

PROVOST'S COUNCIL  
February 23, 2021  
Minutes

The Provost's Council met on Tuesday, February 23, 2021 from 8:30-10:00 a.m. via Zoom. Those present were Austin Agho (Chair), Andy Casiello, Paul Currant, Tammi Dice, Gail Dodge, Annette Finley-Croswhite, Renee Felts, Stuart Frazer, Giovanna Genard, Nina Gonser, Kate Hawkins, Kiran Karande, Jonathan Leib, David Metzger, Renee Olander, Tisha Paredes, Brian Payne, John Sokolowski, Narketta Sparkman-Key, Ben Stuart, Bonnie Van Lunen, and Robert Wojtowicz. The following agenda items were discussed.

1. The November 24, 2020 minutes were approved.
2. Experiential Learning Work

Brian Payne discussed the work of the Task Force to design the future of experiential learning at ODU. The goals are to enhance experiential learning at ODU and better prepare students for future careers. Activities of the Task Force include the following.

- Monthly design thinking meetings with members of the Task Force
- An exhaustive review of current experiential learning activities
- Surveys of relevant stakeholders
- Focus groups with students, employers, and officials involved in experiential learning
- Development of an ODU-informed experiential learning glossary
- Identification of a structured pathway for experiential learning and career development
- Creation of a faculty/staff experiential learning development program
- Creation of a vision and strategic plan for experiential learning at ODU

Dr. Payne shared the draft Strategic Plan and goals developed by the Task Force and asked for feedback. It was suggested that a list of the various ways to gain experiential learning would be helpful.

- Goal 1: Ensure each student is aware of, prepared for, and able to complete multiple impactful experiential learning opportunities that contribute to their academic, personal, and professional growth.
- Goal 2: Increase faculty (T/R & AP) and staff experiential learning competence and self-efficacy in order to provide course-based and co-curricular experiential learning opportunities for students.
- Goal 3: Develop effective and efficient infrastructure to support experiential learning opportunities within programs, departments, and across campus, as well as with external partners.

- Goal 4: Strengthen community relationships to cultivate experiential learning opportunities for students and foster the integration of experiential learning into courses, programs, and campus initiatives.
- Goal 5: Develop and expand curricula capacity around experiential learning.

SCHEV requires that the Strategic Plan be approved by the Cabinet. Dr. Payne anticipates presenting the Plan to the Cabinet in March.

### 3. Update on SACSCOC

Tisha Paredes provided an update on the SACSCOC Reaffirmation process. SACSCOC representatives will be on campus April 17-20, 2023. Fourteen reaffirmation committees have been gathering evidence and drafting narratives. The evidence report form is due March 1, and narratives for each standard are due April 1. She noted the following areas of concern.

- Academic Assessment
  - Not using the data for improvement
  - Data not collected due to COVID
- Distance Learning
  - Ensuring we are offering AND assessing programs and services for students both on and off campus
- Faculty and Faculty Credentials
  - Writing appropriate justifications for use of part-time faculty and how experiences or degrees align with course(s) taught
- Administrative Assessment
  - Some units are not assessing themselves (no reports)
  - Some units are not reporting findings annually

Dr. Paredes informed the group that they may be asked to help with one or more of the areas of concern. She also noted that Institutional Effectiveness & Assessment will not be able to be as responsive over the next 18-20 months due to the Reaffirmation process.

Dr. Paredes also provided an update on the work of the QEP Committee. She presented the results of the surveys sent to administrators, alumni, full-time and part-time faculty, staff members, and students. One of the survey questions provided categories and asked respondents to identify three areas of student learning in which ODU students need the most improvement. The top three areas identified by each survey group were presented

to Council members. Faculty, staff, and administrators have been asked to develop Mini-Proposals linked to one of the themes identified to help improve student learning.

#### 4. DFWI Rates

Tisha Paredes presented the overall DFWI rates and the rates for freshmen only for fall 2020. The DFWI list is comprised of courses with more than 100 students enrolled that have 30% or more of the students receiving a grade of D, F, W, or I. She noted that courses that have not appeared on the list since 2007 appeared for fall 2020 with the only difference being modality. She suggested that we consider the following moving forward.

- Provide clear expectations for students, especially those in online classes.
- Find ways to embed support for students, especially in online classes.
- Consider the degree to which online courses should be available to freshmen.

#### 5. Academic Assessment Report Update

Tisha Paredes gave an update on academic assessment. Twelve faculty from all colleges reviewed the 2019-20 assessment reports and made recommendations. The expectation is that each program will identify expected outcomes for student learning, measure the extent to which students attain these outcomes, and use the data for improvement (actions). Programs are expected to have one action every three years.

As a result of the review, programs were grouped in three categories.

- High Priority – Programs that do not have evidence over the past two years that any modifications have been made.
  - Individuals in these programs will be asked to attend a workshop.
  - Four workshops will be scheduled in March.
  - Weekly updates on attendance will be provided to the Associate Deans.
- Medium Priority – Programs that need to clarify the connection between the student learning outcomes, the assessment results, and their modifications.
  - Individuals in these programs will receive an email and have access to online resources provided by Institutional Effectiveness & Assessment (IE&A) and may meet with staff from IE&A.
- Low Priority – Programs have documented modifications based on assessment results with a clear connection to improving the student learning outcomes.

Dr. Paredes asked the Deans to communicate with programs in their college and ask that plans to make improvements be completed by September 30, 2021.