Academic Affairs Update

Spring 2021

ATU ARKANSAS TECH UNIVERSITY

Welcome...

New Staff in Academic Affairs

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WE MADE IT!!!

THANK YOU!!!!

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Academic Support Highlights

- Library
  - Never closed the entire pandemic
  - Partnership with OIS to increase technology offerings
- OIS
  - Ongoing foundation allows us to do what we do
  - 19,973 support ticket
  - 10,835 phone calls;
  - Increased BB usage from 30% to 100%
- Registrar
  - Processed 2300 'change major forms'; 3,304 drop/course withdrawals;1,395 transcript requests
  - Virtual Commencement (campus-wide collaboration)
  - Pass/Fail (processed 2500+)

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Academic Support Highlights

- CETL
  - 680 faculty attended teaching enhancement workshops (fall)
  - New Faculty Orientation & Academy
- Honors Program
  - 140 students served
  - University Honors Planning Group
- Academic Advising
  - 4,739 appointments for fall registration
  - 10,000+ emails
  - Virtual advising appointments & Virtual TechAdvise
- Student Support Services (SSS)
  - Grant renewal for 5-years - $1.2m
  - New grant - Teacher Prep SSS for 5-years - $1.2m
  - 140 students in both SSS programs

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Academic Support Highlights

- CCAMPIS
  - Paid childcare for 35 single parents attending ATU
  - Working with 24 childcare facilities
- Veterans Upward Bound
  - Served 125 participants in 10 county radius
- Upward Bound
  - 65 Students in Upward Bound Classic
  - 62 Students in Upward Bound Science & Math
- Career Services
  - 1,110 appointments (AY 2019-20)
  - 1,717 students attended 7 career fairs (2019-20)

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Academic Support Highlights

- Sponsored Programs
  - Undergraduate Research: 13 awards - $27,185
  - Amount funded increased $6m+ from previous year
- Assessment
  - HLC Comprehensive Evaluation
  - ADHE Program Reviews
  - Works with all units across campus
- APEX
  - 1263 appointments for assistance with classes
  - 73 Academic Coaches volunteered to assist 95 students

Need a Signature?

- Accreditation Fee Invoices
- Applicant Travel Requests
- Budget Transfers
- Check Requests
- Course Schedule Changes
- Grade Changes
- Institutional Membership Invoices
- P-Card/T-Card Logs
  - Must be accompanied by all receipts
- Travel Requests

Please send all forms requiring the VPAA signature to the Academic Affairs email (academicaffairs@atu.edu).

Academic Accomplishments

Academic Accomplishments

- Link will open January 2021 to submit academic accomplishments (https://www.atu.edu/academics/faccomplish/index.php)
- Please make sure all submissions have the following:
  - Complete information for the entry including Volume, Page Numbers, and Publication Date (not date *accepted*)
  - If submitting a link, ensure link can be accessed by anyone and does not require a password
  - Send email to Academic Affairs (academicaffairs@atu.edu) with an updated photo

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COB Ethics Speakers

Beth Bygum, Chief Security & Compliance Officer for Acxiom

February 3, 2021
12:00-1:00 pm

Beth has more than 25 years of experience directing programs related to information security, risk management, IT compliance, information governance and IT training.

_____

John Maxwell, New York Times best seller Author and Speaker

February 17, 2021
11:00 am-12:00 pm

John is a top leadership speaker, author, and entrepreneur. His philosophy is that "everything rises and falls on leadership" motivates his every endeavor to help individuals reach their highest potential.

https://www.atu.edu/business/cobevents.php

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President Bowen's Spring 2021 Update

- Monday, Jan. 11 @ 2:00 p.m.

- Tuesday, Jan. 12 @ 10:00 a.m.

  - See OneTech announcement for registration link
  - Advance registration is encouraged

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General Education Updates

- Purpose
  - Address areas of improvement identified in Spring 2020 ADHE external review of General Education (GE)
    - GE @ ATU is currently a collection of content courses
      - Not viewed as a program designed around transferrable skills; faculty and department heads (DH) envision GE courses in the same way as courses within the major
  - Incorporate the GE civic engagement goal into the GE curriculum
  - Incorporate diversity and equity throughout the GE curriculum
  - Revise goal for assessment practices to be curriculum-wide vs course-specific

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General Education Updates

- Significance
  - A GE program defines a university's values and core beliefs
  - A GE program is a way to build university and faculty identity through curriculum
    - GE can serve as a way to distinguish ATU
      - Integrate technology component into the GE curriculum
  - HLC and ADHE expect regular revisions of a GE program; the last significant revision of ATU's GE program was 30+ years ago

- Ongoing assessment and documented improvement of GE goals

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General Education Next Steps

Spring 2021
- Updating and Defining GE Goals (Phase 2: Spring 2021)
  - Each academic department generates a list of GE goals and rationale
    - Response form due from departments -- January 20th
    - Form sent to all department heads early December
      – Available on General Education website
      – "Program Review" > "Program Review Phases" (https://www.atu.edu/generaleducation/)
  - Compile feedback to create a revised set of GE goals
- Campus-wide workshop to share easy ways to incorporate civic engagement into GE courses

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General Education Next Steps

Spring 2021 (continued)

- CETL diversity badge system for faculty to learn ways to better incorporate diversity and equity into every GE course
- Curriculum-wide assessment of Goal 3: Apply the Value of the Arts and Humanities
  - Courses: ENGL 2003, 2013, 2023, 2173, 2183, AMST 2003, HIST 1503, 1513, 1543, TH 2273, JOUR 2173, ART 2123, MUS 2003
  - Rubric available via department heads, or on GE website under "Assessment"
  - Assignment artifacts due from above sections by April 1

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GE Program Review Timeline

- **Phase 1**: Fall 2020—Faculty Workshops to Discuss Gen Ed Program Review and Gather Feedback
- **Phase 2**: Spring 2021—Determine Revised List of Gen Ed Goals Based on Faculty Input & Devise Assessment Rubrics for Each Goal
- **Phase 3**: Fall 2021-Spring 2022—Realign Gen Ed Curriculum Based on Revised Goals & Determine Goal Assessment Methodologies
- **Phase 4**: Fall 2022—Revised Gen Ed Program Presented to the University for Implementation
- **Phase 5**: Spring 2023-Fall 2023—Phase in Revised Gen Ed Program and Curriculum

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General Education Resources

- See GE website for resources and to stay current:
  - https://www.atu.edu/generaleducation/
    - Note: All GE courses objectives and common syllabus requirements now available on the GE website under "Course Objectives"

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Opportunities to Get Involved

- Advising
- Course Rotations
- Common Graduate Research Course
- Search Committees
  - Faculty Recruitment / Hiring / Retention
- Mid-Career Faculty Development
- Curriculum
- Others…

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Advising

- Q1: What is working well?

- Q2: How can we improve advising experience for students?

- Q3: What can the institution do to help you?

- Q4: Techniques or examples to consider

- Q5: Interest in a working group

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HLC Accreditation Visit

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HLC Accreditation

- Leadership
  - Steering Committee Chair: Jeff Robertson
  - Criterion Chair 1: Hanna Norton
  - Criterion Chair 2: Jeff Robertson
  - Criterion Chair 3: Erin Clair
  - Criterion Chair 4: Christine Austin
  - Criterion Chair 5: Deborah Hunter
  - Federal Compliance: Jason Warnick & Thomas Pennington
  - Ozark Multi-Campus Report: Bruce Sikes
- Results

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Higher Learning Commission: Eighteen (18) *Core Components*

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.
1.B. The institution's mission demonstrates commitment to the public good.
1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.
2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.
2.B. The institution presents itself clearly and completely to its students and to the public.
2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.
2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.
3.A. The rigor of the institution's academic offerings is appropriate to higher education.
3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.
3.D. The institution provides support for student learning and resources for effective teaching.
4.A. The institution ensures the quality of its educational offerings.
4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.
4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.
5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.
5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.
5.C. The institution engages in systematic and integrated planning and improvement.

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"Grading" the Core Components

HLC	Academic Translation
Met	Pass
Met with Concerns	Incomplete
Not Met	Fail

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Higher Learning Commission: Eighteen (18) *Core Components*

ATU's results: 17 PASS, 1 INCOMPLETE

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Areas of Concern to Address (Mentioned in Report but Not Cited)

- Ethical Use of Resources
- Program Learning Outcomes
- Correspondence Courses
    - ATU is not authorized to offer correspondence courses
    - Title IV eligibility at risk not to mention a hefty fine
    - Minimum expectations for teaching online/MT 99 beginning fall 2021 – TT2OL / eTech Certification /
- **Documentation is Critical**
- **Closing the Loop is Essential**
- Assessment

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Online Courses / MT 99

- "Regular and Substantive" Interaction differentiates distance learning and correspondence education
- Distance learning courses:
    - Interaction initiated by the instructor
    - Initiation of interaction must be regular and frequent (weekly)
    - Interaction must be meaningful or of an academic nature
    - Interaction initiated by qualified academic faculty
- Examples:
    - https://www.atu.edu/cetl/docs/ATU_Online_Quality_Guidance_Fall_2020.pdf

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Acknowledgement

- Houston, we have a problem?

- ADHE (7) / Specialized Program Accreditation (8)

- Assessment – Curricular, Co-Curricular, & General Education

- WEAVE

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Gifts and Gaps from HLC Accreditation Visit

- Forums demonstrated positive and broad participation in student learning, but …
  - We have gaps.
  - We cannot claim our students are learning unless we can prove it.
  - Intentional and consistent planning and data collection will improve student learning.

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ATU Accreditation Timeline
Open Pathways Cycle

2021-22
2022-23
2023-24   2024-25   2025-26   2027-28
                                  2026-27   2028-29
                                  2027-28   2029-30   2030-31

Prepare Assurance Filing (Year 1 - 3)   Assurance Review (Year 4)   Quality Initiative Proposal (Year 5 - 7)   Quality Initiative Report (Year 7 - 9)   Comprehensive Evaluation (Year 10)

Student learning assessment
begins with the end in mind.

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Improving Student Learning Assessment

SPRING 2021 - FOCUS AREAS

Program Learning Outcomes (PLOs)	• Student Learning Assessment Committee: Conduct an audit of PLOs on the Academic Assessment website **(Spring 2021)** • Assessment Office and/or Student Learning Assessment Committee: Work with departments/degrees that need an update of PLOs or differentiation of PLOs between degrees **(Spring 2021)**
Curriculum Maps	• Departments will create a current Curriculum Map illustrating where each PLO is Introduced, Reinforced, or Mastered (resources on curriculum mapping of program learning outcomes available from Assessment Office) **(End of Spring Semester 2021)**
Co-Curriculum Opportunities and High Impact Practices (HIPs)	Email survey sent to departments **(Due March 1)** to: • Identify co-curricular opportunities (performances, shows, honorary societies, competitions, leadership opportunities, student employment, etc.) available to students in each program * A first step toward comprehensive assessment of co-curricular student learning by both academic and academic support units • Identify HIPs (community service/civic engagement experiences, internships, study abroad/away, capstones, student research) offered in degree curriculums.

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Improving Student Learning Assessment

SPRING 2021 - FOCUS AREAS

Evidence and Documentation	• Aggregate findings should be entered into Weave, but supplemented by any completed and redacted rubrics, worksheets, and/or copies of examinations etc. • Agendas/Minutes of Assessment and/or Curriculum Committees meetings should also be added to the Project Attachments in Weave to provide backup evidence of all processes and data.
Annual Assessment Reports	• Starting this spring, data will be collected on at least one current student learning outcome by **April 1** (subsequent years will require 2 PLOs) • Findings discussed by departmental faculty with documented reflections and plans for improvement on results all entered in Weave no later than **April 16.** • Annual assessment should be complete in Weave by end of each spring semester (~**May 6**) for review by department head, dean, Assessment Office (following summer) and VPAA (following fall).
NSSE	• During **Spring 2021,** the Assessment Office will be administering the National Survey of Student Engagement (NSSE) to freshman and seniors. Students will receive email invitations (with incentives) from March 1 - April 5. Please encourage students to complete.

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Well-Being Series

• Schedule: https://www.atu.edu/cetl/wellness.php

• CETL Well-Being Badge
  • Blackboard organization site: "Faculty/Staff Well-Being Series"

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Make a Choice to Make a Difference

- **Reflect & Reset:**
  - Course Rotations,
  - Degree Mapping,
  - Assessment of Student Learning,
  - Currency of Curriculum,
  - General Education Revision,
  - Enhancing Teaching
- **Rebound:**
  - Increase Retention
    - 50 students don't return we lose ~ $278k/year
    - 10 students don't return we lose ~27k/semester

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Reflect, Reset, Rebound

- We have learned a lot and will continue to learn (**Reflect**)!
- We will use what we have learned to **reset**!
- We are **resilient** and will use this opportunity to reflect, reset, and rebound!

- **Stay safe**
  - Wear a Mask
  - Maintain 6-feet distance
  - Sanitize Hands
  - Balance Work and Downtime

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