

Academic Quality and Student Success Committee Agenda

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1. Call to Order/Roll/Declaration of a Quorum (10am) <i>Chair Brown</i>	
2. Consent Agenda	
2.1 Approve Minutes from the February 23, 2017 Meeting	1
2.2 Approve Minutes from the March 3, 2017 Meeting	4
3. Action Items - none	
4. Discussion Items (10:05am)	
4.1 Verbal Update on BS in Professional Writing Degree (5 min) <i>Interim Provost/Dean Maupin</i>	
4.2 Verbal Update on Masters in Applied Behavior Analysis (10:10am) (5 min) <i>Interim Provost/Dean Maupin</i>	
4.3 Verbal Update on Wilsonville/Klamath Falls Accreditation for Students in BS Mechanical Engineering Major (10:15am) (5 min) <i>Interim Provost/Dean Maupin and Interim Dean Neupert</i>	
4.4 Verbal Update on Degree Approval Process (10:20am) (10 min) <i>Interim Provost/Dean Maupin</i>	
4.5 Results of National Survey of Student Engagement (NSSE) (10:30am) (40 min + 20 min Q&A) <i>Director of Academic Excellence Sandra Bailey</i>	6
5. Adjournment (11:30am)	



**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Mt. Bailey – Klamath Falls Campus
February 23, 2017
9:30am - Noon**

DRAFT MINUTES

Trustees Present:

Chair Brown
Nicole Galster

Kathleen Hill
Jill Mason

Celia Núñez
Dan Peterson

University Staff and Faculty Present:

Nicole Briggs, Title IX Coordinator
Barb Conner, Director of Retention
Erin Foley, VP Student Affairs/Dean of Students
MariaLynn Kessler, Humanities and Social Sciences Professor
Laura McKinney, VP Wilsonville
LeAnn Maupin, Interim Provost/Dean of the College of HAS
Steve Neiheisel, VP Strategic Enrollment Management
Hallie Neupert, Interim Dean of the College of E/TM/Department Chair of Management
Mark Neupert, Department Chair of Humanities and Social Sciences
Farooq Sultan, Institutional Research Analyst Programmer
Erika Veth, Dean of Distance Education

Others Present:

Holly Dillemoth, Herald and News

1. Call to Order/Roll/Declaration of a Quorum

Chair Brown called the meeting to order at 9:35am. The Secretary called roll and a quorum was declared.

2. Consent Agenda

2.1 Approve Minutes of the June 29, 2016 Meeting

2.2 Approve Minutes of the November 15, 2016 Meeting

Trustee Peterson moved to approve the minutes of the June 29, 2016 meeting. Trustee Núñez seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

Trustee Mason moved to approve the minutes of the November 15, 2016 meeting. Trustee Núñez seconded the motion. With all Trustees present voting aye, the motion passed unanimously.

3. Action Items

3.1 Recommendation to the full Board to Recommend the HECC Approve a New Program: BS in Professional Writing

Interim Provost/Dean Maupin addressed the request from the Board to take the proposal back to the Communication Department to address mission centrality and the offering the degree as a Bachelor of Science versus a Bachelor of Arts. The proposal was also taken to the Provost's Council for consideration and comment on February 2, 2017; the Council unanimously agreed to support the degree proposal. The intent is to start the program in Fall 2017. Discussion regarding cohort size and overview of the difference in BS and BA labeling, and the requirement for a 3rd year paper to ensure students are proficient in writing. **Trustee Brown** suggested having a writing requirement to determine entrance into the program. **Interim Provost/Dean Maupin** stated there is no accreditation for this program.

Trustee Hill moved to recommend the full board recommend the HECC approve a new program: BS in Professional Writing. **Trustee Mason** seconded the motion. With all Trustees present voting aye, the motion passed unanimously

3.2 Recommendation to the full Board to Recommend the HECC Approve a New Program: Masters in Applied Behavior Analysis and Authorize Staff to Forward the Proposed Program to the Provost's Council

Interim Provost/Dean Maupin acknowledged that the complete proposal was not included in the agenda packet but it will be sent to committee members. **Professor Kessler** explained the program stating it is related to experimental analysis and psychology, and is growing in the field of autism. The intent is to meet the accreditation requirements. The program would be the first master's degree in the field in the state. And is not expected to impact the existing certification program. **Interim Provost/Dean Maupin** explained the timeline for approval at the Provost's Council and HECC.

Trustee Núñez moved to table the item to the next meeting and request the full Board defer approval authority to the Committee. **Trustee Galster** seconded the motion. With all Trustees present voting aye the motion passed unanimously.

4. Discussion Items

4.1 Update on Title IX Training

Coordinator Briggs stated the completion rates for faculty and staff is 91% and 71% for students. The Title IX Committee is looking at ways to increase completion.

4.2 Update on Proposed Doctorate in Physical Therapy Program

Interim Provost/Dean Maupin stated a consultant was hired to write the curriculum and create a budget. She is waiting for some input and will then forward the proposal to the Graduate Council and ultimately bring it to the AQ&SS Committee. A Program Director will need to be hired within six months. A Clinical Coordinator is another position that is required. Candidacy for accreditation is required before students can be accepted into the program; anticipate February 2018 to apply for accreditation. SLMC signed a letter of support and will contribute \$100,000 to start the program. OHSU would be our partner in the clinical facilities/experiences.

4.3 Update on Academic Strategic Planning

Interim Provost/Dean Maupin explained academic strategic planning started approximately a year ago; a template was created for departments to use to determine the cost of operation and enrollment figures. This is building a process to make decisions based on good data; the process will continue to be revised. **Trustee Núñez requested a copy of the draft planning template.**

4.4 Update on Provost Search

Trustee Peterson, search committee chair, stated that over 40 candidates applied for the Provost position and the search committee narrowed the pool down to 10 who will be invited to an airport interview. Finalists will be invited to campus in March.

4.5 Graduation/Completion Presentation

Director Sultan walked the committee through the data included in the agenda. On page 51 of the agenda materials the Graduation Rates by Gender figures for male and female students were transposed. **Interim Provost/Dean Maupin** explained the professional licensure and credential registry rate table and gave examples of the types of exams offered and required. **Director Sultan** explained that the employment and salary figures are representative of students who completed a survey. Discussion on cost of programs, state funding, graduate/student return on investment. **Dean Veth** discussed online student success rates. She stated there is some data she doesn't have but is working on obtaining: time to degree, ability to take classes, number of times a student needs to take a class to successful complete, evaluation standardization. **Director Conner** stated students are using Career Services more and more.

5. Other Business/New Business - None

6. Adjournment

Chair Brown adjourned the meeting at noon.



**Meeting of the
Oregon Tech Board of Trustees
Academic Quality and Student Success Committee
Teleconference
Public Listening Rooms: Mt. Bailey – Klamath Falls Campus
Room 225 - Wilsonville Campus
March 3, 2017
Noon – 1:30pm**

DRAFT MINUTES

Trustees Present:

Chair Brown (via phone)
Nicole Galster

Kathleen Hill (via phone)
Jill Mason (via phone)

Dan Peterson

University Staff and Faculty Present:

Erin Foley, VP Student Affairs/Dean of Students
MariaLynn Kessler, Humanities and Social Science Professor (via phone)
LeAnn Maupin, Acting Provost/Dean of the College of HAS (via phone)

Others Present:

Dr. Nagi Naganathan, President Designate (via phone)

1. Call to Order/Roll/Declaration of a Quorum

Chair Brown called the meeting to order at 12:05pm. The Secretary called roll and a quorum was declared.

2. Action Items

2.1 Request to Recommend the HECC Approve the New Program: Masters in Applied Behavior Analysis, and Authorize Staff to Forward the Proposed Program to the Provost's Council

Chair Brown acknowledged the presentation Professor Kessler made at the February 23, 2017 committee meeting regarding the proposed new program. **Professor Kessler** explained the new Practicum Coordinator (faculty) would be located in Klamath Falls in anticipation of building an on-site clinic and the second faculty position could be located at either campus. She clarified that the new faculty could teach undergraduate courses if there is demand and interest/expertise; the hub of the program could remain in Wilsonville or move to Klamath Falls depending on the location of the majority of students. She explained that keeping graduates in Oregon should not be an issues as the opportunity for jobs is greater in Oregon than California; she does not have information on the salary differential between the states. An applied research thesis is required in this degree because the profession is science based and students need to prove professional competency; accreditation standards require a thesis or a project similar to a thesis. External reviewers praised having a thesis but also addressed the additional workload on faculty and possible

delayed graduations. The enrollment projection is conservative estimating 15 students per year with no growth over time because accreditation is 6 years out; graduates are employable in this field without accreditation. **Trustee Brown requested staff ensure that all sites are accredited** even though it is believed accreditation is not campus based at this time. **Professor Kessler** stated there is currently no budget unit where the faculty costs would be allocated but they would be in HAS budget; the costs need to be built into FY 18 budget. There is no final decision on tenure-track faculty or 12-month non-tenure faculty. She believed the program would be pulled if it is not sustainable. Discussion regarding marketing for the university and the benefit by all programs. This would be the first program like this in Oregon. **Interim Provost Maupin** mentioned an email received this morning requesting the Committee not approve the program as it appears to not be mission centric/mission congruent and concern that the salaries at graduation are not sufficient to pay back debt.

Trustee Peterson moved to approve the MS in Applied Behavior Analysis, recommend the HECC approve the new program, and authorize staff to forward the proposed program to the Provost's Council. Trustee Hill seconded the motion.

Chair Brown requested staff address any issues the Provost's Council identifies regarding the proposal, prior to sending the proposal to the HECC. **Trustee Peterson** asked those putting together the proposal to be thoughtful of the ideas and issues discussed in this meeting in terms of how the degree will be advanced.

A roll call vote was taken and with all Trustees present voting yes, the motion passed unanimously.

3. Adjournment

Chair Brown adjourned the meeting at 12:40pm.

DISCUSSION

Agenda Item No. 4.5

Results of National Survey of Student Engagement

Sandra Bailey, Director of Academic Excellence, will give a presentation on the National Survey of Student Engagement (NSSE).



NSSE and the Concept of Student Engagement



How and why was the NSSE survey developed?

NSSE was specifically designed to assess the extent to which students are engaged in empirically derived effective educational practices and what they gain from their college experiences. Voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development. Therefore, the main content of the NSSE instrument represents student behaviors that are highly correlated with many desirable learning and personal development outcomes of college.

What is Student Engagement?

What students do –

Time and energy devoted to studies and other educationally purposeful activities

What institutions do –

Using resources and effective educational practices to induce students to do the right things

Educationally effective institutions channel student energy toward the right activities

Development of Concept of Student Engagement

C. Robert Pace (1970s)

- Pioneer of looking at the entire student experience versus just looking at test scores or grades to assess student learning.
- Explored students' academic and social experiences in college – and assessed the quality of effort students put forth in their educational experiences

Alexander Astin (Hired by Pace at UCLA in 1980s)

- Promoted theory of student involvement
- Amount of learning taking place directly proportional to quantity and quality of energy invested in educational activities

Vincent Tinto (Also in the 1980s)

- Retention model – focus on greater social and academic integration, both formal and informal processes -> greater satisfaction -> more likely to stay

Ernest Pascarella & Patrick Terenzini

- Examined impact of college experience.

Arthur Chickering and Gamson (1980s analysis of hundreds of studies over several decades)

- Good practice in undergraduate education includes: 1) Student-faculty contact, 2) Cooperation among students, 3) Active learning, 4) Prompt feedback, 5) Time on task, 6) High expectations, 7) Respect for diverse talents and ways of learning

George Kuh (1990s – idea of student engagement)

- What students do -- time and energy devoted to educationally purposeful activities
- What institutions do -- using effective educational practices to induce students to do the right things

Seven Principles of Good Practice in Undergraduate Education

- Student-faculty contact**
- Active learning**
- Prompt feedback**
- Time on task**
- High expectations**
- Experiences with diversity**
- Cooperation among students**

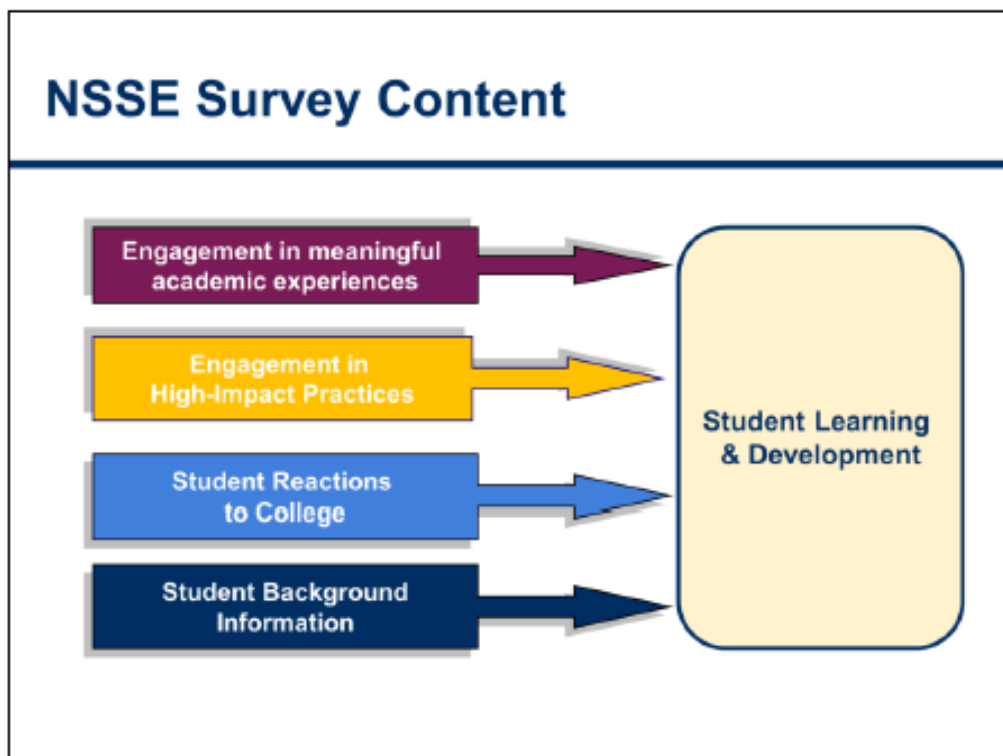


Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE: Bulletin, 39 (7), 3-7.

Goals of NSSE Project

- **Focus conversations on undergraduate quality**
- **Enhance institutional practice and improvement initiatives**
- **Foster comparative and consortium activity**
- **Provide systematic national data on “good educational practices”**





The NSSE survey asks students to report the frequency with which they engage in activities that represent effective educational practice. Students also record their perceptions of the college environment associated with achievement, satisfaction, and persistence. Then, students estimate their educational and personal growth since starting college. Finally, students provide information about their background, including age, gender, race or ethnicity, living situation, educational status, and major field.

NSSE Engagement Indicators

Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

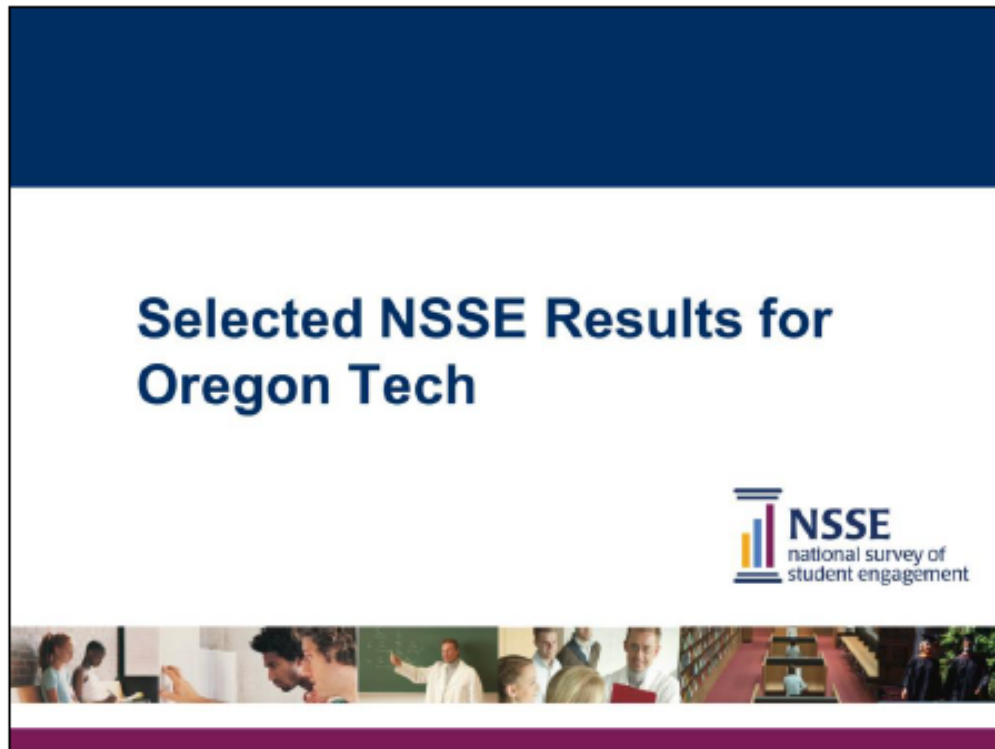
Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment



- Census-administered first-year & seniors
- Spring administration
- Multiple follow-ups to increase response rates
- Topical Modules provide option to delve deeper into the student experience (Advising and Information Literacy)

NSSE 2015 U.S. Institution Response Rates

Oregon Tech's response rate = 41%

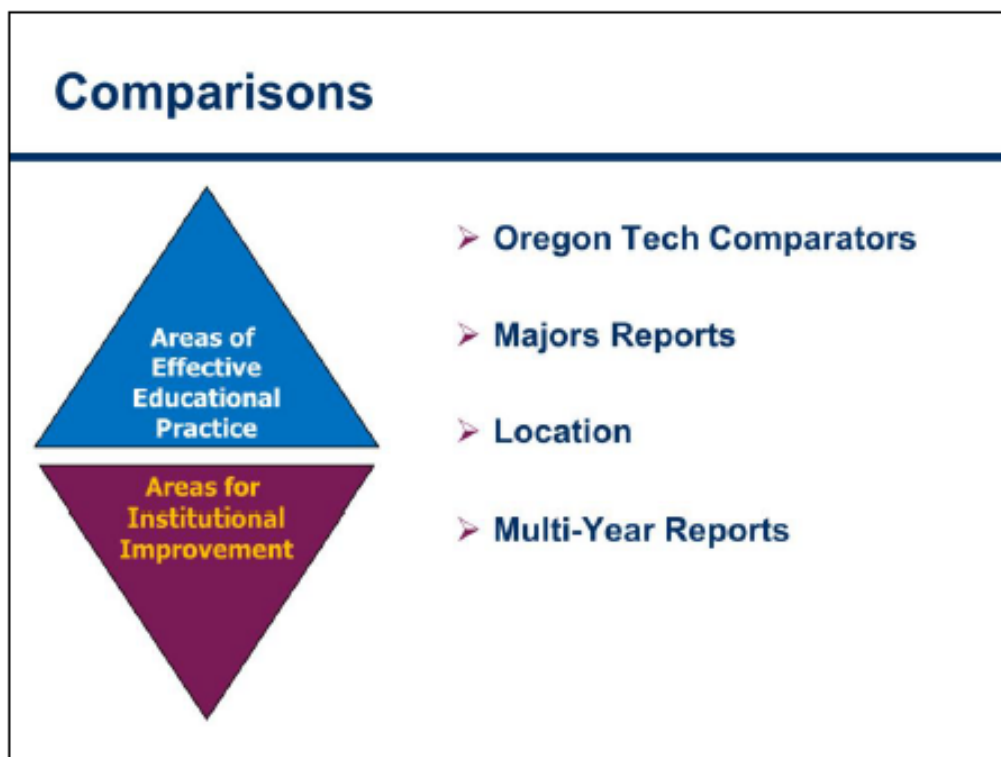
All NSSE 2015 institutions = 29%

NSSE 2015 U.S. Average Institutional Response Rates by Enrollment:

Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	242	35%
2,501 to 4,999	110	28%
5,000 to 9,999	97	22%
10,000 or more	89	20%
All institutions	541	29%

The average response rate for U.S. NSSE 2015 institutions was 29%. The highest institutional response rate among U.S. institutions was 89%, and more than half of institutions achieved a response rate of 30% or higher.

1490 Oregon Tech students were invited to participate, with **607** responding



- Oregon Tech Comparators (N=13)
 - Eastern Washington University
 - Indiana University Northwest
 - Louisiana Tech University
 - Midwestern State University
 - Savannah State University
 - Southern Polytechnic State University
 - Southwestern Oklahoma State University
 - SUNY Institute of Technology at Utica-Rome
 - University of Louisiana Monroe
 - University of Pittsburgh-Bradford
 - University of Wisconsin-Platteville
 - Weber State University
 - West Virginia University Institute of Technology
- Majors Reports: Arts & Sciences, Management, Computer Engineering, Other Engineering, Health Professions
- Location: Klamath Falls, Wilsonville, Online
- Multi-Year Reports:
 - 2009, 2012, 2015
 - Next administration 2018 (scheduled for two year cycle)

Engagement Indicators			
		1 st year	Senior
Academic Challenge	Higher-Order Learning		--
	Reflective & Integrative Learning	--	--
	Learning Strategies	▲	--
	Quantitative Reasoning	--	▼
Learning with Peers	Collaborative Learning		--
	Discussions with Diverse Others	▲	--
Experiences with Faculty	Student-Faculty Interaction	▲	--
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	▲	
	Supportive Environment	--	▲

Overall results compared to Oregon Tech comparator group for each Engagement Indicator.

Engagement Indicators: Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Contact Information



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If you have additional questions, feel free to contact Sandra Bailey in the Office of Academic Excellence at (541) 885-1915.

The **NSSE Web site** has updated information on NSSE project initiatives, background information, research, news articles, and more. On the website, you can find:

- Complete list of all participating colleges and universities for NSSE
- NSSE origins, conceptual framework, and psychometrics information
- Electronic copies of NSSE national reports
- Articles in national publications and colleges/university newspapers about NSSE
- Research articles on web and paper mode, the disengaged commuter student, using focus groups to establish validity and reliability, and more
- List of recent and upcoming NSSE conference presentations
- NSSE electronic newsletter (NSSE e-News) with updates, tips and current events