

INSTRUCTION COUNCIL

MINUTES

January 4, 2018

126 ITLE

9:00 a.m. – 10:30 a.m.

In attendance: Victor Baeza, Laurie Beets, Chad Blew, Ryan Chung, Cynda Clary, Bruce Crauder, Brenda Dawes, Richard Frohock, Jeff Hartman, Cinthya Ippoliti, Diane Jones, Marlys Mason, Shiretta Ownbey, Kyndal Roark, Jenn Sanders, Randy Seitsinger, Celeste Taber, Candace Thrasher, Matt Upson, Jean Van Delinder and Pamela Fry, Chair.

1. Undergraduate Digital Badge Program – Matt Upson, Victor Baeza, Cinthya Ippoliti

The digital badge program is basically recording and standardizing the learning that is going on outside the classroom. The Graduate College has been involved with the digital badge program for over a year now with good success. The question now is offering a digital badge program to the undergraduate.

Digital badges or micro credentialing is a way for students to demonstrate their competencies in certain areas, skills that set the student apart, not necessarily in their areas of discipline. This system provides a way to have some standardization and goals that students can set for themselves to earn the digital badges. For example - with the help of Career Services, this system could be utilized as a way to promote competencies such as curriculum vita skills, interviewing skills and presentation skills. Levels for digital badges are as follows:

Level 1 – workshop – listening to a lecture for an hour

Level 2 – workshop – hands on, critiqued by experts

Level 3 – workshop – hands on, deliverable by students

In addition, the digital badge software system thru the library allows email reminders, assessment survey, quiz or test element.

Many areas on campus are providing workshops but not coordinating with each other. With the possibility of the undergraduate digital badge program / micro credentialing, standardization can be developed. However, departments can individualize their badge program as well. M. Upson discussed working with University College and developing a team to provide some options within the next year. Individuals recommended for the working group are as follows: Cynda Clary, Richard Frohock, Candace Thrasher and Jane Swinney.

2. Curricular Requests

College of Agricultural Sciences and Natural Resources

AGRICULTURAL EDUCATION, BS AGRI SCI & NAT RES (007)

Program Modification: Program Requirement Change

Program Requirement Change: Degree program requirement change

Course Requirement Change: Reduction in total credit hours

The College of Agricultural Sciences and Natural Resources requests the program requirement change to raise the minimum overall GPA from 2.00 to 2.50 for all options to align with the stated requirements on the degree option sheets. The course requirement change is requested to reduce the number of elective hours for the options in Agricultural Business and Economics, Agricultural Communications, Animal Agriculture, Horticultural Sciences, and Natural Resources. The change will facilitate a more seamless Finish in Four approach.

Motion was made to accept the above-mentioned College of Agricultural Sciences and Natural Resources curriculum request, and approved.

College of Arts and Sciences

MATHEMATICS, MS (142)

Program Modification: Program Requirement Change

Program Requirement Change: Course requirement change and change in total credit hours from 32 to 33.

The College of Arts and Sciences requests the program requirement changes in order to align the program with Graduate College guidelines.

PHYSICS, PHD (163)

Program Modification: Program Requirement Change

Program Requirement Change: Reduction in total credit hours from 90 to 72.

The College of Arts and Sciences requests the reduction in total credit hours which is in line with the change to the continuous enrollment policy for students who have been admitted to doctoral candidacy.

Motion was made to accept the above-mentioned College of Arts and Sciences curriculum requests, and approved.

College of Human Sciences

EARLY CHILD CARE AND DEVELOPMENT, BS

New Program

The College of Human Sciences requests a new undergraduate program in Early Child Care and Development. The proposed program will be offered online in collaboration with the Great Plains Interactive Distance Education Alliance (Great Plains IDEA). This program will address the need of professionals who work with young children (birth through age eight) and their families in an increasingly mobile society.

HOSPITALITY ADMINISTRATION, MS (404)

Program Modification: Change of Program Name and Program Requirement Change

Change of Program Name to: Hospitality and Tourism Management

Program Requirement Change: Course requirement change

The College of Human Sciences requests the program name change to align the program name with the new school name. The curriculum is updated accordingly to reflect the new focus of the program.

NUTRITIONAL SCIENCES, PHD (509)

Program Modification: Program Requirement Change

Program Requirement Change: Course requirement change and reduction of total credit hours from 90 to 80.

The College of Human Sciences requests the course requirement changes and reduction in total credit hours as a result of an extensive review of the program requirements for PhD programs in Nutritional Sciences from

across the U.S. which indicated that other programs required students to complete fewer hours of coursework. The changes will help reduce the time to degree completion while retaining the excellent preparation.

Motion was made to accept the above-mentioned College of Human Sciences curriculum requests, and approved.

3. Update on Transfer Maps – Pamela Fry

Refer to *Human Development and Family Science* and *Transfer Map* documents. OSU-Tulsa is creating a marketing strategy that goes beyond degree sheets about a particular program, with an effort to emphasize the career paths. This follows Best Practices of the Gardner Institute. Research states that transfer students typically are focused on the experience – the investment of their education and what careers are achievable. The Schusterman Foundation is funding the membership for each Tulsa higher education institution (Oklahoma State University, University of Oklahoma, Rogers State, Tulsa University and Northeastern State University) in partnership with the Gardner Institute to create a consortium on transfer pathways with Tulsa Community College (TCC). These transfer maps will benefit OSU-Stillwater as well as OSU-Tulsa. The goal is to get these Transfer Maps into the hands of TCC advisors, as well as the students. The ideas presented in the consortium will also be utilized in the transfer pathway with students from Northern Oklahoma College (NOC) and other community colleges.

4. Proposed Changes to UAR 2.1 – Classification of Students – Celeste Taber

Refer to *Proposed Changes to UAR 2.1 Classification of Students* document. The number of credit hours that determine the undergraduate classification is being reviewed. The proposed changes are as follows:

Undergraduate classification is determined by the criteria below:

<i>Freshman</i>	<i>fewer than 30 semester credit hours earned</i>
<i>Sophomore</i>	<i>30 to 59 semester credit hours earned</i>
<i>Junior</i>	<i>60 to 89 semester credit hours earned</i>
<i>Senior</i>	<i>90 or more semester credit hours earned</i>

These hours are calculated based on overall (retention) hours earned.

This policy has not been updated since most OSU undergraduate degrees were revised to 120 credit hours. The current classification of sophomores and seniors does not coordinate with OSU's Finish In Four initiative, which includes Block Rate tuition and fees, and encourages students to complete at least 15 credit hours each semester. The proposed revision would align OSU's classifications with university degree-completion initiatives and would match the criteria used by eight of our nine peer institutions in the Big 12.

Effects of the Proposed Changes

- Allow students to apply for graduation with 90 earned credit hours instead of 94 (UAR 7.8).
- Suspension of Seniors exception (90-hour rule) would apply to seniors (UAR 1.8; OSRHE policy 3.9.8.B).
- Academic notice cutoff for credit hours would still not match perfectly, but would be closer to the freshman definition: "Academic Notice" is a designation for freshman students, 30 or fewer credit hours, with a retention GPA of 1.7 to less than 2.0. (UAR 1.6; OSRHE policy 3.9.2 and 3.9.8.A).
- Sophomores receiving federal Direct Student Loans are allowed to borrow up to \$1,000 more than freshmen. With this proposed change, students would need to earn 30 hours before receiving the sophomore amount, instead of the current 28 hours.
- Course prerequisite/registration restrictions based on classification would change slightly.
- Aligns with block tuition rates, encouraging students to take at least 15 credit hours per semester

- Aligns with 4+1 because its 90 hours and students can apply to graduate college when OSU open their second matriculation.

Student Affairs has approved of these changes, as well as the Directors of Student Academic Services.

Motion to accept the proposed changes to UAR 2.1 – Classification of Students was approved, subject to the appropriate future date.

After discussion regarding the date of implementation it was determined that the date for implementation will be Spring 2019.

5. **Assessment Management System – Nuventive Improve – Ryan Chung**

The product demonstration link of the Nuventive management system was emailed to members of Instruction Council (IC) for their review prior to the meeting. The Nuventive demo was presented to campus in November, and the system was discussed at length at the December Assessment and Academic Improvement Council (AAIC) meeting. AAIC endorsed the new system and recommended that IC be presented with the information for endorsement as well. P. Fry mentioned that although most IC members are very involved with the assessment activities of their specific colleges, it might be helpful for them to speak with their AAIC representatives about the new system if they have questions. This system is more robust than the current program in terms of collecting information and providing more effective data analysis.

Currently:

Each degree program will submit their annual student learning outcome assessment report. These are received via Word doc or .pdf. There are decades of information. There is no central location for all information other than a website that contains the previous reports. Nothing is linked to each other.

Nuventive:

Nuventive will be able to connect to our learning management system – BrightSpace, along with Moodle, Canvas, etc. Information can be extracted in a much more timely fashion. This software is two-fold: 1 - tracking program assessment; 2 – providing strategic planning. This system would be a useful tool for accreditation processes, as well as university-wide surveys and alumni survey. Curriculum mapping – how does it work? Key features of this systems is the customization by college and by program.

Once approved, this system will begin its implementation Fall 2018. Intensive training will be offered Spring 2019 so that by Fall 2019 the system will be running smoothly. Members of Instruction Council expressed their concern with cost and available IT personnel regarding linkages to other systems. IT is aware of the implementation needs and Nuventive will provide technical support when implementing the program. It is important to bring our assessment practices into the age of technology.

IC members expressed their support in endorsing the Nuventive management system.

6. **OSU Student Satisfaction Survey – Ryan Chung**

Refer to *OSU Student Satisfaction Survey* document draft. Oklahoma State Regents for Higher Education requests an annual assessment report from OSU regarding overall student engagement and student satisfaction. R. Chung, Director of University Assessment and Testing (UAT) created a uniform institution survey that focuses on student satisfaction items with key questions pertaining to student satisfaction. OSU will provide student engagement data using National Survey of Student Engagement (NSSE). - R. Chung reported that OSU submitted institution surveys in the past, however they were not given on an annual basis. This year when UAT completed the OSRHE report, they were forced to refer back to information from 2015. Some departments may have their own engagement or satisfaction related information, and this survey is not meant to derive specific college, department, or service information.

In order to obtain a good response rate the survey should be short and precise. Institution surveys help UAT provide more efficient and current data information to OSRHE. The institution survey also provides an

executive summary and data points to specific colleges to help them to determine the overall climate in regards to student satisfaction.

IC members expressed concern regarding the purpose of the student satisfaction survey. The survey should contain insight rather than information for reporting purposes only. R. Chung stated that OSU needs to have a measurement to capture the general perspective in terms of student satisfaction from the broader spectrum.

IC requested the removal of question number 3. "The variety of courses provided at OSU." Possibly reword to say "availability of courses relevant to my major" – variety of courses that match the students' interests vs. relevancy of content of course

Discussion focused on disconnect between questions being asked versus questions being answered. For example, questions no. 14 – satisfaction of OSU Financial Aid counselors / staff. Students will answer the question regarding the amount of financial aid – not their satisfaction with financial aid counselors / staff. Possibly reword the question to read "Level of financial aid offered." The survey is not meant to focus on a negative or positive response, but to elicit an accurate perception of the questions.

The overall purpose of this student satisfaction survey is to establish framework, then modify the framework the second year. We need to investigate where we stand and what is the general perspective not just for reporting purpose and but can we learn and how can we improve.

IC requested that R. Chung send this document out digitally in order to digest the information and offer thoughtful feedback. The January AAIC meeting will be held 1-12-18 and R. Chung would like to have IC feedback for discussion at that meeting. S. Ownbey volunteered to meet with several IC members (J. Sanders, C. Clary, M. Mason) to discuss the survey and offer suggestions for changes.

7. Other

- a. **Tulsa Union Letter re: Early Colleges** – postponed until January 25, 2018 Instruction Council meeting.
- b. **Conference for First Year Seminar Instructors** – M. Upson reported that since the first year seminars are housed within the various colleges – the potential of having some type of first year seminar instructors' conference would be beneficial. Some areas to be discussed are as follows: best practices regarding library skills, baseline information, discussions with each other regarding info presented in various colleges, better ways to communicate. P. Fry stated that this conference has been mentioned previously, with the possibility of bringing in a special speaker. Members of Instruction Council expressed their interest in pursuing the idea of a first year seminar instructors' conference. The purpose of this conference is not to dictate what is presented in first year seminar, but to share best practices from each college. M. Upson volunteered the Library as host for the conference. M. Upson will check for availability in the Browsing Room and will send out a save the date when a definite date has been chosen.
- c. **Schusterman Foundation** has been very instrumental in funding several projects at OSU-Tulsa:
 - i. Completion scholarships for OSU-Tulsa students – students who are near completion of their degree but have depleted their financial aid options
 - ii. Food pantry for students and staff
- d. L. Beets announced that the Bursar's Office should have Spring 2018 tuition fees available by 1-5-18.

Meeting adjourned at 10:55 a.m.

Minutes were recorded by Kyndal Roark