compared to the in house class. There are several reasons for this. The reason for this is my are the papers assigned.

The fifth speaker was Reddy Anugu. He discussed the methods that we have recently employed at SUNY Brockport to provide online students with a complementary online student feedback system. We have provided a total of four options for faculty to utilize to gather student course feedback; each is completely secure and anonymous. Two of the feedback forms have been in place for over a decade. These mechanisms were transferred to web pages via software we acquired for that purpose. The remaining two feedback surveys required careful cooperation

with the IDEA system administrators in Kansas City Missouri, who walked us through a delicate protocol for the establishment of online versions of this well-known student learning assessment system. IDEA is unique for its careful modeling and consideration of both faculty teaching emphasis and student motivation levels. Reddy will share a detailed protocol with the audience on the creation of our online student feedback process that is based on our experience with two separate terms of online classes, encompassing some half a dozen different courses.

Our last speaker was Dr. Susan Stites-Doe. Susan spoke about two intermeshing factors that have come into play during her own online course design: Her department's ongoing accreditation process and her own interests in maintaining rigor and high expectations in the online classroom. The title of her talk is Accreditation and online course evaluation and student learning outcome assessment: The AACSB Whip. Accreditation imposes unique demands on faculty in terms of student learning outcomes. For each course in a business program's curriculum, faculty must identify a distinct and very specific collection of desired learning outcomes. Then, data must be collected to assess the extent to which students do indeed walk away with these learning outcomes. These metrics must be collected longitudinally, and faculty must be able to demonstrate actions taken should students require remediation. Susan provided samples of the established learning outcomes for her own online class, and samples of assessment techniques she has put in place to track students' progress. She provided a reading list for online learning outcome assessment and evaluation.

Dr. Stites-Doe's handouts included the following:

Reading List: Evaluation and Assessment of Online classes

"Quality Issues in Distance Learning," AACSB, July 1999

Wagner, "Assessing Online Learning," Keying In, Vol. 11, No.4, March 2001.

"Making Sense of it All: Giving and Getting Online Course Feedback, The Online Teaching Guide: A Handbook of Attitudes, Strategies and Techniques for the Virtual Classroom, Eds: F. Schwartz and K. White, Chap. 14, pp. 167 - 182, 2000.

Thomas Reeves, "Alternative Assessment Approaches for Online Learning Environments in Higher Education," Journal of Educational Computing Research, Vol. 23, No.1, pp. 101 - 113, 2000.

Dan Carnevale, "Assessment Takes Center Stage in Online Technology," The Chronicle of Higher Education, April 13, 2001.

Dan Carnevale, "Study Assesses What Participants Look for in High-Quality Online Courses," The Chronicle of Higher Education, October 27, 2000.

Thomas Henderson, "Classroom Assessment Techniques in Asynchronous Learning Networks," Technology Source, September/October 2001.

Paula Dominquez, "Reassessing the Assessment of Distance Education Courses, T.H.E. Journal, September 1999.

Douglas Eder, "Distance Learning Assessment," Southern Illinois University Edwardsville, <http://www.siu.edu/-deder/assess/distance.html>

"Overview of Student Ratings: Value and Limitations, <http://www.idea.ksu.edu/users!value-limitations.html>

Liane Tarouco, Luciano Hack, "New Tools for Assessment in Distance Education"

"Preliminary Outcomes Assessment Survey," http://www.aacsb.edu/test/preliminary_oas.html

"AACSB Issues Quality Guidelines Amidst Rapid Growth of Distance Learning Programs," http://www.aacsb.edu/publications/newsline/1999/smquality_1.html

"Quality on the Line: Benchmarks for Success in Internet-Based Distance Education," The Institute of Higher Education, March 2000.

Making the Most of Teaching, Learning and Technology Teleconference, March 30, 2001.

Dan Carnevale, "Assessing the Quality of Online Courses Remains a Challenge, Educators Agree," The Chronicle of Higher Education, February 18, 2000.

Charles Graham, Kursat Cagiltay, Byung-Ro Lim, Joni Craner, and Thomas Duffy, "Seven Principles of Effective Teaching: A Practical Lens for Evaluating Online Courses," Technology Source, March/April 2001.

"Fifteenth Annual UCLA Survey of Business School Computer Usage: Business School Information Technology and Distance Learning Resources and Uses for 1998," http://www.anderson.ucla.edu/facul_fason.frand/research/survey/15exsum.htm

**Accreditation and online course evaluation and
student learning outcome assessment:
Dr. Susan Stites-Doe,
SUNY College at Brockport**

Web site for reading list on online assessment:

www.itss.brockport.edu/sln/online_bookmarks.htm

Business school accreditation:

- High level learning outcomes
- Knowledge outcomes
- Skills outcomes

Other measurable outcomes

- Mission driven outcomes:
- Library/Research Skills
- Computer Skills
- Writing Skills
- Presentation Skills
- Team Skills
- Persuasive Argument Skills

The buck stops with...

- Mission
- Document trail
- Continuous improvement
- Measurable results
- “Visible” systems

Prove integration across curriculum

- Prove content in key areas
- Diversity
- Global issues
- Production systems and operations
- Establish systems for assessment and continuous improvement

The evidence IS the whip.

- Success across learning outcomes
- Remediation approach
- A pattern of assessment and continuous improvement

More on evidence...

- DOCUMENTATION!
- PROOF that students “got it.”
- Actual results, actual papers, actual tests