

Provost Council Meeting

Minutes

January 19, 2018

Meeting called by: David Yells, Provost and Vice President for Academic Affairs

Members include: Nancy Jordan, Del Doughty, Gary Stading, Liz Patterson, Teri Stover, Carl Greig, Kelly Coke, Jana Boatright, Shelley Caraway, Barbara Sears, Kathy Williams, and Craig Nakashian

Members Absent: Carl Greig, Shelley Caraway, Gary Stading, Liz Patterson, Jana Boatright, Barbara Sears **Guest:** **Recorder:** Norma McCormick

I. Pac Updates Dr. Yells

Dr. Yells had no PAC updates.

II. Institutional Effectiveness Updates Dr. Jordan

Dr. Jordan discussed the assessment results in the two handouts. She stated that the university needs to do a better job at utilizing the assessment results to improve our programs, reform strategic planning, and resource allocations. She discussed the assessment of the student learning outcomes regarding broad and discipline-specific knowledge. In the near future, meetings will be held on campus to discuss how the university can use the assessment results to help make improvements and increase the quality of our programs. Please see the attached handouts for detailed information about the assessment results.

III. Double Major & Double Concentration Dr. Stading

Dr. Yells asked Provost Council to review the material presented. The item will be placed on the next Provost Council meeting for further discussion.

IV. International Students Office Updates Dr. Jordan

See attached handout for ISO updates.

V. Updates All

Dr. Nakashian reported that Faculty Senate will meet February 2, 2018. The Senate has several recommendations for rules and procedures as well as grade appeals, and other items to consider. Once they are approved by FS then the items will make their way up the channels for additional approvals. Honors will have six honors colloquiums for the spring semester. The call for nominations for the Teaching

Excellence awards went out to faculty, staff, and students. The deadline to submit a nomination is February 15, 2018.

Kelly reported that NTCC is offering 15 courses this semester. One course Reading 354 will be offered through Zoom at PJC. Welcome Back week festivities begin next week. She is working on the Title V grant and planning efforts are underway for fall 2018 activities.

Kathy reported on behalf of Jana reminding everyone that preliminary rosters are due February 23, 2018. Ava Simpson's retirement celebration is today. The 2+2 agreement website is live.

Teri reported that Harry Potter week is this week with a book discussion today. Ribbon cutting for the laptop and iPad kiosk will be scheduled soon. Library will host a training session for student workers to help develop some engaging spaces for the students. The library just received 10 display boards. In February, the library will host a scavenger hunt.

Dr. Doughty stated that he has been looking at class scheduling and grade and transfer appeals for students. CASE has secured a space named the Black Box in room 326 for theatrical efforts, but that the space will be used for other things as well.

Next meeting Friday, February 23, 2018, in UC 414 Conference

TAMU System Student Learning Outcome--Discipline Specific Knowledge

Bold statement: The Texas A&M University System delivers a common set/embraces a common view of important outcomes and is accountable for sustained measurement.

Institutional Effectiveness: For all TAMU System universities, the rationale for assessing student learning outcomes (SLOs) originates primarily from efforts to maintain institutional effectiveness, which is defined as a process of identifying outcomes, assessing the extent to which they are achieved, and providing evidence of improvement based on their analysis.

Discipline Specific Knowledge Outcome: Upon graduation, students will demonstrate mastery of the depth of knowledge required for their respective degrees.

Generic Descriptions of Campus Assessment Results:
EXEMPLARY – All criteria met and results exceed expectations with little room for improvement.
PROFICIENT – Most criteria met and results indicate mastery of objective with some room for improvement.
SUFFICIENT – Acceptable number of criteria met and results meet expectations with room for improvement.
EMERGING – Some criteria met and results indicate need for improvement.
INSUFFICIENT – Few criteria met; results indicate need for significant improvement or no/insufficient results reported to measure performance of objective.

University	Assessment Method	Results: 2017	Analysis	Action	Comments
TAMUT	Texas A&M University-Texarkana uses a mixture of direct assessment measures and one indirect measure to assess discipline-specific knowledge. In terms of direct measures, TAMUT collects outcomes information pertaining to: 1) Major Field Exam performance; 2) teacher certification tests; and 3) capstone assignments. This data is provided by academic programs who have aligned these types of outcomes with discipline-specific knowledge. In terms of indirect measures, TAMUT collects data from our Graduating Student Survey (GSS).	Regarding direct measures, we first collected the most recent data from academic programs who monitor Major Field Exam performance. Five programs provided this data. Results indicated that students from 60% of the five aligned programs met or exceeded the acceptable student performance standards established by those programs. Next, we collected the most recent data on teacher certification tests. Five programs provided this data. Results revealed that students from 100% of the five aligned programs met the acceptable student performance standards established by those programs. Finally, we collected data on capstone assignments. Six programs provided this data. Results revealed that students from 83% of the six aligned programs met the acceptable student performance standards established by those programs. Regarding indirect measures, GSS respondents (graduate students who had applied for graduation) indicated that TAMUT contributed either very much or a lot to the development of various discipline-specific research competencies (87.3% average across all items, with range of 81.1% to 89.7% across items).	Proficient. Overall results on direct measures indicated that students are probably succeeding in learning/applying discipline-specific knowledge. Results on indirect measures were overwhelmingly positive.	All academic programs will continue to monitor performance in these domains on an annual basis (and will determine and implement program-appropriate improvements on an annual basis as well). For example, programs utilizing Major Field Exams will continue to examine test subscores and to identify opportunities to enrich subscore-related teaching and curriculum. TAMUT will also identify additional ways of collecting richer indirect sources of assessment data. For example, we will insert new items into our Graduating Student Survey to assess the discipline-specific knowledge perceptions of our undergraduate student population. (Both undergraduate students and graduate students are surveyed. However, for our current graduate research assessment purposes, only graduate students are currently asked questions pertaining to discipline-specific research skills.)	The results reported here appear to be mostly consistent with our previous results from December 2014. The one exception pertains to Major Field Exam performance. In addition to implementing the actions mentioned in the "Action" column, we will also examine Major Field Exam performance over time to identify potential reasons for this discrepancy. (Academic programs utilizing a Major Field Exam tend to administer it in the fall and spring of every academic year.)

TAMU System Student Learning Outcome--Integration of Broad Knowledge

Bold statement: The Texas A&M University System delivers a common set/embraces a common view of important outcomes and is accountable for sustained measurement.

Institutional Effectiveness: For all TAMU System universities, the rationale for assessing student learning outcomes (SLOs) originates primarily from efforts to maintain institutional effectiveness, which is defined as a process of identifying outcomes, assessing the extent to which they are achieved, and providing evidence of improvement based on their analysis.

Integration of Broad Knowledge Outcome: Upon completion of their degree program, students will be able to synthesize knowledge from general and specialized studies.

Generic Descriptions of Campus Assessment Results:
EXEMPLARY – All criteria met and results exceed expectations with little room for improvement.
PROFICIENT – Most criteria met and results indicate mastery of objective with some room for improvement.
SUFFICIENT – Acceptable number of criteria met and results meet expectations with room for improvement.
EMERGING – Some criteria met and results indicate need for improvement.
INSUFFICIENT – Few criteria met; results indicate need for significant improvement or no/insufficient results reported to measure performance of objective.

University	Assessment Method	Results: 2017	Analysis	Action	Comments
TAMUT	Texas A&M University- Texarkana uses a mixture of direct assessment measures and one indirect measure to assess integration of broad knowledge. In terms of direct measures, TAMUT collects outcomes information pertaining to: 1) internship portfolios; 2) capstone assignments; and 3) student teacher evaluations. This data is provided by academic programs who have aligned these types of outcomes with discipline-specific knowledge. In terms of indirect measures, TAMUT collects data from the National Survey of Student Engagement (NSSE).	Regarding direct measures, we first collected the most recent data made available by academic programs who monitored <u>internship portfolio</u> performance. One academic program provided this data. Results indicated that students from this aligned program met the acceptable student performance standards established by that program. Next, we collected the most recent data on student capstone projects. Three academic programs provided this data. That data revealed that students from <u>66%</u> of the three aligned programs met the acceptable student performance standards established by those evaluations. Finally, we collected student teacher evaluations. Two academic programs provided this data. Results revealed that students from 100% of the two aligned programs met the acceptable student performance standards established by those programs. Regarding indirect measures, NSSE respondents indicated that they very often or often combined ideas from different courses when completing assignments (50%), and that they connected ideas from their courses to their prior experience and knowledge (74%).	Proficient. Results on direct measures overall indicate that students are mostly successful in demonstrating learning/applicatio n of broad, integrated knowledge. Results on indirect measures were mixed, indicating that students may be more likely to apply course lessons to existing knowledge than they are to combine lesson ideas from different courses.	All academic programs will continue to monitor performance in these domains on an annual basis (and will determine and implement program improvements on an annual basis as well). For example, we will encourage programs to identify opportunities (e.g., capstone projects and the activities leading up to their completion) for students to integrate knowledge obtained from previous courses. TAMUT will also identify additional ways of collecting richer indirect sources of assessment data. For example, we will insert new items into our Graduating Student Survey as a means of clarifying/corroborating our NSSE findings.	The results reported here appear to be slightly more positive than our previous results from December 2014. Students appear to be meeting or exceeding the acceptable student performance standards more frequently now, though there is still room for improvement. The inclusion of the NSSE findings has enriched our assessment compared to our previous findings by identifying at least one area to focus on (combining ideas from different courses) as a means of improving student learning.

International Studies Office

1/18/18 Updates

- We successfully hosted our third group of Proyecta 100,000 students from Mexico during the Fall 2017 semester. They participated in a graduation ceremony in Eagle Hall on November 17th. A total of 15 students participated in the program this past semester.
- The International Studies Office will be hosting a graduation reception for international students graduating each semester. In the fall, we had one student graduate with an M.S. in Instructional Technology. We will have two international students graduate this spring semester, one with a BBA and one with a B.S. in electrical engineering.
- Ecuadorian Recruitment – Ecuador has been strategically selected as a country to focus recruitment efforts on. This fall semester we had four students from Ecuador. We've added two more students from Ecuador this spring semester for a total of 6 students from Ecuador.
Edwin Lara, Global Recruitment Specialist, went to Ecuador 1/9-1/13 with the following itinerary:
 - 1/9 Arrive in Quito, 1/10 visit Colegio Intisana (we currently have two students from this high school), 1/11 visit CIEEX and Broward College in Guayaquil, 1/12 visit Cuenca high school students and attend Cuenca evening fair. 1/13 return to TXK.
- New international students for the Spring 2018 semester:
 - Alex Custodio – Philippines – MBA
 - Ashik Arif - Bangladesh - MSA
 - Joseph Tapia – Ecuador – B.S. Mathematics
 - Juan Pedraza - Ecuador (Colombian) – B.B.A
 - Khuong Nguyen – Vietnam – BSN
 - Masih Shirvany – Iran – B.S. Computer Science
 - Ameet Kumar – UGRAD Pakistan Exchange Student
- Total Spring 2018 international student population: 38
 - 22 countries represented: Ecuador, Colombia, Iran, Vietnam, Bangladesh, Philippines, Pakistan, New Zealand, Bulgaria, Venezuela, Tanzania, Mexico, China, Spain, Russia, Brazil, Nepal, United Kingdom, Australia, Cameroon, Nigeria, Jordan
- UGRAD Pakistan – TAMUT has been selected to host a student with the Global UGRAD – Pakistan program this semester. UGRAD Pakistan is an initiative partnered with a branch of the U.S. Department of State and International Research and Exchanges Board (IREX). This partnership aims to provide opportunities for students in Pakistan to study in the United States. It is a fully funded program which pays for all costs of the students. Jennifer Felps will be the student's host advisor and will assist with his academic and community learning experiences throughout the semester.
- Study Abroad – Four students are participating in January Term (1/2-1/20) study abroad programs with CIEE (Council on International Education and Exchange). Two students travelled to Barcelona, Spain for Business and Culture course. One student travelled to Monte Verde, Costa Rica for Sustainability and the Environment course. One student travelled to Paris, France for Language and Culture course.