

**INSTRUCTION COUNCIL
MINUTES
May 18, 2017
204 Whitehurst
9:00 a.m. – 10:30 a.m.**

In attendance:

Barbara Bremer, Bruce Crauder, Bob Davis, Keith Garbutt, Susan Johnson, Diane Jones, James Knecht, Bavette Miller, Lance Millis, Todd Misener, Chris Ormsbee, Shiretta Ownbey, Kyndal Roark, Candace Thrasher, Jean Van Delinder, Deb Van Overbeke and Pamela Fry

1. Resiliency Project – Todd Misener

Dr. Todd Misener is the Chief Wellness Officer of the OSU Wellness Department. Refer to the overview handouts “Resilience Study” by T. Misener. His philosophy is similar to W. E. Deming, “Without data you’re just another person with an opinion.” T. Misener has been gathering data to get a baseline understanding of the issues on campus that relate to student success, as well as employee success.

T. Misener detailed a previous study he performed at Western Kentucky University and replicated the study here at OSU. The study focused on student engagement and student involvement and the power to influence student success on campus. Only certain engagement variables were at his disposal:

- 1 point for 3 or more Colvin visits
- 1 point for participating in an intramural event
- 1 point for involvement in a special fitness program

Refer to Fall 2015 to Fall 2016 FYFT Freshman Retention Rates According to Engagement Level in Department of Wellness Programs and Facilities chart for specific numbers. The pattern displayed in the first chart was identical to T. Misener’s previous institute. He clarified that participating in the Wellness programs on campus will not necessarily make a student stay. His assertion is that those engaged in the Wellness programs came to this campus with a predisposition to engage. Those students are generally more successful with campus life. His data controlled for the influence of gender, ethnicity, first generation status, Greek status, and cumulative GPA at the end of the semester – all well-known variables to have some relationship with student retention. For every point students received out of the three points indicated above their average retention rate increased by 2.4 percent. This pattern also exists with GPA, with an increment of 0.08 per point. The students at the lower end of the spectrum are the focus. Those students came here without a disposition to engage. Engagement in his research and his interests relative to data revolve around resilience and stress management and how humans respond to it. Stress is basically adaptation. Your body is constantly adapting to the environment. Resilience is a bi-product of stress. There is no resilience in the absence of stress. If a student is responding adequately to stress he/she will engage more effectively, which is the impetus for this study.

A previous study revealed the relationship between perceived stress and GPA. Low stress students do better than high stress students. Low resilience relates to high levels of stress, while high resilience relates to low levels of stress. Also included in the materials was the relationship of emotion focused coping skills relating to perceived stress. The emotion focused coping skills are a maladaptive form of coping – students expressing avoidant behaviors (drinking excessively, procrastination, not sleeping enough, sleeping too much). Another focus was the relationship between GPA and resilience. As resilience increases, GPA increases. Also shown in the data was a relationship between resilience and health behaviors – as healthy behaviors increase (non smoker, increased sleep, non binge drinker, good cardio) resiliency increases. This study has been funded by donors of the OSU Foundation, and plans are in place to develop hypotheses and intervention design.

T. Misener has bound his partnership with Enrollment Management and New Student Orientation to be very helpful. The Resiliency Questionnaire Survey will be administered through the New Student Orientation (NSO) office, given to all NSO attendees - 24 sessions with 11 sections in each. The study will include administering the following instruments: 1) Orientation to Life Questionnaire and 2) Connor Davidson Resilience Scale. Also administered throughout the freshmen orientation courses during the semester will be the Perceived Stress Scale and the Patient

Health Questionnaire. Student Affairs has been pushing to develop a comprehensive plan to evaluate and track student involvement and overall engagement. One of the big mysteries in higher education is when does involvement become engagement. A study of this size is not common. The variables being considered are engagement and institutional matrix – retention and GPA. This study has been Institutional Review Board (IRB) approved. All students can opt out if desired. Each survey will be tracked by a unique number. Students will be asked to record their survey number along with their campus wide identification (CWID) but no personal information will touch the data for the study. Survey administrators will be carefully trained. Because several colleges have very structured orientations, there would need to be some organization of implementation of this survey into the semester orientations.

Instruction Council members were encouraged to share any engagement data they may have. K. Garbutt suggested adding an identifier for those students involved in President's Leadership and Freshmen Research Scholars.

T. Misener's hypothesis is that if this study reveals that the resilience measure is a strong predictor for engagement and / or retention then it becomes an interesting risk measure for incoming freshmen that can be applied to then identify students at risk of not being involved or engaged. Using this as a potential metric to measure a risk factor associated with low engagement has an interesting possibility, especially considering the instruments used to measure risk factors are very benign in the sense that they will not elicit negative responses.

Data will discover what relationships exists to be the impetus for interventions related to resilience. There are a number of things can be done to build resilience in a student population. The hope is to make our efforts more efficient by highlighting those individuals who need assistance with engagement. Targeted interventions are much better use of resources than broad scale interventions.

P. Fry offered an open invitation to T. Misener to update Instruction Council on the resilience project as this council is the group that oversees the undergraduate academics. She recommended working with C. Taber on FERPA matters related to data collecting.

2. Curriculum Requests:

College of Education

AEROSPACE SECURITY, CERTIFICATE (472) Program Modification: Program Deletion

The College of Education requests the program deletion due to a lack of student enrollment.

EDUCATIONAL TECHNOLOGY, MS. (462) Existing Program Online Delivery Request

The College of Education requests the addition of an online component to allow the program to be more flexible and available to individuals who work full-time in business, industry, or healthcare and prefer an online format.

LEADERSHIP, MINOR Change to Existing Minor

SPECIAL EDUCATION, MINOR New Minor

Motion to accept all curriculum requests from the College of Education was approved.

Spears School of Business

ENERGY FINANCE, MINOR New Minor

FINANCE, MINOR

Change to Existing Minor

MANAGEMENT, MINOR
Change to Existing Minor

SPORTS MANAGEMENT, MINOR
Change to Existing Minor

BUSINESS SUSTAINABILITY, MINOR
Change to Existing Minor

HUMAN RESOURCE MANAGEMENT, MINOR
Change to Existing Minor

INFORMATION ASSURANCE, MINOR
Change to Existing Minor

MANAGEMENT INFORMATION SYSTEMS, MINOR
Change to Existing Minor

MANAGEMENT SCIENCE AND COMPUTER SYSTEMS, MINOR
Minor Deletion

DATA SCIENCE, MINOR
New Minor

MARKETING, MINOR
Change to Existing Minor

NONPROFIT MANAGEMENT, MINOR
New Minor

Clarification – 2017-2018 Spears School of Business Minors included International Business, however the support documents for that particular minor were not included with this agenda. The International Business Minor will be discussed at a future Instruction Council meeting. B. Crauder pointed out that the total hours equal 24. He also suggested removing “three hours of any upper division business class”.

Clarification – Data Science, Minor rewording of the required MSIS courses 2103, 3223 and 3233; option MSIS courses 3103 or 3333.

Addition – Sports Management, Minor adding RMRT courses as options. B. Bremer will verify courses for addition.

Motion to accept all curriculum requests from the Spears School of Business was approved subject to suitable and appropriate changes as needed (rewording of MSIS courses required for Data Science Minor) was approved.

3. Online or Blended/Hybrid Course Form – Chris Ormbee

The Online Course was modified to include the approval of Blended/Hybrid courses. Currently, blended or hybrid course are approved by submitting a Deviation form. The purpose of the Deviation form is to address courses that do not fit the official class schedule, for setting up official times so that the amount of instruction that the students are paying for is justified and to facilitate class scheduling and common exam time for undergraduate courses. The challenge is that when using a Deviation form, the course does not roll over in the schedule to the next year. We want to encourage faculty to design these courses as a consistent offering rather than a one-time offering. This form would be used in place of the Deviation form for all online and blended / hybrid courses. This process is more of that overview of course length and course expectation in terms of instructional equivalency. The information from this form is scanned and kept as documentation for accreditation by the Registrar's office. C. Ormsbee commended C. Taber and her team for the time spent assisting with the creation of this form.

4. Double Majors Meeting the Full Requirement for Both Degrees Follow Up – Celeste Taber

C. Taber reported that she presented this topic at Directors of Student Academic Services (DSAS) on 5-17-17. The additional input from DSAS members was as follows:

- Concern with two degrees that appear the same from a specific college
- Concern that Financial Aid would not be able to consider the additional 30 hours since those hours were not necessarily applicable to either degree
- Concern with extraneous hours – seems unnecessary
- Adoption of a policy that specifies the Bachelor of University Studies cannot be earned as the second degree or a concurrent degree.

P. Fry and C. Taber will consult with a representative from the State Regents to discuss the requirement of the additional 30 hours for the second degree.

5. Undergraduate Certificate Information Follow Up – Pamela Fry

In a search for guidance about the minimum hours for an undergraduate certificate P. Fry has a conversation with Stephanie Beauchamp OSRHE Associate Vice Chancellor of Academic Affairs. She was informed that there are no minimum hours specified. She also spoke with Brenda Masters about guidance from Higher Learning Commission, and no minimum hours were specified with HLC. She will be asking our peers about their minimum hours for undergraduate certificates. This is a fairly new concept with 4 year colleges and there will be requirements developed in the future, but we are ahead of the curve. The State Regents recently revised the policy relating to stand alone and embedded certificates as they relate to skills-driven careers, but we are developing more of a professional certificate. The OSU Certificate Workshop will be held on 5-19-17 at 126 ITLE. The emphasis will be on graduate certificate proposals. Hopefully the undergraduate certificates requirements will be developed soon. The conceptual difference between a minor and a certificate is that the certificate is approved by the State Regents and the recipients receive a diploma. The trends in higher education includes micro-credentialing – indicates some level of skill.

6. Other

- **New Faculty Orientation** – draft of letter from last year. There was discussion at Dean's Council to include new faculty both tenure track and clinical. Clinical does not include adjunct. Feedback that was received included broadening the event.
- **Draft of Curricular Requests Letter** – the Academic Plan is due 76 days earlier than in previous years. Colleges considering a new certificate or degree should connect with Brenda Masters to submit the request by June 15th. The transition to CourseLeaf will need to be carefully considered.
- **2018-2019 Annual Curricular Request for New Programs, Program Modifications, and Course Actions** "Program changes are effective for an academic year."
- **Email from Rita Peaster** things are going well with academic history and end of term processes. The grades have been rolled. Unofficial transcripts are viewable. GPA calculations have not been completed. Reports from IRIM will be slow today due to an issue with IT.
- J. Knecht reports that instructors should have received their Student Surveys of Instruction (SSI) reports this morning. The batch reports should be sent tomorrow.
- **REMINDER - MyMajors Webinar Wednesday, May 24th 126 ITLE at 2:00 pm.**