

November 2017 Associate Deans' Meeting Notes

Tuesday, November 28, 2017

1:00-2:35 pm

Attending: Todd Primm, Scot Mertz, Ruth Chisum, Marcus Gillespie, Debra Price, Sandra Stewart, Kurt Jesswein, Jannah Nerren, Rick Bello, Holly Miller, Wayne Barrett, Brian Miller, Emily Roper, Roseanne Keathley, Glenn Sanford, Chris Maynard, Mary Robbins, Stephanie Fors

PACE Update (Todd Primm, PACE)

- Teaching & Learning Conference
 - This year's program had record attendance, including faculty from five different institutions (SHSU, SFA, UH, Lone Star, Lamar), invited in an attempt to regionalize the program
 - Next year's program keynote speaker has been secured: Claire Major, and the date set by CAD for Thursday, 20180816
 - Also, some other dates to put on your calendar:
 - New Faculty Investment = 20180813 (M) & 0814 (T)
 - College events/training/meetings = 20170817 (F), 20180820(M) & 20180821 (T)
 - First day of fall 2018 = 20180822 (W)
- PACE Newsletter
 - Monthly newsletter, distributed using MailChimp, current subscription of 170
 - All Deans are on the subscription list; to join, contact Todd
- Faculty Writing Circles
 - Support for faculty scholarly writing; for this year, there are 6 circles made up about 30 faculty; this semester PACE expanded writing retreats – 5 have been held this semester
 - ORSP attended the last retreat to discuss proposals, IRB, etc., and will likely be added to future events
- Pathfinders Scholar Program
 - Mentoring program for first-year full-time faculty has expanded over the four years of existence
 - 8 in the first year, 16 in the second, 24 last year, and 24 again this year
 - The program is set up to not compete with department-level mentoring programs; faculty members are partnered with tenured faculty outside of department
- ACUE (Association of College & University Educators) Effective Teaching Practices Program
 - This national program has 25 modules, with completion yielding a certificate endorsed by ACE (American Council on Education) [binder of materials passed around for review]
 - PACE is providing workshops and events in conjunction with the topics covered
 - Initial cohort is 30 faculty; they should complete sometime in Spring 2018 ("April-ish")
 - It's nearly impossible to participate in this program without changing your teaching methods and habits, based on how the sections are taught
 - Mary Robbins offered that a math educator shared recently some great comments about the program – they were learning new things & how to incorporate them into the course

- TIGs (Teaching Innovation Grants)
 - Grants provided to faculty groups of 2-5 members, for proposals for some sort of innovation linked to evidence-based high-impact practices
 - This program is semi-modeled on grants that ORSP provides, with an emphasis that teaching is a scholarly activity – these proposals should spur improvements
 - 19 proposals received; funding originally was only available to 4, but secured for 10
 - Timeline: Planning this semester (201780), Implementation next semester (201820); Then after implementation, groups will share across campus – workshops, at TLC, & other venues
- Teaching Assistant Certification Series
 - This program is for graduate students, on a volunteer basis
 - Comprised of a series of workshops, and also includes an evaluation of their teaching philosophy, and an evaluation of their teaching practice
 - 12 completed all components last year; closer to 20 should complete this year
 - Graduate Studies is managing much of this program

Q&A, Additional Comments:

- **Is there a way to complete or participate in ACUE individually or self-paced? Thinking of returning-to-teaching faculty; possibly for an individual or department.**
 - ACUE runs the program on a cohort model, as a best practice. In the future, we could possibly run multiple cohorts.
 - This year, there were 49 applicants, culled to 30 participants this year; each person not selected for this year's program is on a waiting list for next year; the cost per participant is \$1250, so that is a factor.
- **What are the criteria for selecting, especially with so many applicants?**
 - There were no sharp distinctions or hard & fast criteria used. Todd contacted and invited select faculty first (e.g., courses with historically high DFW rates, courses with large Freshman populations, etc.), and 9-10 of that group signed up; after that, participation was opened up to everyone. Slots were distributed among the disciplines.
- **Is 30 the largest or maximum size cohort?**
 - The cap would have to be discussed with ACUE, which sets the cap; or, we could consider having multiple and possibly smaller cohorts.
 - Each cohort has an institution-facilitator and an ACUE-facilitator. The ACUE person assigned to the cohort helps with assessing reflections and such, leaving the University facilitator as cheerleader.
- Mary Robbins offered this is a good model for improving online instruction, if you have faculty not doing well in online teaching, going through this process may help in that type of teaching.

CPOS (Course Program of Study) Presentation (Scot Mertz, Enrollment Management)

- [Presentation attached, pages 08-15](#)
- Scot also covered some additional points:
 - Developmental courses – do qualify for FinAid, up to a certain number;
 - Repeat courses – do count – if the student needs a higher grade, per their degree requirements;
 - Stem work – does count, for specific programs/situations;
 - University 1301 – will count, if it is on the degree plan, and/or used as an elective;

- Honors – FinAid is working with Dr. Bell on rearranging the seminar hours so they are more balanced throughout plans instead of stacked in one or two semesters;
- Dissertation and thesis hours with unscheduled research – will count, if the unscheduled research is listed on the degree plan; and graduate students have more leeway with only taking three hours that qualify for FinAid – in a summer term;
- Minors – courses to complete a minor need to be listed on the degree plan; declaration timing will become more important;
- These will need to be addressed as part of the entire CPOS process:
 - Substitutions – these need to be done on the front end instead of after the fact;
 - Change of Major – especially as relates to disbursement and degree plans;
- Specific programs that will need to be reviewed, revamped, updated:
 - Masters programs with undeclared concentrations;
 - Majors that require a minor = minors **must** be declared at the time of advising;
 - Majors that require a concentration = concentration must be declared at the time of advising.

Q&A, Additional Comments:

- **Is there a communication plan for the students?** It's a work in progress; we're checking with the five schools in Texas working through their processes right now – and each are doing things differently. We'll be looking at spring registration data to help drive the communication plan.
- There obviously has to be a high level of alignment between DW and what the advisors are saying, but also with the departmental pages, since students go to the website first, so those will have to be updated & accurate. (Ruth Chisum)
- It was extremely helpful for Scot to come to visit with the graduate programs office, to help understand that FinAid wasn't just being mean to the students, and that communication and advising to students needs to be different. (Debra Price)
- **What about independent studies?** They will have to be included on the degree plan. Again, substitutions need to be put in on the front end – during advising/registration.
- How will we accommodate Changes of Major? If a new process isn't in place by the Feb 15 deadline? (start of summer/fall advising?). This is a charge to this committee – to help figure out how to get that done. We'll not have much time, once we get the spring registration data at the end of January (will have only 2-3 weeks to work out details).
- Of note, CPOS is not retroactive – it does not look back at history, unless aid disbursement hasn't completed. This may affect timing, may prompt a short freeze on processing changes of majors.
- Scot has spoken to the SAM Center advisors multiple times, and they are working on getting the word out through the professional advising staff. Faculty advisors may not have all the details on CPOS. A couple of advising "training" sessions will be scheduled for mid-to-late January – faculty advisors really need to attend. (Mary Robbins)
- This process will also clean up "ghost" advising and majors.
- The onus of implementing CPOS is truly on advisors and academics.
- We're being forced to get this done, to comply with federal law, but these changes are all good.
- **Will there be/Is there resistance by the Deans to making changes to the 2.0 GPA requirement for Change of Majors?** There has been some, but it shouldn't be too hard to overcome.
- Additional challenges to be addressed:
 - Addressing programs with specific requirements (Education, Nursing; maybe others);
 - Automating processes and routing as much as possible;

- Eliminating forms that go into the ‘black hole’ of routing;
- Ensuring there are backup plans and access for those faculty who leave for summer, or are “the only” advisor who can perform specific advising, substitutions, etc.;
- Developing streamlined processes that are consistent across colleges.
- Suggestion: Since the ADs complete suspension paperwork, create policy/process for the ADs so the student is advised by the right college/AD, instead of going to the college they’re going to have to leave – to route them to the college they want to move to? CPOS and timing of ensuring courses the students take are on their degree plans makes it an even more critical issue for the student to move to a different major.
 - A student who is on suspension should have to apply for readmission – and specifically, to the college to which they want to be readmitted;
 - The student should have to make an appointment with the AD in the college for the department they want to transfer into;
 - Notes on the interaction with the student also need to be captured in DegreeWorks.
- Please talk about these issues with your Deans to help streamline and facilitate CPOS implementation and the needed policy/process changes. (Mary Robbins)

New Online Student Attribute (Ruth Chisum, SHSU Online)

- *Handout attached, page 16*
- In spring 2016, a committee was formed to look into the fact that there’s no indicator for a fully-online student. With no attribute, code or other identifier in Banner, there’s no way to get a clean list of those students.
 - This data is needed across the institution, though, for different reporting and compliance needs.
 - There is a system in place to get this done, but not enough visibility into students who really are truly online, and especially with transitions of students from face-to-face to online programs.
 - Requirements such as immunization forms and other data may be out of compliance if a student starts as online, and then switches to face-to-face courses.
- As per the handout, this work is well into the implementation phase now, having researched other schools and how they capture this information. What we have done/are doing is:
 - Added a question to Apply Texas app for student to self-identify as “online”;
 - Adding an attribute for an “online-only” student to be stored in Banner;
 - Developing ways to verify that the student’s original intent of completing fully online is being done by the student;
 - Specifically, IT@Sam is coding the attribute in Banner so SHSU Online can run verification reports; and to provide alerts for specific scenarios;
 - Adding a question to the pre-registration survey; to go into effect in fall 2018;
 - Discussing whether a change of major or change of curriculum report for students to self-report modality switches could also be used or helpful;
- These measures will capture new student data, but no plan yet for retroactively updating or capturing this information.

Q&A, Additional Comments:

- **How is fully online defined?** The state defines fully online as any program/degree plan offered at 85% or more online.

Progress Report Policy (Stephanie Fors)

- Over the Fall 2017 semester, the Academic Success Center rolled out Progress Report Campaigns electronically using My Success Planner. We used all DEV Math instructors and volunteer faculty for ENGL-1301 and MATH-1314, 1324, and 1332 courses.
- The DEV Math campaign and outreach was handled slightly differently, so is not included in this update.
- We sent four English faculty and seven Math faculty the links to the form to complete, via email, for each course section taught. Faculty were asked to identify students as At-Risk for failing the course based on either Course Progress or Attendance Concerns. Reports on students with Attendance Concerns routed to the SAM Center Mentoring staff for follow-up, and students with Course Progress issues were reported to the Academic Success Centers – Writing or Math – for follow up.
- Both ASC Centers provided information (via separate methods) to the identified students to schedule appointments or to drop in for assistance. We have limited results at this time, and of course, no grades to help analyze whether identifying these students accepted assistance – or to what extent we could possibly correlate whether any assistance had any effect.
- Faculty who participated were surveyed as to their experience with the process, and the results were overwhelmingly positive, as far as ease of use and the amount of time to complete.
- We would like to expand the Progress Reports to all sections of ENGL-1301 and MATH-XXXX courses for Spring 2018. If we aren't able to expand to all courses, at a minimum, we would like to expand the outreach to additional faculty in both departments, with the goal of required Progress Reports for all ENGL-1301 and MATH gateway courses implemented in Fall 2018.
 - Chris Maynard and Stephanie plan to visit with the English and Math Department Chairs, Dr. Holt and Dr. Blevins, about the process and in obtaining their thoughts on and support of this expansion.
- Also, we would like to implement these earlier in the semester – by week four-five, if at all possible, after discussion with the department chairs. This will allow the Centers more time to reach out, follow up, and to provide support to at-risk students earlier in the process.
 - We anticipate having more intensive outreach & follow-up efforts by the Academic Success Centers, at a time when new ASC leadership is coming on board.
- A couple of other items of note in moving forward will be to identify:
 - How large we intend to scale this program – are the other gateway courses where we can gain student success with identification and intervention – and the milestones and timeline for doing so;
 - With expansion, a policy/process for other departments/programs/areas to request use of this program (e.g., cheerleading, rodeo team, other school-sanctioned programs, etc.); and
 - Who will own this program, and documenting ownership, processes, etc.
- We may be stacking too many last-minute tasks on the adjunct faculty – and this will affect many of them, especially in English. Please take that into consideration, and if we are going to expand the programs in the Spring semester, get the information out to them before the break if at all possible. (Glenn Sanford)

Course Scheduling Survey (Stephanie Fors)

- *Copies of the survey with all results are available – request a copy from Stephanie*
- Mary Robbins provided a little background, that in working on a course scheduling policy, it was mentioned that we hadn't asked the students, so we did.

- We conducted a survey, created in Qualtrics and sent via text using My Success Planner, to a sample of 2500 students selected from all Freshman, Sophomores, & Juniors enrolled this Fall.
 - The population was just over 12500, but the numbers may not add up exactly as double-majors were counted in both colleges.
 - Responses were collected anonymously. Students were sent a text one week, and a reminder the following week.
 - Overall, the response rate was 17.6%, not including a handful or “please take me off your list” responses.
 - The numbers weren’t exactly distributed among colleges, but they were very close. The deviation among the samples by college ranged from zero to less than a half percent.
 - The numbers on responses among the samples of self-reporting by colleges was also close, but with a slightly larger margin, between 3.5-5%. (More COE students responded, percentage-wise, than COSET students, based on how many surveys were sent out.)
- Questions ranged from satisfaction of SHSU course selections and availability, to preferred days/times (early morning, late afternoon/evening, or weekends), to specific times on weekends (ranging from Friday evening to Sunday evening), to location (main campus, TWC, or neither). Of note are these questions and selected responses:
 - I rank my satisfaction of SHSU course selections and availability or at least satisfied with what they can find = as 68.42%
 - If courses were offered or available only on the following days/times, I would prefer to take early mornings (starting before 9:00 am) = 55.60%
 - If courses were offered or available only on weekends at the following dates/times, I would prefer to take courses on Friday afternoons (between 3:00 pm-6:00 pm) = 34%
 - And, for both questions on location for wither daytime or evening classes, the main campus was the lead answer.
- Results of the survey have been provided to the Office of the Provost.

Q&A, Additional Comments:

- This semester we had a Friday evening class at TWC. We have to staff the entire building for that, so if you want to try out a Friday evening class, let Chris know!

Bookstore orders (Chris Maynard)

- *56-page spreadsheet detailing courses without books listed sent as separate attachment*
- There are still a large number of Spring 2018 courses for which faculty have not assigned textbooks. While faculty are not required to assign them, if they intend to, they need to get the book lists to the Bookstore so they have time to stock.

Q&A, Additional Comments:

- **Do we have any historical information, such as - this course usually has a book assigned, but hasn’t yet been turned in for this semester?** Not at this time; and a lot of the courses may be independent study or otherwise not have an assigned book, etc.

Final Exams at TWC (Chris Maynard)

- Carolyn Martinez is sending out an email to faculty teaching at TWC with the final exam schedule, and a reminder to please use the official schedule, so one faculty doesn’t end up taking a classroom away from another faculty who has a final exam scheduled during that time.

Other Business, Announcements & Next Meeting Notice

- Sandra Stewart asked about discussing how to address suspensions, based on an email prompt from Ann Theodori. Responses were due to Ann yesterday, so they haven't been compiled yet.
 - Difficulty in getting students to be advised if grades haven't rolled yet; and, sending emails to students on 12/20 really isn't feasible. What to do if students don't meet the deadline for being advised?
 - How to "transfer" the student from one college to another – which is generally needed, since they are struggling with poor grades in a field in which probably isn't a good fit
 - Current policy & practices for Change of Major is under review with the Deans – refer the student to the college for which they want to transfer to see that Associate Dean for advising; reiterate the need for change – and a standardized process – with your Dean
- With Ann Theodori accepting the Executive Director of the SAM Center position, we needed to fill her position. Mary Catherine Breen starts with the Spring semester, coming to us from SFA.
- The new Dean of College of Health Sciences position has been filled – Rodney Runyan is coming from Texas State; his home discipline is in Family & Consumer Sciences.
- The VP of Research position has also been filled; Chad Hargrave has graciously accepted, effective immediately.
- **What is the process for waiving out-of-state tuition rates?** It used to be performed by this committee. Send requests to Mary (Sandra and Kurt each have one request).
- Emily Roper is transitioning to the department chair of Kinesiology; her replacement as AD is in the works and will attend the next meeting.
- **December (19) meeting is officially cancelled – see you next year!**



Course Program of Study (CPOS)

NEW FOR AID YEAR 2018-2019



What's New

- Beginning Academic Year 2018-2019 Financial Aid must review **and only pay financial aid (federal aid programs) for courses that count towards a student's degree.**
- This regulation has been in place, we must ensure we are compliant.
- Please make academic advisors aware as they assist students in selecting classes.
- We will communicate with academic advisors and students regarding the monitoring of courses towards a students degree



Regulations

Title 34: (Education) Part 600 (Institutional Eligibility under the Higher Education Act of 1965) Subpart A—General §600.2 Definitions.

- *Regular student:* A person who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

Title 34: (Education) Part 668 (Student Assistance General Provisions) Subpart C—Student Eligibility §668.32 Student eligibility—general.

- A student is eligible to receive Title IV, HEA program assistance if the student either meets all of the requirements in paragraphs (a) through (m) of this section or meets the requirement in paragraph (n) of this section as follows: (a)(1) (i) Is a regular student enrolled, or accepted for enrollment, in an eligible program at an eligible institution;

2015–16 FSA Handbook, Volume 1—Student Eligibility, Chapter 1—School-Determined Requirements pg. 1-14 and 1-15.

- **If a student is enrolled in courses that do not count toward his degree, certificate, or other recognized credential, and they cannot be used to determine enrollment status unless they are eligible remedial courses. This means you cannot award the student aid for classes that do not count toward his degree, certificate, or other recognized credential**



Example – Direct Loans

Direct Loans are through the Federal Government. This is the main form of federal aid available to students. It is available to all students regardless of their financial situation who have good SAP. It requires that a student be enrolled as Half-Time (6 hours for an undergraduate) at a minimum to be eligible.

A student is taking 6 hours and is “enrolled” as a halftime student and would be eligible to receive the a direct loan.

- If a 3 hour class is not listed as counting towards their degree then they would only be enrolled in 3 hours (less than half-time) and would no longer be eligible to receive direct loans.
- They would still be paying the tuition and fees associated with these courses but will be ineligible for a Direct Loan (does not include entitlement aid) to cover the costs for both courses.



Example – Federal Pell Grant

Pell is an entitlement grant program. It is paid based on the number of hours a student is enrolled in and their expected family contribution as determined by the FAFSA (Department of Education).

A student is taking 12 hours and is “enrolled” as a full-time student. They would receive the maximum amount of Pell.

- If a 3 hours class is not listed as counting towards their degree then they would be enrolled in 9 hours (3/4 time) for financial aid purposes and would receive less Pell.
- They would still be paying the tuition and fees associated with this course but will be ineligible for a portion of the federal aid to cover the costs for this course.



Additional Examples

Examples below were provided in a recent Department of Education webinar:

Example 1: Student needs 6 hours to complete a program and wants to take another class that is not an elective and does not count towards degree. Aid cannot be used to pay for these types of classes. Aid pays on 6 hours only.

Example 2: If student has only 1 class (3 hours) left to take to complete a program. There is nothing you can do to make the student eligible for financial aid. They cannot pick up a class or two to reach the status to get aid at half time or more. Pell can be awarded at less than half time.



Current Review – Veterans

SHSU Veterans Resource Center (VRC) reviews all courses that are taken by Veterans and dependents of Veterans who receive federal benefits to ensure they are part of a degree plan. About 30% of the courses reviewed are not initially on the degree plan.

- During the review the VRC will contact advisors and departments to determine if the course in question should be part of the degree plan.
- If confirmation is obtained then the student would receive benefits for that course. However, if no confirmation is obtained the student is not eligible to receive the full benefits for the course.



Concerns

- Students will receive less aid, reduction to their cost of attendance must be completed.
- Students could have aid taken away after it has been disbursed to them and would then owe the university a debt associated with the return. This could occur during a semester or after the completion of a semester.
- If 30% of courses need to be confirmed this has significant implications on advisors/departments and the financial aid office.

Online Student Attribute

11/28/2017

Purpose: Implement a system/process to facilitate the identification of SHSU students enrolled in fully online programs.

Solution: Implement the use of a student attribute in Banner. Provide opportunities for self-reporting. Automate verification process.

Timeline

| Tasks | Spring 2016 | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
|--|-------------|-----------|-------------|-------------|-------------|-----------|-------------|
| Appoint committee members | Complete | | | | | | |
| Define need for change | Complete | | | | | | |
| Set parameters for implementation | Complete | | | | | | |
| Design a research plan | Complete | | | | | | |
| Conduct research on best practices, policies, procedures | | Complete | | | | | |
| Collect data | | Complete | | | | | |
| Interpret findings | | Complete | | | | | |
| Identify and customize a methodology | | | Complete | | | | |
| Make recommendation for implementation | | | Complete | | | | |
| Move to implementation phase | | | Complete | | | | |
| Implementation Phase | | | | | | | |
| Apply Texas | | | Complete | | | | |
| Code Attribute in Banner | | | | In Progress | | | |
| Apply attribute retroactively | | | | | Upcoming | | |
| Pre-Reg survey | | | | | | Upcoming | |
| Automate reporting | | | | | | Upcoming | |
| Change of curriculum Form | | | | | | | Upcoming |