

INSTRUCTION COUNCIL

MINUTES

Thursday, September 19, 2019

204 WH

9:00 a.m. – 10:30 a.m.

In attendance: Laurie Beets, Bruce Benjamin, Chad Blew, Ryan Chung, Deb VanOverbeke, Richard Frohock, Jami Fullerton, Margi Gilmour, Jeff Hartman, Susan Johnson, Cheryl Kleeman, Amy Martindale, Marlys Mason, Robyn Moore, Rita Peaster, Libby Reigh, Kyndal Roark, Adrienne Sanogo, Randy Seitsinger, Candace Thrasher, Jean Van Delinder, Missy Wikle, Tom Wikle and Jeanette Mendez, Chair.

1. Curriculum Requests

Information Item:

Course Deactivations:

- ACCT 5023 – Estate and Trust Taxation**
- ACCT 5033 – Natural Resource Taxation**
- ACCT 5083 – MBA Tax Management**
- ACCT 5123 – Enterprise Resource Planning**
- ACCT 5203 – Seminar in Contemporary Accounting Theory II**
- ACCT 5233 – Valuation and Advanced Cost Management**
- ACCT 5513 – Advanced Auditing and Assurance Services**
- ACCT 5543 – Fraud Examination**
- ACCT 5553 – Forensic Accounting Tools**
- ACCT 5613 – Business Systems Control and Risk Analysis**
- ACCT 5753 – Seminar in International Accounting**
- ACCT 5850 – Practicum in Professional Accounting**
- ACCT 5932 – Research Report**
- ACCT5940 – Thesis**
- EEE 4513 – Strategic Entrepreneurial Management**
- GEOG 4253 – Geographic Perspectives on American Women’s Travel Accounts Then and Now**
- GEOG 5203 – Writing Across the Discipline: Geographic Theses and Dissertations**
- HTM 3193 – Hospitality Training Program Development**
- HTM 3401 – Food Writing and Blogging**
- HTM 3553 – Principles of Vacation Ownership**
- HTM 3643 – Geotourism**
- HTM 4213 – Hospitality Catering**
- HTM 4293 – Hospitality Small Business Development**
- HTM 4333 – Hospitality and Tourism Financing**
- HTM 4413 – Hospitality Information Systems**
- HTM 4551 – Certified Hotel Industry Analytics**
- HTM 4561 – Hospitality Management Seminar**
- HTM 4563 – Gastronomy**
- HTM 4610 – Hospitality Leadership Symposium**
- HTM 4643 – Applied Human Resources**
- HTM 4833 – Casino and Gaming Management**

2. **Transfer Student Success and Transfer Agreements – Cheryl Kleeman**

C. Kleeman described the tri-fold purpose of the Transfer and Veteran Student Services office: 1) support for transfer students success; 2) military and veteran student success; 3) academic support services to colleges and departments when it comes to managing transfer agreements. She detailed the “Step on the Orange Line” program, which focuses on Successful Transfer Equivalence Pathways with our two-year college partners. Goals are as follows:

- Develop drafts of Transfer Agreements using the Course Equivalency Project (CEP) and Transfer Equivalency Guides to pre-fill academic equivalencies
- Meetings with OSU faculty and staff
- University-wide Transfer Agreement template
- Development and maintenance of SharePoint database
- Regular communication
- Work with 2-years to create seamless transfer experiences through new communication models and bi-annual alignment of curriculum as part of the OSU Transfer Conference
- Robust tracking and reporting on Transfer Student Success through IRIM
- Transfer and Veteran Advisory Committee working group

3. **College of Arts and Sciences General Education Faculty Workshop – Amy Martindale and Tom Wikle**

T. Wikle and A. Martindale discussed the GENED workshop they provided to the College of Arts and Sciences (CAS), with the hope that this discussion would lead to moving the needle on retention within CAS. When looking at the freshmen and sophomore level GENED courses and the freshmen composition and government courses, there was a realization that the population of instructors for most of those course are taught by graduate students. 260 faculty / instructors / grad students were invited and 120 participated. Combining experienced faculty with younger faculty and grad students together brought about good ideas in connecting with students. Retention is everyone’s responsibility. Data reported that 11,000 unique students were represented in the population of instructors attending. Of that number, 3500 new freshmen were represented, which is at least 84% of the freshmen cohort. Some topics of discussion were as follows:

- How to design online learning that is engaging
- How to interact with students more effectively
- Scaffolding content thru the semester
- Designing and grading exams and papers – level of questions you are asking and level of skill you are expecting
- Student mental health issues and campus resources
 - Recognizing that advisors see students once or twice a semester while instructors see students multiple times a week – aware of what to look for and what to do when you see it
- Faculty panel of expert instructors for Q & A

The workshop was very positive. Most instructors reported good takeaway. Participants mentioned that they would like more information about Canvas and topics surrounding diversity and inclusion in the classroom. C. Ormsbee encouraged the members of IC share with their faculty the multiple teaching videos on Canvas that ITLE has created. Another GENED workshop is being planned – possibly one week prior to the Spring semester.

T. Wikle mentioned that CAS formed a Freshmen Success Advisory Council to look at best practices.

4. **Student Satisfaction Survey Report and Parent/Guardian Satisfaction Survey Report – Ryan Chung**

R. Chung reported that with this year’s survey it was helpful to have the two-year comparison. There were some modifications of removing the “not applicable” option because that response offered no value to specific departments. A student engagement survey is in the approval process at this time and the pilot should be offered Spring 2020 semester along with student satisfaction survey. The engagement survey is 32 questions in length.

R. Seitsinger requested that CEAT would prefer having the information broken down by department and then possibly by classification (fr, so, jr, sr). R. Chung informed IC that certain breakdown is available on Cowboy Data Roundup site. If the specific breakdown is not listed, University Assessment and Testing will be glad to discuss those options. J. Mendez expressed her desire to see academic advising move up the list in student satisfaction.

5. Demo: Degree Works Transfer Equivalency Self-Service – Libby Reigh

L. Reigh presented the new transfer equivalence tool within Degree Works. This tool is provided to perspective students for their transfer equivalency work. The system takes the transfer course catalog work in Banner and marries it to Degree Works for perspective students so they can see how their hours transfer and how those courses apply to degree programs. If the student signs in, OSU will be able to track their information, however signing in is not required. This tool will be located on the undergraduate admissions website. Up until now, students were required to wait to be admitted before they had an idea of how courses would transfer. The list of schools from where the transfer credit is revolving includes all schools that have transferred hours to OSU previously. This data is consistently being updated as new courses are articulated.

B. Myers specified that all drop down menus within this transfer equivalency tool were automatically populated by the information in Banner. While we have the option to adjust the information, it would break existing connections. In order to alleviate unnecessary confusion, only the undergraduate information can be entered.

This tool is meant to inform the potential student of their transfer hours with OSU and encourage enrollment. R. Peaster cautioned that if there are requirements within a degree program where certain substitutions are allowed but are not actually listed on the degree requirements, this tool will not take that information into consideration.

Campus wide communication will be submitted by Undergraduate Admissions regarding the release of this tool.

(Note: OSU is one of only two universities in the Big 12 Conference that offers this tool, the other being West Virginia University.)

6. Review of Enrollment Deposit – Jeff Hartman/Libby Reigh

The enrollment deposit will be required for freshmen starting Fall 2020 (does not include transfer or graduate students.) The enrollment deposit fee represents the combination of the application fee, the housing fee and the New Student Orientation (NSO) fee. This consolidation fee will take effect December 1, 2019. However, there will be no access to sign up for housing until February 1st. For students who are Pell eligible, they will be offered a deferral process. The enrollment deposit will be charged to their bursar and covered by their grant or financial aid. Camp Cowboy will be an additional fee. There are scholarships available to assist with fees.

M. Wikle added that this enrollment deposit due date of December 1st can be used as a helpful tool in anticipating freshmen enrolling.

7. Other

- There was a question regarding changes in submission of GENED proposals. The GENED proposals are now routed to the college rep first to verify that the form is correctly completed. Once the form is complete, it will move to the committee.
- There will be an abundance of course action forms for removing the graduate credit for IC to approve. After discussion IC members indicated they would like to have the course action forms brought to Instruction Council as they come in as opposed to processing them in one lump meeting.

Meeting was adjourned at 10:22am

Minutes were recorded by Kyndal Roark