

**INSTRUCTION COUNCIL
MINUTES
November 9, 2012
9:00 – 10:30 a.m.
143 ITLE**

Present: Raj Basu, Celeste Campbell, Cynda Clary, Bruce Crauder, Bob Davis, Bavette Miller, Shiretta Ownbey, Jeremy Penn, Chris Ross, Mark Weiser, Ron Brooks, Craig Satterfield, and Pamela Fry.

Dr. Fry noted that given each member of Instruction Council is an integral academic leader in each college, enrollment management needs will need to be addressed. Dr. Fry asked members if they have looked at the enrollment numbers to know what to expect in the future and to determine what will be needed. If not already taken place, members need to have discussions with your dean. If enrollment continue to grow, increased numbers will move into professional schools, and are there plans in place to resolve this? Try to be proactive with this, and let Dr. Fry know if there are ways that Academic Affairs can assist. Consider options for those students who do not get into their desired programs. Members noted one issue is available classrooms.

1. Changes to OSU's English CLEP Policy – Jeremy Penn and Ron Brooks

Background

Several years ago CLEP created an additional option for the English CLEP exams. Institutions were required to select either the "College Composition" or the "College Composition Modular" exam. At that time OSU selected the College Composition Modular exam which was split into two parts: a multiple-choice section (from CLEP), and a written essay exam (e-write, scored on the computer by ACT). Students could earn credit for English 1113 and English 1213 (3 or 6 credits, depending on the student's score on both parts of the exam). Since it had been several years since this policy had been set, a group of faculty members from the English Department were convened to re-examine the suitability of the selected CLEP exam for granting credit for English 1113 and 1213.

The English Department, after consulting data from CLEP and with the composition directors at Kansas State University and the University of Oklahoma, proposed moving to the College Composition Exam, specifically the test which is described as in their brochure as follows:

"College Composition contains multiple-choice items and two mandatory, centrally scored essays. The essays are scored twice a month by college English faculty from throughout the country via an online scoring system. Each of the two essays is scored independently by two different readers, and the scores are then combined. This combined score is weighted approximately equally with the score from the multiple-choice section. These scores are then combined to yield the candidate's score. The resulting combined score is reported as a single scaled score between 20 and 80. Separate scores are not reported for the multiple-choice and essay sections. College Composition contains approximately 50 multiple-choice items to be answered in 50 minutes and two essays to be written in 70 minutes, for a total of 120 minutes testing time."

As is the case with our peer institutions, it is recommend that students be able to receive 3 credits for English 1113 with the score of 50, but due to the lack of a performative measure of library research skills that students not be able to receive credit for English 1213.

Dr. Davis had lengthy discussions with his college and it was asked if the library skills course (one credit hour) would that be an option? It was noted that the library skills course was not a comprehensive introduction but more of a research tool. Dr. Brooks noted that it is important to move away from computer scoring because of concerns with computer-based scoring, although using human raters results in a longer wait time for students to receive scores. The English Department consistently hears that students from OSU do not write well. Does the CLEP address this? Will other institutions follow our lead? Not necessarily. Members asked if there is

evidence that students who earned 6 credits from the English CLEP were performing poorly. If not, why are we changing the rule? Second, if we feel more confident, do we make this next step? Dr. Brooks responded that the content of ENGL 1213 doesn't match the content of the test. ENGL 1213 gives students writing resources and asks them to write a five essay sequence. Then the students are to do research and write what they have learned from their research; and the last essay should be a reflection of the process. Dr. Fry asked, what are your thoughts of moving to the human scored test – using the CLEP College Composition exam instead of the current Modular approach? Members agreed that this would be fine. Members asked what writing scheme is being taught in current ENGL 1213 and 1113 courses. Members noted that they would like to have data on the students who are using CLEP to earn 6 credits and assess their writing skills. Dr. Penn noted that they might be able to pull the essays from the CLEP exams for further analysis if desired. Members asked if they could review the syllabus from ENGL 1213 and Ron will send it out. Dr. Penn noted that there are a sizable amount of Juniors and Seniors taking the CLEP: about 22% of CLEP examinees (including all exams) at OSU were seniors, and 10% were college juniors. This might make analysis of scores from these written samples problematic because these student had already completed a large number of college credits. Can an institution require a student to take the test? Should AP cut scores be review for all disciplines?

Call to question. Motion to limit number of credits that can be awarded by English CLEP to 3 (for ENGL 1113 only), as recommended by the English Department - 3 in favor, 4 opposed, and 1 abstention. This subject can revisit this in the future. Ron asked members to let him know if any of the colleges have issues or questions related to English composition.

2. Proposed Addition to UG Degree Sheet Template to Reflect OSRHE/OSU Requirements that Are Common to All Degrees (approval) – Celeste Campbell

There are three handouts related to this item. This recommendation came from the Undergraduate Degree Policies and Processes Working group. The purpose of the recommendation was to increase student and advisor awareness of the OSRHE/OSU requirements. Some of the colleges have included some of the requirements on the degree sheet but not all. The requirements have been included on the degree audit area in On-Course. Provided as degree sheet examples are "Sample A" and "Sample B". Is the definition of matriculation interpreted correctly? Members noted that the definition of matriculation is clear on the sample on the bottom but not on the top. It was noted that a link to the Academic Regulation defining matriculation could be added and members agreed that this would be helpful. The Registrar will be working with the colleges to make these changes to the degree sheets.

Members approved and preferred "Sample B".

3. Proposed Internal Audit of 2012-13 UG Degree Sheets to Verify Selected OSRHE/OSU Minimum Criteria Are Covered (approval) – Celeste Campbell

Dr. Campbell noted that when the Registrar's Office reviewed degree sheets they were unsure if OSRHE/OSU minimum criteria were met. General education requirements are typically listed on the left side of the degree sheet, but it is not clear if the other requirements included. The Registrar's Office would like to request that the colleges make sure that the degree sheets are clear and report back. The Registrar's Office can provide a list of the degree sheets as a check off and if the colleges find it is not clear, they can modify for the next round of degree sheets. This initiative also raises awareness at the departmental level.

Next February include on the agenda the individual college degree sheet processes for each college.

4. Instructional Technology Planning Committee – Pamela Fry

The D2L contract is not only with OSU Stillwater but also with our branch campuses. OSU Information Technology (IT) meets with branch IT cohorts but academic representation has not been present. Efforts to combine representation from both areas is being initiated. OSU-OKC suggested purchasing an iPad grading application which cost \$10 per faculty. In January 2013, Dr. Fry would like to have a group meet regarding the

desired technology features and will request feedback from members. IT, the Institute for Teaching and Learning Excellence, academic representatives, and interest from all the campuses should meet to discuss the issues. Members asked if Faculty Council would be involved and should the Long Range Planning Committee be included? Members also asked if the expense for these applications would be attached to the Student Technology fee. Dr. Fry noted that a summit annually would cover any changes and there will be discussions on the evaluation of any investments. Spring seems to be a likely time to meet and Tina Meier needs to receive the input. Think on who should be there from your area. Members need to consider immediate changes and needs ten years from now? Members noted that having a summit in January is a good idea. Dr. Campbell asked if they will look at security features? IT security, how deeply are they involved with iPad and SIS, etc.? It was reported that Eric Manard OSU's Security Director leans more on the side of more security compared to other universities.

5. Request for General Education Credit: Discussion on time limit for "0" ending courses.

OSU Policy & Procedures 2-0212

2.02 Courses with variable credit (zero ending courses) must be submitted for approval each semester. Variable credit courses with the same title may be approved for a one-time only general education designation three times, after which the department must submit the course for approval as a regular general education course offering.

Registrar's Office does not have a restriction on zero ending course offerings.

Do requests for general education credit for zero ending courses go through this group? Do you see what is submitted to the General Education Advisory Council at this level? **The council will have to review the college curricular processes in February.**

6. Formation of Three Working Groups:

➤ **Consumable Material Fees**

Individuals agreed to participate: Shiretta Ownbey and Cynda Clary.

Chair – Shiretta Ownbey

➤ **Complete College America Initiative**

Individuals agreed to participate: Celeste Campbell, Brenda Smith, Bob Davis, Jeremy Penn.

Chair - Bob Davis

➤ **English Proficiency**

Individuals agreed to participate: Jeremy Penn, Bruce Crauder, David Thompson, Jean Van Delinder.

Chair - Jean Van Delinder.

Adjourn: 10:30 a.m.