Minutes <mark>**TO POST**</mark>
DEANS COUNCIL
Wednesday, September 18th - 3:00 p.m.
President's Conference Room - Blackwell

PRESENT: John Omachonu (Chair), Marie Nicholson, Rick Cary, Joanna Pierce, Donna Parsons, Scott
             Pearson, Cathy Adkins, Bev Robertson, Marc Mullinax, Audrey Martin-McCoy, Ted Bruner, Mary
             Gilbert, and Danielle Hagerman (recorder).

1. Approval of Minutes - *Approved*

2. Online Learning Logistics – Ted Bruner
   a. Upgraded infrastructure (including wi-fi), increased capacity across campus
   b. Undergoing video/online learning testing
   c. Will soon be able to offer virtual display tech
       i. Able to access specialty programs (GIS, SPSS, etc.) from anywhere
       ii. About a year away from piloting this program
   d. Through Office 365 all students have access to the Microsoft Suite
   e. After finals, planning to offer the capability for all drives (J:, One, etc.) to be accessible off
      campus
   f. Planning to extend IT support hours to at least 7-8pm
   Marty Gilbert –
   g. Spring of 19, upgraded Moodle
   h. Testing Big Blue Button
   i. Even though Moodle is open sourced, the platform scales well (NCSU also utilizes)
   j. In reference to online learning, capacity isn't an issue – the infrastructure is in place
       i. Biggest issue will be training
       ii. Donna and Marty – looking to utilize those who took part in the Online Learning
           Consortium training to help lead seminars across campus
   k. Audrey – also looking at various assessment tools compatible w/Moodle as well

3. Dean's Updates
   a. Donna Parsons – Online Course Registration
       i. NCSARA (National level)
       ii. SARANC (State portal)
       iii. At conference, learned that most other institutions have a standard Moodle template
            that all online programs must use
            1. When student opens online course, all look the same. *NOT specifying content,
               just layout
       iv. The 2010 Online Program Policy, will use basic structure as interim process (for course
            recommendation in spring, then use entire AT to develop final policy)
            1. Will ensure quality of instruction
            2. Ensure proper training among faculty
            3. Make sure student interaction remains the same with strong support
       v. Asking Deans to review draft, send back comments/notes by Monday
       vi. This form will be used for <u>all</u> courses
   b. Joanna Pierce – Open conversation regarding student evaluations
       i. Number of faculty are upset with current evaluation process

  ii. Scott – previous evaluation program change because SPOTS system addressed mainly faculty performance, not curriculum. To counteract, new evaluation process focuses on the opposite.

  iii. John – which policy body should address this question?

    1. Marc – will found out

 c. Marie Nicholson – Variable Credit, Directed Reading, or internship course – add form

  i. Revamped form to include Deans signature

  ii. Reasoning: due to fiscal responsibilities/accountability

  iii. **VOTE: Approved**

4. Marc Mullinax – Faculty Chair Update

 a. Who should be involved in discussing change number of hours required to graduate?

  i. AAFSA is slated to look into this

  ii. Need: Deans, reps from programs that exceed 120hrs, registrar

5. Assessment Update – Audrey Martin-McCoy

 a. Findings have been submitted

 b. Audrey will meet with programs that were listed as non-compliant

 c. Assessment Committee will provide support to programs that will need to revise reports to bring them into compliance

 d. SLA Report: Part A

  i. Template is now available

  ii. Programs are asked to provide detailed yet succinct responses to these questions

  iii. Reports are due Monday, October 7th

6. Provost Office Updates – John Omachonu

 a. As of Thursday, September 19th, Danielle will be moving into the President's office to work as the Assistant. Will still assist Provost Office with administrative duties until replacement is hired.

7. Adjourn – Next meeting is Wednesday, October 2nd at 3pm in the President's Conference Room

Online/Hybrid course approval form

Course Number: Course Name:

Instructor: Department/Program:

Is this a Gen Ed course?

Is this section intended for (T)raditional students, (A)dult students, or a (B)oth? ___

Instructor approval

Course syllabus contains: a) instructions on how to get started and find course components;	
b) minimum technical skills of the student are clearly stated;	
c) course and program student learning outcomes;	
d) clearly-stated requirements for student interaction;	
e) the University Honor code;	
f) MHU's disability statement	
Students in the course are required to sign and/or upload a video-recorded (preferred method) academic integrity pledge.	
The course design includes at least one real-time video interaction between instructor and students (individually or as a class.)	
The course as a whole requires 3-4 hours of student work per week/per credit at the appropriate level.	

Instructor Signature   Date

Department chair approval

This course meets department and university standards for content and academic rigor equivalent to traditional offerings of the same course.	
The instructor of this course has been trained in online delivery and pedagogy in at least one of the following ways (please specify): • Completion of training program and a previous institution _____ • Completion of OLC Beginner or Advanced course • Completion of at least four Moodle MEC modules • Completion of at least two MHU online training seminars NOTES:	
The course content is appropriate for a course at this level.	
Are traditional sections of this course offered during the same semester?	
Briefly discuss why this course section is being offered in an online or hybrid format.	

Department chair approval   Date

Academic dean approval

This course/section is approved in the schedule.	

Academic dean signature   Date

Adapted from University of Rhode Island, 2010 Draft of MHU online course policy, Quality Matters and other sources.

VARIABLE CREDIT, DIRECTED READING or INTERNSHIP COURSE—Add Form

Student_____**ID#**_____

Year_____ TERM_____

Class _____ Section _____

Credit Hours _____

Add the above class and credit hours to the student's schedule.

_____
Supervising Instructor

_____
Department Chairperson

_____
Division Dean

This form must be returned to the Registrar's Office for registration for the internship, directed reading or variable credit course.

Deans Council Meeting
Institutional Effectiveness, Accreditation, and Assessment Update
September 18, 2019

Update on Academic Programs Assessment

On September 3, the Office of Institutional Effectiveness and Assessment, on behalf of the Assessment Committee on Academic Programs, delivered the findings of the 2018-19 student outcome assessment reports via the Assessment Rubric. The Rubric was sent from the 'Quality Assessment' MHU Outlook email account to the individual who submitted the *Student Learning Assessment Report: Part B* in May. The appropriate academic divisional dean was copied on each report.

What is a "non-compliant" assessment report?
As you may be aware, there were a few reports that were deemed non-compliant as outlined on the MHU Assessment Rubric. A score of "Underdeveloped" means that not enough information was provided to demonstrate that expected learning outcomes were identified, assessed to the extent that outcomes were achieved, and that evidence was provided of seeking improvement based on an analysis of results (SACSCOC Standard 8.2.a).

What are the next steps in addressing non-compliant assessment reports?
Programs will need to revise reports to bring them into compliance. Individuals who submitted the report will be contacted over the next few weeks and advised as to how the reports may be modified to make improvements. The goal is to have all 2018-19 assessment reports in compliance prior to the submission of our next SACSCOC Monitoring Report due April 1, 2020.

2019-20 *Student Learning Assessment Report: Part A*

The 2019-20 *Student Learning Assessment Report: Part A* template for academic programs is now available. It is revised for this academic year and programs are asked to use this updated version. This is primarily a planning template for capturing activities related to student learning outcomes that will be reported at the institutional level in the spring semester. However, this year the document serves an additional purpose.

To better address our goal of improving student learning through "closing the loop" as well as meet our regional accreditation obligations, programs are asked to pay close attention to the first four questions on the template under *Element I: Reflection on Classroom-based Instructional Modifications*. It is important that these questions be completed based on previous assessment work to document that programs are making classroom-based instructional modifications based on information learned through reflection and review of student learning. Please ask programs to provide **detailed** yet succinct responses to these questions. Programs are asked to complete and submit the report by **Monday, October 7.** Additional details regarding submission process are forthcoming. This information will be used as part of the SACSCOC Monitoring Report that will be submitted in the spring.