

INSTRUCTION COUNCIL

MINUTES

Thursday, March 7, 2019

204 WH

9:00 a.m. – 10:30 a.m.

In attendance: Laurie Beets, Laura Belmonte, Chad Blew, Aaron Christensen, Ryan Chung, Richard Frohock, Jeff Hartman, Susan Johnson, Diane Jones, Marlys Mason, Christine Ormsbee, Shiretta Ownbey, Rita Peaster, Kyndal Roark, Adrienne Sanogo, Randy Seitsinger, Candace Thrasher, Jean Van Delinder, Deb VanOverbeke, and Gary Sandefur, Chair

1. **Needs Assessment of First and Second Year CASNR Students with Significant Concurrent Hours– Deb VanOverbeke and Ryan Chung**

D. VanOverbeke presented the executive summary of a recent survey. “The College of Agricultural Sciences and Natural Resources – Needs Survey (CASRN-NS) was developed in the Fall of 2018 in order to measure concepts regarding first year student experiences in a course; the Animal Science 2111 course participated as the second year students in the pilot study. The CASNR-NS consisted of 32 five-point Likert scale items designed to measure concepts of Task, Nature, CASNR, Study Habits, Class, Interaction, Cognition, and Preference. Data was solicited from first-year students in AG 1011-First Year Seminar and the ANSI 2111 second year professional development course on the Stillwater campus from 9/23 to 10/12, using Qualtrics survey software.” In total, there were 673 students who received the survey, and 573 responded – 85% response rate. Concurrent hours ranged from 0 to 74.

D. VanOverbeke explained that the reason for this survey was to determine if CASNR should be dealing differently with the students who were bringing in significant concurrent hours prior to their freshmen year in college, and at this point the answer is “no”. She explained that she felt more information was necessary from the second year students to determine more specific needs to address.

For further details, please review the attached executive summary.

2. **Curriculum Requests:**

Course Deactivation Requests: (Informational Purposes Only)

HTM 5243 – Retailing and Franchising in the Hospitality Industry
HTM 5613 – Service Quality in Hospitality and Tourism Management
HTM 5992 – Hospitality and Tourism Research Seminar I
HTM 6213 – Advanced Hospitality Purchasing
HTM 6413 – Leadership in a Diverse Society

College of Agricultural Sciences and Natural Resources

**BIOENERGY AND SUSTAINABLE TECHNOLOGY, GRADUATE CERTIFICATE (484)
Program Deletion**

The College of Agricultural Sciences and Natural Resources requests the program deletion due to lack of student interest.

Motion was made to accept the above-mentioned College of Agricultural Sciences and Natural Resources Bioenergy and Sustainable Technology, Graduate Certificate program deletion, and approved.

College of Arts and Sciences

AMERICAN STUDIES, BA (416)

Program Modification: Option Addition and Other Degree Program Modification

Options Additions: (1) Business Essentials and (2) American Indian Studies

Other Degree Program Modification

The College of Arts and Sciences requests the option addition in Business Essentials to provide students with an interest in business-related careers or graduate study a path to complete essential business courses. The American Indian Studies option is requested to support students who wish to focus their study on American Indian populations. The other degree program modification is requested to remove old courses and add new courses within the major block requirements for the existing Bachelor of Arts in American Studies and the Bachelor of Arts in American Studies, Option in Pre-Law.

Motion was made to accept the above-mentioned College of Arts and Sciences American Studies, BA program modification, and approved.

GLOBAL STUDIES, BA (520)

Program Modification: Option Addition and Program Requirement Change

Option Additions: (1) Pre-Ministry, (2) Pre-Law, and (3) Business Essentials

Program Requirement Change: Course requirement change

The College of Arts and Sciences requests the Pre-Ministry option as ministerial work often includes an international component and many religions have activities and organizations that carry out work overseas. The Pre-Law option promotes an understanding of local and global affairs which are essential components in preparation for law school. The Business Essentials option is requested as many Global Studies majors seek careers in the private and public sectors and find it is beneficial for career advancement to have a basic understanding of business fundamentals. The course changes strengthens the program allowing students to get credit for prerequisite courses and identifies other courses relevant to the current thematic emphases within the degree.

Motion was made to accept the above-mentioned College of Arts and Sciences Global Studies, BA program modification, and approved.

College of Education, Health and Aviation

EDUCATIONAL LEADERSHIP STUDIES, MS (437)

Program Modification: Program Requirement Change

Program Requirement Change: Degree requirement change

The College of Education, Health and Aviation requests the degree requirement change to omit the MAT or GRE as an entrance exam due to the holistic methods of reviewing applicant materials. Other minor edits were made to the admission requirements to provide clarity to applicants.

Motion was made to accept the above-mentioned College of Education, Health and Aviation Educational Leadership Studies, MS program modification, and approved.

EDUCATIONAL PSYCHOLOGY, MS (068)

Program Modification: Program Requirement Change

Program Requirement Change: Course requirement changes

The College of Education, Health and Aviation requests the program requirement changes to increase student choice and provide additional writing support to students in the creative component option.

Motion was made to accept the above-mentioned College of Education, Health and Aviation Educational Psychology, MS program modification, and approved.

College of Engineering, Architecture and Technology

CHEMICAL ENGINEERING, MS (042)

Program Modification: Program Requirement Change

Program Requirement Change: Course requirement change

The College of Engineering, Architecture and Technology requests the course requirement change to remove one course and add one course to provide more relevant coursework for students.

CHEMICAL ENGINEERING, PhD (043)

Program Modification: Program Requirement Change

Program Requirement Change: Course and degree requirement change to remove the MS requirement for the PhD program.

The College of Engineering, Architecture and Technology requests degree program requirement change to remove the MS requirement for admission. Students who hold a BS can be directly admitted to the program. The course requirement change is requested to add one course to the required curriculum.

Motion was made to accept the above-mentioned College of Engineering, Architecture and Technology program modifications, and approved.

Graduate College

ENVIRONMENTAL SCIENCE, MS (091)

Program Modification: Program Requirement Change

Program Requirement Change: Decrease in total credit hours

The Graduate College requests the reduction in total hours from 36 to 30 for the thesis option, 36 to 32 for the report option, and 36 to 33 for the Professional Science Masters in Environmental Management option. The reduction in credit hours will make the program more competitive and allow for more timely degree completion. The creative component option will be removed.

Motion was made to accept the above-mentioned Graduate College Environmental Sciences, MS program modification, and approved.

**INTERDISCIPLINARY STUDIES, MS (155)
Existing Program Online Delivery**

The Graduate College requests online delivery of the existing Master of Science in Interdisciplinary Studies. Online delivery of this degree will provide an option for an effective learning and research environment for part-time and distance students.

Motion was made to accept the above-mentioned Graduate College Interdisciplinary Studies, MS program modification, and approved.

College of Human Sciences

**DEVELOPMENTAL DISABILITIES, GRADUATE CERTIFICATE (518)
Program Modification: Program Requirement Change**

Program Requirement Change: Course requirement change

The College of Human Sciences requests the course requirement changes as a result of a review of the curriculum and feedback from current certificate students. The changes will enhance the overall learning experience of students by providing a solid foundation in the specific content area of developmental disabilities.

Motion was made to accept the above-mentioned College of Human Sciences Developmental Disabilities, Graduate Certificate program modification, and approved.

Spears School of Business

**HOSPITALITY AND TOURISM MANAGEMENT, BSBA (Stillwater Campus)
Program Modification: Change of Program Degree**

Change of Program Degree: From B.S. in Human Science to B.S. in Business Administration

The Spears School of Business requests the change of program degree to align with the move of the School of Hospitality and Tourism Management into the college. We request the name of the degree granted to be changed. Course requirements will remain the same except for the Human Sciences freshman orientation course will be changed to now be the Spears Business freshman orientation (BADM 1111).

Discussion: M. Mason explained that the Board of Regents recently approved the move of Hospitality and Tourism Management department from the College of Human Sciences to Spears School of Business (SSB). SSB is now moving the degree over so that their incoming freshmen will be able to enroll in the business degree and have access to all of the SSB services. Respective students are already aware of the change.

**HOSPITALITY AND TOURSIM MANAGEMENT, BSBA (Tulsa Campus)
New Program Modification: Change of Program Degree and Program Requirement Change**

Program Requirement Change: Course Requirement Change

The Spears School of Business requests a modification to a new program proposal to align with the move of the School of Hospitality and Tourism Management into the college. We request the name of the degree granted to be

changed. Course requirements are also changed to reflect the Tulsa campus offerings and move to Spears Business.

Discussion: M. Mason explained that although the above-mentioned programs appear different at this present time, it is the goal of SSB for these programs to be identical in the future.

Motion was made to accept the above-mentioned Spears School of Business program modifications, and approved.

3. Clarifying Enforcement of College and Departmental Requirements for Double Majors – Rita Peaster

R. Peaster explained that it is important to ensure that Degree Works can handle every type of combination of a student's program – double majors and double degrees. In order to address double majors, an authoritative service is needed to identify when a program requires the additional college and departmental requirements.

R. Peaster reviewed the differences between double degrees and double majors:

- Double degrees – the second degree is a stand-alone credential. Dual degree seeking students will receive two diplomas. The two degrees are prominently displayed on the transcript. All requirements must be satisfied for each degree, but courses are allowed to be shared between the degrees.
- Double Majors – additional majors are attached to a parent degree program. The two majors are displayed on the transcript but not as prominently as double degrees. In order for a student to earn a second major, the student must satisfy all requirements for the parent degree program and satisfy all major requirements for the second major as well. (If the general education courses are met from one college, they do not need to be met for the second major if it is in another college.) The variability occurs when colleges and departmental requirements are also required (at the discretion of the college home of the second major). These requirements depend on the combination of majors selected, how many electives are allowed, and the extent of overlap of courses in the two majors.

The Registrar's Office proposes reflecting enforced college/departmental requirements for second majors in the catalog, included as a bullet in the "Other Requirements" section at the bottom of the degree sheet. The statement might read as follows: "If declared as an additional major, college / departmental requirements are enforced in addition to major requirements." R. Peaster recommended that this language be added to the '19-'20 degree sheets.

Motion was made to endorse the above-mentioned double major clarification on degree sheets starting with the 2019-2020 school year, and approved.

4. Photos in Self Service – Rita Peaster

R. Peaster presented options for incorporating photos in Self Service and sought feedback from Instruction Council. Initial recommendations are to display student, advisor and faculty photos in the *Student Profile* and *Faculty Grade Entry*. Advisors will have access to view all students - *My Advisee Listing*; students can only view themselves; faculty will only have access to view the students in their classes - *Faculty Grade Entry*. Instruction Council members expressed their concern regarding faculty photos where bias could be an issue. Instruction Council indicated their endorsement for student and advisor photos. G. Sandefur will discuss the faculty photo issue with Faculty Council for their feedback and decision. R. Peaster has shared the options with Legal Counsel and is waiting for their feedback, and also plans to share the options with DSAS and Deans Council.

5. Working Group to Review Enrollment Exception Requests and OSU Policy 2-0206 Adding and Dropping Courses and Withdrawing from the University – Rita Peaster

R. Peaster requested Instruction Council representation on the working group. Jean Van Delinder, Adrienne Sanogo, Susan Johnson, Laurie Beets and Candace Thrasher volunteered to serve on the working group.

6. Protecting the One Application Process for Incoming Students – Chad Blew

C. Blew asked Instruction Council members to remind their department heads of the one application process for prospective students. OSU has taken special measures to brand the one application process. If additional information is needed for each department, C. Blew recommended using the information from the general application to identify eligible students and then requesting the additional information from them.

7. Re-awarding Recruitment Scholarships After May 1st – Chad Blew

President Hargis is looking for ways to increase enrollment, and one possibility is to increase scholarship awards by recapturing awards that have not been accepted by a specific date. May 1st is the earliest date to cancel a student's enrollment. Many departments have a practice of letting scholarships remain in a pending status. The Office of Scholarship and Financial Aid (OSFA) is encouraging departments to cancel the offer if the student has not registered for New Student Orientation (NSO) or accepted their scholarship offer by May 1st in an effort to re-award and boost enrollment. C. Blew also suggested implementing a policy of submitting a timely reminder to students who have registered for NSO but have not accepted their scholarship OR for students who have accepted their scholarship but not registered for NSO.

8. New Faculty Orientation Program Proposal – Christine Ormsbee

C. Ormsbee reported that the New Faculty Orientation planning committee reviewed the fall faculty program and compared it to other universities. The committee has developed a tentative three-day conference style program that will be held one week prior to the start of the fall semester. Day 1 would consist of a formal welcome by President Hargis and Provost Sandefur, followed by a keynote speaker and breakout sessions. The evening of Day 1 would include a BBQ dinner. Day 2 would consist of a second keynote speaker, breakout session, general session and benefits session. Day 3 would consist of a third keynote speaker, breakout session and a repeat of the benefits session. Several colleges have retreats and workshops prior to the start of the fall semester, but most understand that new faculty will attend the new faculty orientation. C. Ormsbee will submit the New Faculty Orientation Program conference schedule to the deans for their feedback.

Along with the New Faculty Orientation is the Early Career Tenure Track Faculty Support Program that provides weekly meetings throughout the fall semester to support the new tenure track faculty here at OSU. Multiple topics were discussed.

9. Other

- a. G. Sandefur commended the individuals who were instrumental in the success of the March 6, 2019 Retention to Graduation Conference. Great information was presented and discussed.
- b. R. Chung informed the Instruction Council members that the student satisfaction survey was submitted on Tuesday, March 5, 2019. As of March 7, 2019, 2500 responses have been returned.

Meeting was adjourned at 10:16 a.m.

Minutes were recorded by Kyndal Roark

2018 College of Agricultural Sciences and Natural Resources— Needs Survey (CASNR-NS) Executive Summary

The College of Agricultural Sciences and Natural Resources — Needs Survey (CASNR-NS) was developed in the Fall of 2018 in order to measure concepts regarding first year student experiences in a course; the Animal Science program participated in the pilot study. The CASNR-NS consisted of 32 five-point Likert scale items designed to measure concepts of Task, Nature, CASNR, Study Habits, Class, Interaction, Cognition, and Preference. Data was solicited from first-year students in an Animal Science course (N=673) on the Stillwater campus from 9/23 to 10/12, using Qualtrics survey software.

Preliminary findings are below:

- Response Rate: Data collection yielded n=573 (85%) responses
- Gender: 426 females (74.3%) and 147 males (25.7%)
- Ethnicity: 431 (75.2%) White; 35 (6.1%) Hispanic, 27(4.7%) American Indian, 66(11.5%) Multiracial
- Averages: ACT Score: 24.13; SAT Score: 1032; High School GPA: 3.78; Transfer Credit: 3; Transfer Credit earned: 15; Overall GPA: 3.17; Overall Institutional Credit Earned: 28
- Classification: 562 (98%) new Freshmen
- Student Status: 525 (91.6%) full-time students
- Reliability: Overall “Good” reliability (Cronbach’s Alpha = .85)

Top items (70% or higher rated Strongly Agree and Somewhat Agree):

- I attend class regularly (94.5%)
- CASNR promotes the use of support services (tutoring/writing center, etc.) (93.7%)
- I intend to return to OSU next year (92.7%)
- CASNR promotes opportunities to be involved socially (91.2%)
- CASNR provides support for my overall well-being (85.9%)
- I have had quality interactions with other students at CASNR (83.9%)
- If I could start over again, I will still go to OSU (81.9%)
- I use a day planner/calendar to organize my weekly routine (81.2%)
- I examine the strengths and weaknesses of my own views on a topic/issue (74.4%)
- I ask other students to help me understand course material (71.7%)
- I need to improve my study skills and habits (70.3%)*

Bottom items (40% or higher rated Strongly Disagree and Somewhat Disagree):

- I come to class without completing readings/assignments (65.2%)*
- I am satisfied with merely passing all my classes (62.9%)*
- I need to develop teamwork skills (43%)*
- I need to accept greater responsibility for my own actions (46.5%)*
- I need help setting goals and taking steps toward achieving them (40%)*

*Could be interpreted as reversed item.

2018 OSU CASNR-N5 - ANIMAL SCIENCE PILOT
Total Number of Responses: N = 573

Survey Themes/Items	Strongly Agree (5)		Somewhat Agree (4)		Neither Agree Nor Disagree (3)		Somewhat Disagree (2)		Strongly Disagree (1)		Total Responses
	#	%	#	%	#	%	#	%	#	%	#
TASK											
1. I need help setting goals and taking steps toward achieving them	42	7.3%	176	30.8%	125	21.9%	155	27.1%	74	12.9%	572
2. I need to learn how to take good notes in class	80	14.0%	181	31.6%	96	16.8%	144	25.1%	72	12.6%	573
3. I use a day planner/calendar to organize my weekly routine	311	54.6%	152	26.7%	95	16.1%	40	7.0%	32	5.6%	570
4. I need to learn how to read a textbook more effectively	112	19.5%	197	34.4%	110	19.2%	103	18.0%	51	8.9%	573
5. I need to develop teamwork skills	29	5.1%	111	19.4%	157	27.5%	170	29.8%	104	18.2%	571
6. I need to manage my time more effectively	147	25.7%	210	36.6%	105	18.3%	83	14.5%	28	4.9%	573
NATURE											
7. I need to learn how to handle stress and anxiety in my life	200	35.0%	186	32.5%	76	13.3%	79	13.8%	31	5.4%	572
8. I need to develop more self-confidence in my academic ability	176	30.8%	198	34.6%	80	14.0%	79	13.8%	39	6.8%	572
9. I need to develop a better attitude toward school and learning	86	15.0%	154	26.9%	148	25.9%	119	20.8%	65	11.4%	572
10. I need help motivating myself to get things done	120	21.0%	157	27.4%	123	21.5%	111	19.4%	61	10.7%	572
11. I need to accept greater responsibility for my own actions	37	6.5%	83	14.5%	186	32.5%	160	28.0%	106	18.5%	572
12. I need to learn how to solve problems better	47	8.2%	168	29.4%	157	27.5%	137	24.0%	62	10.9%	571
OSU											
13. CASNR promotes the use of support services (tutoring, writing center, etc.)	384	67.3%	151	26.4%	31	5.4%	3	0.5%	2	0.4%	571
14. CASNR promotes opportunities to be involved socially	354	62.1%	166	29.1%	40	7.0%	9	1.6%	1	0.2%	570
15. CASNR provides support for my overall well-being	302	52.9%	194	34.0%	58	10.2%	16	2.8%	1	0.2%	571
STUDY HABITS											
16. I ask other students to help me understand course material	109	19.3%	296	52.4%	78	13.8%	60	10.6%	22	3.9%	565
17. I need to improve my study skills and habits	149	26.4%	248	43.9%	83	14.7%	66	11.7%	19	3.4%	565
18. I need tutoring	70	12.4%	190	33.6%	172	30.4%	102	18.1%	31	5.5%	565
CLASS											
19. I attend class regularly	457	81.2%	75	13.3%	21	3.7%	8	1.4%	2	0.4%	563
20. I come to class without completing readings/assignments	12	2.1%	77	13.7%	107	19.0%	182	32.3%	185	33.0%	564
21. My coursework has helped me form a new idea/understanding from various pieces of information	125	22.2%	267	47.3%	134	23.8%	34	6.0%	4	0.7%	564
22. I need to learn how to ask classroom questions	85	15.1%	169	30.0%	155	27.5%	101	17.9%	54	9.6%	564
INTERACTION											
23. I have had quality interactions with academic advisers at CASNR	214	38.1%	171	30.5%	125	22.3%	30	5.3%	21	3.7%	561
24. I have discussed course options, ideas, or concepts with a faculty member outside of class	121	21.5%	152	27.0%	107	19.0%	125	22.2%	59	10.5%	564
25. I have had quality interactions with other students at CASNR	269	47.7%	204	36.2%	64	11.3%	21	3.7%	6	1.1%	564
COGNITION											
26. I include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	166	29.5%	188	33.4%	151	26.8%	44	7.8%	14	2.5%	563
27. I need to learn how to make and evaluate decisions	48	8.5%	148	26.3%	169	30.0%	151	26.8%	47	8.3%	563
28. I examine the strengths and weaknesses of my own views on a topic/issue	136	24.2%	283	50.3%	111	19.7%	30	5.3%	3	0.5%	563
PREFERENCE											
29. I need to explore which careers might best fit my interests and abilities	172	30.5%	175	31.0%	118	20.9%	59	10.5%	40	7.1%	564
30. I am satisfied with merely passing all my classes	31	5.5%	87	15.4%	91	16.1%	143	25.4%	212	37.6%	564
OVERALL											
31. If I could start over again, I would still go to OSU	379	67.3%	82	14.6%	75	13.3%	20	3.6%	7	1.2%	563
32. I intend to return to OSU next year	461	82.3%	58	10.4%	25	4.5%	10	1.8%	6	1.1%	560

Note: 5 = "Strongly Agree"; 4 = "Somewhat Agree"; 3 = "Neither Agree Nor Disagree"; 2 = "Somewhat Disagree"; 1 = "Strongly Disagree"

Source: University Assessment and Testing, Spring 2019