

INSTRUCTION COUNCIL

MINUTES

Thursday, September 7, 2023

126 ITLE or Zoom

<https://okstate-edu.zoom.us/j/96284911705?pwd=bkITQk5Kc08ydC9GVXJnU2FLaTg0Zz09>

PASSCODE: 596082

9:00 a.m. – 10:30 a.m.

In attendance: Shannon Baker, Laurie Beets, Larry Burns, Kyndal Campbell, Aaron Christensen, Ryan Chung, Cynda Clary, Andrew Doust, Leslie Evans, Richard Frohock, Jami Fullerton, Jeff Hartman, Sunderesh Heragu, Kaitlyn Holcomb, Kelva Hunger, Diane Jones, Marlys Mason, Gina Noble, Christine Ormsbee, Jerry Ritchey, Adrienne Sanogo, Rebecca Sheehan, Candace Thrasher, Jean Van Delinder, and Chris Francisco, Chair.

1. **APR Process and Procedure Update – Ryan Chung and Chris Francisco**

This year's Academic Program Review (APR) process will be a pilot of the new procedure, with certain aspects likely to change as details are refined. As we finalize our APR process this year we plan to seek a consensus from Instruction Council (IC), Council of Deans and Faculty Council. R. Chung expressed his desire to make sure the information being requested through the APR process is relevant.

Executive Summary Part I – basic demographic / department information with 2 or 3 final recommendations based on reflection of the APR process. Page 1 information will be submitted to the Board of Regents. The entire APR process, which will be shared with Oklahoma State Regents for Higher Education (OSRHE), requires programs to collect data, and more importantly to develop specific action plans to address issues identified with the data collected. This new process encourages open discussions and transparency.

Executive Summary Part II – information will be gathered from Institutional Research and Analysis (IRA). The gathering of this information will become a yearly IRA process for all programs. IRA is working with the Slate team to create a space to review these programs. IRA is taking the information for this process directly from the catalog and turning it into a database. Once the IRA system is complete the APR form should be easily completed with all relevant demographics populated when the program code is entered.

Curricular Analytics Activity – Provost is interested in having all the undergraduate programs choose one of their degrees and complete the process in order to review the curricular analytics exercise. C. Francisco will provide a template for this exercise. For example, choose a Finish in Four plan, select the actual electives that students are typically taking for one program, and answer the questions for that one program. The idea is to familiarize yourself with the process. Be sensitive to long sequences of prerequisites in your degree plans, delaying students a semester if they need to repeat a course, courses with high DFW rates that are prerequisites for other courses. This exercise will give you a good look at the new process. List out the areas that are problematic, and start some conversations. The Curricular Analytics site is implementing more and more optimization tools, some of which require funding due to engines in the background that are proprietary. There will be opportunities for additional information, using tools to lessen the toxicity of certain class combinations that would prohibit students from graduating in a timely manner. C. Francisco will provide the template for this exercise as soon as possible, as well as step-by-step instructions.

Program Improvement Plan (PIP) – straightforward overview, scope and impact. This is a five-year plan, but progress updates will be required annually.

Additional Questions Page – *“This section must be completed by programs that are not externally accredited. Externally accredited programs should provide their area accreditation approval letter in place of this section.”*

Discussion:

- Executive Summary Part II –
 - Change “Provide the number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates” to “Provide the number of credits and credit hours generated in the degree program that support the general education component, any college core requirements, and other major undergraduate programs including certificates.”
 - L. Burns explained his understanding of the information requested – general education components are courses required for the program, and other major programs including certificates are courses being taught by this department but not included in the program
- Change the name of “Program Improvement Plan” to something more positive. The current name elicits an impression that the program is already in trouble
- Possibility of creating two separate documents – one for the 18-month process and one for the pilot year
- APR committee will be created sometime in October with representatives from the Provost’s Office, UAT and IC
- L. Burns informed IC members that data from IRA will not be ready by October 1
- UAT will provide step by step instructions on the APR executive summary, as well as an 18-month timetable
- This APR process is meant to be a collaborative process within units and not just the department head going alone
- No further requirement for large meetings with Provost Office, colleges, UAT and units to discuss APR, however, all reports will be sent to the Provost’s Office for review. Our philosophy is we are here to help with the process and address questions
- This information be used on campus to provide meaningful findings to share with IC, Council of Deans and Faculty Council to create a dialog for continued growth.

This plan will be reviewed by Council of Deans as well as Faculty Council, with a potential kick off meetings in early October. Listed below is the OSU APR Framework and Process document prepared by the Office of the Provost and University Assessment and Testing. Also included on pages 5-8 is the APR Form.

OSU Academic Program Review (APR) Process

The OSU APR will follow a five-year cycle. When a program is approaching their due date for the OSU APR, the faculty leading the process will receive notification 18 months in advance, so they have enough time to organize the workflow and their team. Before the upcoming HLC accreditation reaffirmation visit in 2025, most programs will go through this new process at least once. Those programs that have not completed the process will still be informed of the new process and will have been given opportunities to ask questions and begin their preparations early as desired.

University Assessment and Testing (UAT) will assist in creating the OSU APR schedule so that each program’s team will receive enough time in advance to work on their review. This schedule will be posted publicly to allow for programs to plan accordingly for their upcoming review.

Programs will be asked to complete the following tasks in relation to the OSU APR process. These will include:

- a. Their program’s OSU APR Report
 - i. Executive Summary Part I

- ii. Executive Summary Part II
- iii. Program Improvement Plan (PIP)
- iv. Additional Questions

Program APR Report

Each program will submit a report regarding the five-year scope of their program. This report will be provided to the OSU APR committee, the external peer reviewers, as well as the State Regents upon the conclusion of the review process.

Based on the most recent policy edits passed along by the Oklahoma State Regents, we are anticipating a reduction in the information required to be reported through the Academic Program Review Process. However, programs are welcome to provide additional information or answer previously required questions as desired.

Program Improvement Plan (PIP)

A continuous measure of progress allows for developmental actions for improvement to take place opportunistically as well as to serve as a road map leading to the program's goals. The findings from this measurement would land in a Program Improvement Plan (PIP) which will ensure continuous improvement and best support student success by addressing specific issues (e.g., lack of resources, gaps in curriculum content, gaps in learning strategies, lack of training, etc.) relevant to each program.

This plan will include information about the goals and the strategies planned to achieve those goals. In general, a PIP will include:

- Overview of the Program Improvement Plan (PIP)
- Scope and impact of the project
- Commitment to and engagement in the PIP.
- Future plans (milestones of a continuing project)
- Other

Progress Updates

As a requirement from the OSRHE, all programs need to conduct a periodic review process with their own guidelines, timeframes, and procedures so that it can be fairly compared across all programs. It is not enough to review a program every five years because too many improvement opportunities may be lost; programs risk losing competitiveness and becoming obsolete on teaching content, practices, technology, etc. As such, programs will be asked to provide a yearly update regarding the progress they have made with their PIP. The update does not have to be extensive in nature and should be a minimum of one page in length. This expectation will continue until the next time the program is up for their OSU APR.

Report Format Guidelines

It is required that each program fills out the provided form during their APR cycle. Programs that are externally accredited need not fill out page 4 of the form, titled "Additional Questions" but can instead provide a letter of confirmation of their external accreditation. Externally accredited programs are required to complete the PIP and curriculum analysis exercise described within the document.

Faculty are encouraged to creatively describe the ways in which the program can reach its maximum potential and are required to consult with the Office of the Provost for approval before implementing any action.

On page 12, UAT has provided a newly drafted form based on the requirements of the State Regents. Throughout this pilot year, we highly encourage feedback regarding redundancies or challenges that may be faced when completing the APR form. Rationale must be provided regarding why a section should be removed or added to the APR form moving forward.

Appendix A will show in-depth directions on what is required for each component of the form as well as where the information can be found.

Overview of Page Requirements

Program APR Report: A report containing the executive summary (found on pages 1 and 2 of the template), the PIP (found on page 3 of the template) as well as no more than 3 pages of elaboration on the “Additional Questions” section (found on page 4 of the template) will be provided to the OSU APR committee, the external peer reviewers, as well as the State Regents upon the conclusion of the review process.

Program Improvement Plan (PIP) Update: A one-page minimum update/checkup document on the progress of the OSU APR as well as the ongoing peer-review process will be required each year.

Review Process

In the interest of learning from others, OSU faculty from a different college will serve as external reviewers to assist with the OSU APR review process by providing comments, suggestions, examples, etc. These peer reviewers will be chosen by the program and the program will be asked to provide justification for their peer reviewer choices. To facilitate this review process, reviewers will be provided with a standardized rubric to evaluate the program progress and reports. This rubric is provided in Appendix B.

2. Curriculum

1) Information Item Only:

2) Course Action Summaries:

3) Program Modifications:

College of Education and Human Sciences

Bachelor of Science in Secondary Education: Foreign Language (182)

Option Suspension

- The program will no longer be available.

Motion was made by C. Clary and seconded by A. Doust to accept the above-mentioned College of Education and Human Sciences program suspension, and IC members approved.

3. Other

- IC members welcomed Rebecca Sheehan, Associate Dean Graduate College. She will be attending IC as the Graduate College representative.
- State Regents policy – assessment policy changes are expected this fall. The word “annual” is supposedly being stricken from assessment.
- Although COVID is on the rise, there is not a significant amount of data since the Presidential order to discontinue the COVID national emergency, but there are a number of cases on campus. OSU is following the CDC guidelines. We are not officially enforcing COVID policies, just distributing information at this point. If you are exposed, mask for 10 days, test after 5 days. Boosters should be available within the next few weeks.
- Faculty Fellows have been diligently working toward their deadline for submitting their signature initiatives this next Friday, September 15. Provost Mendez and President Shrum will discuss the initiatives to see what funding is available going forward. GENED is a key strategy for this group. Tammy Mix will be presenting to IC on 10-5-23 to talk about the GENED initiative. IC would like to thank C. Clary, the IC representative on the working group, for her dedication to this strategy.

Meeting was adjourned 10:10am

Minutes were recorded by K. Campbell

Academic Program Review Form

Oklahoma State University, Academic Program Review Executive Summary Part I

Official Degree Program(s) covered by this report	Degree Level	3-digit code	5-yr average Headcount	5-yr average Degrees Granted	Yes/No, Area Accreditation?*

*If the program is covered by area accreditation, then the accreditation letter can be submitted and only the first page of this form is required.

Options within Program(s): In the space below state the option name(s) of all program(s) covered by this report, or state no options.

Author of report	Name only, not signature	
Department Head	Name only, not signature	
Dean	Name only, not signature	

Departmental Recommendation One: State the main departmentally identified recommendation(s) for the program(s) under review. Briefly describe the implementation and timeline for key elements. Indicate if a recommendation is associated with a specific program.

Departmental Recommendation Two: State the secondary departmentally identified recommendation(s) for the program(s) under review. Briefly describe implementation and the timeline for key elements. Indicate if the recommendation is associated with a specific program.

Recommendation for size of program: Use degree indicator, such as BS, BA, or Cert, as values in the table below.

	Department	College	Institution
Expand the number of students in the program(s)			*
Maintain the number of students in the program(s)			
Reduce the number of students in the program(s)			
Reorganize the program(s)			
Suspend the program(s)			
Delete the program(s)			

*If the institution supports expansion of the number of students in the program, it is within the known resources.

Distinguishing Attributes: Describe major distinguishing attribute(s) of the program(s) under review. **

**Oklahoma State University, Academic Program Review
Executive Summary Part II**

Provide the number of courses taught exclusively for the major program for each of the last five years and the size of classes for each program level listed below:

	Number of Classes 22-23	Size of Classes 22-23	Number of Classes 21-22	Size of Classes 21-22	Number of Classes 20-21	Size of Classes 20-21	Number of Classes 19-20	Size of Classes 19-20	Number of Classes 18-19	Size of Classes 18-19
Baccalaureate Level										
Master's Level										
Doctoral Level										

Provide student credit hours by level generated in all major courses that make up the degree program for five years.

Provide the direct instructional cost for the program over the last five years.

Provide the number of credits and credit hours generated in the degree program that support the general education component and other major programs including certificates.

Curricular Analytics Activity

A new exercise is being asked of programs up for Academic Program Review. The below review exercise is intended to align with OSU's new Strategic Plan in support of Imperative #2 – Student Success and Imperative #4 – Ideal Graduate.

Utilize this exercise to consider a typical curricular path for an undergraduate student in your program and enter an academic degree plan for that student in curricularanalytics.org. Reflect on what barriers to timely progress toward graduation you (faculty advisors) notice in the output. Consider the following possible situations. Are there:

- long sequences of courses with strict prerequisites?
- prerequisite courses with high DFW rates?
- prerequisite courses that are not offered often?
- If any issues have been identified, what can be done to alleviate these challenges?
- What can be done to streamline the ease of time to graduation for the program and for the students?

The results of the curricular analysis based on these questions are meant to generate discussion among faculty/advisors and critical thinking to support continuous program improvement and student success in learning. (Ideally, faculty/advisors can use to modify/alleviate any steps of degree plan path that could hinder the student success.)

Reflect on what was found through this exercise in the below space and outline any action plans that have been created due to the exercise. Each program should address the recommendation or integrate the action plan into the recommendation sections on page 1 of this form.

**Oklahoma State University, Academic Program Review
Program Improvement Plan (PIP)**

Overview

Provide a title and description of the PIP. Outline the timeline for completion of the PIP.

Provide a one-page executive summary that describes the PIP, and summarizes what will be accomplished, explaining any significant changes or improvements that this project will achieve over time.

Scope and Impact

Provide a detailed description of what will be accomplished in the project in relation to its purpose and goals/objectives, and of alignment to support the mission of the academic program (student learning, teaching, research, etc.), OSU mission, and OSU Strategy.

Describe how to evaluate the impact of the project, including any changes/improvements in processes, policies, technology, programs, student learning, etc. that will be in place because of the PIP.

Describe any tools, data, or other information that might arise as a result of the PIP.

Describe the biggest challenges and opportunities that may be encountered in implementing the project and how they will be addressed.

Consider the key areas that will be addressed by the PIP. (Examples included: advising; assessment; civic engagement; curriculum; diversity; faculty development; online learning; program evaluation; quality improvement; teaching/pedagogy; etc.)

Commitment To/Engagement with PIP

Provide evidence of the active engagement of internal/external teams of administrators, faculty, and staff at different stages throughout the project.

Identify individual team members along with their specific roles and anticipated contributions to the successful achievement of the PIP goals.

Identify individuals and groups and their roles in leading or directly contributing to implementation of the PIP.

Future Plans (Milestones of Continuing Project)

Describe the workflow for ongoing activities related to or as a result of the PIP.

Describe what has been accomplished so far and the next steps on the action plan as well as the strategies to maintain sustainability for the program.

Other

Describe any practices or artifacts from the project that other academic programs at OSU or institutions that report to the State Regents might find meaningful or useful.

**Oklahoma State University, Academic Program Review
Additional Questions**

NOTE: This section must be completed by programs that are not externally accredited. Externally accredited programs should provide their area accreditation approval letter in place of this section.

Explain the key advancements/developments in the program(s) over the last 5 years.

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Provide examples of the quantitative and qualitative evidence, both on student learning and program effectiveness, that distinguish the program(s).

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Describe key findings from student learning outcomes assessment within the last five years and what trends emerged in the program from student learning outcomes assessment? (*What did the assessment findings reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?*)

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What specific actions have been taken or are in progress for continuous improvement based on the program student learning outcome assessment in the last 5 years? Please provide specific examples with both quantitative and qualitative evidence.

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What actions have been implemented to make student learning outcomes assessment more meaningful and manageable, and have led to program student learning assessment effectiveness improvement?

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Provide information about employment or advanced studies of graduates of the program(s).

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Provide information about the success of students from this program who have transferred to another institution.

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