ACADEMIC COUNCIL
Texas Tech University

Meeting of September 19, 2017
1:30 PM, Library Room 309

MINUTES

Present: Dennis Arnett, Kathy Austin, Stefanie Borst, Bobbie Brown, Todd Chambers, Lora Deahl, David Doerfert, Cathy Duran, Genevieve Durham DeCesaro, Kristi Gaines, Maggie Gilchrest, Greg Glaus, Birgit Green, Jamie Hansard, Saif Haq, Melanie Hart, Annette Hernandez, Sheila Hoover, Lynn Huffman, Patrick Hughes, Sam Jackson for Cindy Akers, Darryl James, Amy Koerber, Mitzi Lauderdale, Mellinee Lesley, Ryan Litsey, Justin Louder, Pat McConnel, Garrett McKinnon, Alison Myhra, David Roach, Brian Shannon, Brian Steele, Rob Stewart chair, Vicki West, Aliza Wong

Guests: Hansel Burley, Doug Hamman, Jennifer Hughes, Sean Lewis, Avery Martinez, Brenda Martinez, Bradley Martin, Wanli Xing

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Action Items:

1. Associate Deans should contact Justin Louder to participate in a discussion identifying best practices related to synchronous (online) course scheduling.
2. Associate Deans should contact Bobbie Brown to participate in a discussion about dates associated with student major changes.
3. Associate Deans should send ideas related to and/or strategies for increasing summer enrollment to Bradley Martin.
4. Associate Deans interested in using Acalog to review and update catalog copy for 2018-2019 should contact Garrett McKinnon.

Stewart called the meeting to order and introduced guests. Thereafter, he introduced the minutes from the August meeting. Hearing no suggested corrections, the minutes were approved by acclamation.

J. Hughes discussed substantive change procedures for adhering to SACSCOC requirements. She noted that the Office of Planning and Assessment (OPA) documented decisions made by Academic Council and submitted a file to SACSCOC at required intervals. During the 10-year period ended in 2015, she noted that 51 substantive changes were reported. Since 2015, 41 substantive changes have been noted, indicating that the university is doing a better job keeping tabs on program and other substantive curriculum changes. She noted that OPA maintained information on substantive change requirements on their website (https://www.depts.ttu.edu/opa/sacscoc/substantivechange.php). James reminded those in attendance to expect between four to six months between submission of a substantive change notification to SACSCOC and the accrediting agency's response or action to the submission.

P. Hughes provided an update on the university's retention campaign. Overall, he noted retention of the Fall 2016 cohort was 84.1%, the highest level recorded by the university, and a factor in the university's record enrollment for Fall 2017. He said the near-term goal was to reach 85% retention from first year to second year for first-time-in-college students, and that the university was only 42 students short of reaching that goal for Fall 2017. He added that the more contacts a college made with students who had not reenrolled, the closer the university would be to reaching its ultimate goal of a 90% one-year retention rate.

Martin presented information on proposals underway to increase enrollment for Summer 2018, which he added was the beginning of another legislative counting session. He said ideas under consideration included revenue sharing, fee discounts, scholarships, etc. Specific ideas he shared included identifying and discounting "bottleneck" or core courses; creating a "head start" program for Summer II that would allow incoming students to begin classes early, perhaps targeting local students; possibly discounting core courses; and focusing on upper division and graduate offerings, both face-to-face and online, which could possibly be discounted. Martin added that President Schovanec wanted to form a task force to research and develop a plan to increase summer enrollment by the spring semester, and called for volunteers to serve on the task force. Those interested were asked to email Martin and Stewart.

Louder shared a presentation on eLearning's Call Center, which provided distance and online students with a single source for providing help. He said the Call Center went live in January 2017, and since that time more than 2,000 prospective students had called in. He also noted that the university had seen a significant increase in the number of students applying to online programs since the Call Center's launch, and he expected the number of students applying to such programs to grow during the coming year. Louder said the Call Center provided information regarding programs, finances, registration, etc. before passing off students to their specific department of interest. He also said the Center's Help Desk had a 97% resolution rate for calls coming in seeking technical assistance. Gilchrist inquired whether academic programs could be notified when their students have been served by the Call Center so that the program faculty and advisors might be aware of information needed by students. Louder agreed to look into how to do that.

McKinnon presented the summary of course approvals from Curriculog. Questions were raised about the prefix change for BLAW 3393 to FIN 3393, but it was explained that the Area of Finance contained the real estate concentration. It was also asked whether the IOR for FIN 3393 has a law degree, and the response was affirmative. With no further questions raised, Doerfert moved to approve the courses as presented, Huffman seconded, and the motion was approved.

Durham DeCesaro presented the program changes from Curriculog, which amounted to concentration and track changes in existing programs. The Masters of Education in Curriculum and Instruction added a concentration in Curriculum Studies and Teacher Education; the Ph.D. in Educational Psychology and Leadership added a track in Instructional Technology; and the Bachelor of Science in Multidisciplinary Studies added concentrations in Secondary Math Teacher Certification and Secondary English Teacher Certification, both to eliminate obstacles to teacher certification and address teacher shortages in Texas. After a brief discussion, Chambers

moved to approve the program changes as presented, Doerfert seconded, and the motion was approved.

McKinnon discussed the timeline for the 2018-2019 Catalog. He said a working version of the 18-19 catalog would be made available in Acalog on or around November 1 for departments wishing to edit their programs and main pages online. Word documents of programs and pages would be sent to all other departments shortly afterward. All changes to catalog content were to be due by February 28, 2018 in order to allow time for the print catalog to be exported and formatted. He added that the full 2018-2019 catalog would be live online on or around April 1, 2018.

Durham DeCesaro noted that the THECB had approved the closure of the B.B.A. in International Business, as well as approved offering the B.S. in Human Sciences at the Waco campus.

In other business:
• Stewart provided an update on the proposed single summer term code, clarifying that the university would continue to offer classes in the traditional Summer I and Summer II physical terms, as well as full summer. He noted that the main change would be in the way that the summer term would be coded in Banner, which would facilitate billing and financial aid processes. He said the implementation of the proposal for Summer 2018 is holding right now, pending review by the President, Provost, and CFO.

• Stewart reminded those in attendance regarding the requirements for independent study/research syllabi, noting that at a minimum those documents needed expected outcomes and the manner in which a final grade would be determined. This requirement excludes thesis and dissertation hours.

• Stewart also provided an update on SmartEvals. He said all paper ratings submitted by students for the Spring 2017 semester had been compared with ratings submitted on SmartEvals. Response rates for the paper questionnaire were 66.07%, while the respone rate for SmartEvals was 63.34%, which he noted were meaningfully equivalent. The question means were slightly higher for paper format evaluations than for electronic evaluations, but even though the difference was statistically significant he said they were likely not meaningful due to the extremely large sample (nearly 100,000 evaluations). Also, he noted that both sets of means were well within the "good" to "high" range, and that overall ratings were very high. Roach, followed by A. Martin, suggested a further analysis to compare ratings using SmartEvals in face-to-face and online courses, with the assumption that the face-to-face SmartEvals ratings would be more equivalent to the paper ratings all of which were face-to-face. Austin noted that systemic differences between the two sets of data would have been revealed in an error analysis, but that no patterned errors were discovered. She also noted that the SmartEval system would allow faculty to add course-specific questions in addition to the three required questions approved by Faculty Senate, though this capability was still under development. She also said that anecdotally the university was seeing more comments on the SmartEval system compared to paper evaluations, and she noted that the SmartEval system allowed students up to one week to complete an evaluation, giving students more flexibility than the traditional paper-based system.

• Durham DeCesaro said that the Talkington College of Visual & Performing Arts would be creating a holding major (VP – Undecided) for students who had not yet auditioned for a major within the college.

• Durham DeCesaro also noted that the THECB had made updates to four forms in June 2017, including those for graduate and undergraduate certificate programs, as well as doctoral proposals. She said the new forms were available on the Provost's website, but that the Coordinating Board would not allow for grandfathering of old forms, meaning proposals currently in process but not yet submitted to THECB would have to be transitioned to the new forms. She clarified that any proposals *currently* in Curriculog can be transitioned to the new forms after they move through the approval process. Proposals not yet launched in Curriculog should be transitioned to the new forms prior to their submission in Curriculog.

• Louder said eLearning had received a question about synchronous course scheduling, and as a result was creating a working group to develop a best practices document regarding the issue. He asked for interested volunteers to contact him.

• Brown called for volunteers to serve on the committee discussing the timeline for changing majors, which was needed to address problems created for student aid, military/veteran students, and athletic certification issues that arose whenever students changed majors.

• B. Martinez expressed gratitude to faculty on behalf of students who had expressed relief at the university's willingness to work with students impacted by Hurricane Harvey.

• Hart reminded those in attendance about the forthcoming Heart Walk.

With no other business raised, Stewart adjourned the meeting.