11-30-2020

Faculty Senate Agenda, November 30, 2020

Utah State University

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Agenda

3:00  Call to Order......................................................................................................................... Timothy Taylor
      Approval of Minutes – November 2, 2020

3:05  University Business ...................................................... Noelle Cockett, President | Frank Galey, Provost

3:20  Information
      EPC Monthly Report – November 5, 2020 ........................................................................ Paul Barr
      Spring Calendar Update ................................................................................................. Renee Galliher
      Course Fee Policy ........................................................................................................ Renee Galliher
      Dixie State Faculty Senate resolution to change university name.......................... Timothy Taylor
      Faculty Senate Meeting dates for Spring 2021........................................................... Timothy Taylor

3:45  Reports
      Center for Student Analytics Student Insights Report ................................................ Mitchell Colver
      Library Advisory Council Annual Report ........................................................................ Bryce Fifield

3:55  Old Business
      N/A

4:00  New Business
      Faculty Forum Task Force.............................................................................................. Timothy Taylor
      Term Appointment Faculty Task Force............................................................................. Timothy Taylor

Adjourn: 4:15 pm
Call to Order - Timothy Taylor
Approval of Minutes – October 5, 2020
Minutes approved as distributed.

University Business - Noelle Cockett, President | Frank Galey, Provost

Provost Galey – Have a committee chaired by Joe Ward with a number of faculty members that have been looking into what things we can do to further support our faculty members as we go through the rest of this year and then into next spring. One of the things is that the face-to-face instructors have had access to a dashboard in Canvas that will list the status of their students, whether they are isolated or quarantined. This was a request from the faculty members because they couldn’t keep track of them. This seems to be working well. Committee also came up with suggestions on ways to identify some additional support for faculty in face-to-face situations. Additional grad student labor was suggested to help them manage the combination of Zoom meetings but also to help backup the laboratories. A big part of what we have been identifying goes to graduate students. Several may be aware that grad students are experiencing incredible stress. Held a town hall last week with the grad students and involved some mental health professionals. This was very well received by the grad students across the campus. They are feeling left out and feel as if they are not included in the communications. Working to make it clear where they can get mental health assistance and also encouraging them to stay in touch with their mentors. Faculty members need to reach out to them and let them know what is going on and that you are paying attention to them. The Graduate Council has recommended that the university drop the GRE requirement for grad student admissions. If an individual department wants to continue with the GRE you will need let the Graduate School know. This will work its way through the Grad Council and EPC Committee. USU is accepted into the third APLU as a large Inspire grant. What that does is sets up a network of colleges and universities that focus on faculty hiring and retention related to equity. Helps do a better job recruiting and retaining with a special focus on inclusive pedagogy. Not replacing anything we’re doing just entering into a cohort with other universities. Listened to faculty and students regarding the elimination of spring break. Due to mental health reasons the faculty and students will need some time off to replace the spring break. The COVID action committee suggested that a couple of days off be added to March and April. This has gone through the Calendar Committee. Voted for March 12 and April 9. Both of those days are Fridays. Those with MWF would need to adjust syllabi for those two days. This change does not have any affect on our accreditation.

President Cockett – There is a FERPA issue if we provide COVID information to faculty members that aren’t doing face-to-face. The too ill to complete assignments group is working with the COVID care group to work one-on-one with students who test positive. They can contact the instructors regarding the student whether they are attending face-to-face or virtual. Continuing to do testing on the Logan campus and it is running great. Could go as high as 400 tests per day. Encouraging individuals to come in and get tested if that helps with peace of mind. Will have extra hours before Thanksgiving so those leaving campus can have test results before they leave. Bear River Health would like USU to do more testing beyond USU and staff. The universities testing is fabulous and is exceeding expectations. Working with them to see how numbers of testing can be increased. Right now, it is limited to those in Banner. Looking at including adult dependents on insurance policies. Would also consider testing those who need immediate responses. Would like to test individuals when they return back to campus after
the Thanksgiving holiday. If USU expands to the community they would need a contract and then be able to charge for the test and then would conduct tests on weekends. Expanding testing to the Eastern campus. Working with their local health department and hope to offer the same opportunity to Blanding. The university is not having issues with false negatives. The self-administered nasal swab seems to be working well.

Information
EPC Monthly Report – October 1, 2020 - Paul Barr
General Education approved eight designations.
Academic Standards did not meet – nothing to report.
Curriculum Committee – approved 131 course requests. R401s were approved.
Talked about the temporary grade option. Also discussed standardizing the justifications on the proposals. Discussed the 3XXX and 4XXX level classes in the first two years.

Carbon Emissions Reductions – Charles Darnell
Charles Darnell has left Facilities and has become the Associate Vice President for Energy Management and Sustainability and will be retiring at the end of December. He has done a tremendous amount of work on the Greenhouse Gas Reduction initiative since last year and USU is very appreciative of those efforts. On the 19th Patrick gave an update on the energy coalition. This is mainly for the Statewide Campuses who are Rocky Mountain Power dependent. Lost two very large coalition members, only USU, Weber State and Salt Lake Community College remained at that time. We had a very extensive RPF with close to 60 replies from 14 different renewal companies who are interested in doing projects in the State of Utah. These coalitions will help with buying power. Logan Light and Power provides approximately 50% of the power for the University. Next steps USU will ask for best and final offers from the five firms they are working with. All information will be taken to Dave Cowley to see if we should proceed with the negotiations. Enter into negotiations with the winner and this will happen no later than April 2021. Could be purchasing green power for the Statewide Campuses in the spring. LED retrofits are approximately 75% complete. Have also done Moab, Tooele and Vernal. Have current spent $800,000 to date and we are ahead of schedule. Earmarked another $500,000 to finish work on the campus. Working on HVAC to make sure we have adequate ventilation which is extremely important right now with COVID. Also receive a Blue Skies grant for solar power at the Moab Campus.

Reports
Academic Freedom and Tenure Committee Annual Report - Michael Lyons
The AFT deals with a range of grievance cases, mostly stemming from disciplinary issues and promotion and tenure issues. Usually we have around five faculty contact the committee each year. Of those five there are usually around two who don’t meet the deadlines for submitting a grievance. One that came forward this year regarding gender discrimination. Because of the allegation of discrimination USU’s legal counsel turned it over to the Office of Equity before the AFT could have a chance to hear the case. There was an appeal and the Office of Equity returned it back to the committee in February and then COVID hit. Scheduled a meeting with the committee and listened to the allegations. A report was then submitted to President Cockett for her review. Did have a few other minor matters come forward this year. Most of the important work comes from the denial of tenure or dismissal which almost always occurs in April. The timetable is set up in such a way that the grievance panels should meet during the summer and it is extremely difficult to set these up during that time. There needs to be some adjustment to the timetable and the language in the code.
Motion to approve the Academic Freedom and Tenure Committee Annual Report made by Vicki Allen. Seconded by Benjamin George. Report approved.

Athletics Council Annual Report - Edward Heath
Ben George was the Athletics council chair and Denise Stewardson was the chair-elect. The council meetings four times a year. USU student athletes lead the Mountainwest in graduation rates. (see report)
Libraries Advisory Council Annual Report - Christine Cooper Rompato
Christine was not available so this report will be brought back to the November 30 Faculty Senate meeting.

Old Business
N/A

New Business
Faculty Forum Discussions - Timothy Taylor
A healthy mechanism for shared governance is to allow faculty to voice opinions or concerns. It is a place to coherent and substantive discussions. We have a couple of mechanisms here at USU. Not a lot of faculty will take issues to the Budget and Faculty Welfare. The other mechanism is the faculty forum and this has been sold as a once per year time for all of faculty to get together in November. This is not helpful if something comes up after November. Historically there has been very little follow up and communication regarding the faculty forum. We also don’t usually get very good participation. This forum comes from an era before technology. How do we move forward with engaging the faculty?

Having some kind of written forum would be helpful and would provide documentation and rationale. This would lead to better communication. This is written in faculty code that the faculty forum should be held. Just wanted to start the discussion and decide how we can engage the faculty. It would be a good idea to establish a task force that will work on this and then report back to the Faculty Senate in December.

Motion to delay the forum until March or April of next year made by Scott Hunsaker. Seconded by Doug Ramsey. Postponed until Spring.

Changes of the Spring Calendar – Provost Galey
Losing two Fridays are a concern. This is a problem with lab courses and math and stats. This came as an initiative from students and faculty who were looking for a breather/break. Calendar committee has reviewed this proposal. This does reduce the number of instruction days but that will not cause any accreditation problems. The days will be Friday, March 12 and Friday, April 9. AIS is already looking at ways to cover the recitations in math. The group doesn’t want to allow four-day weekends due to the COVID issues and travel. The idea is to provide two short breaks to help with mental health.

Motion to support the Calendar Committee change to the spring calendar made by Benjamin George. Seconded by Ralph Meyer. Calendar committee change approved. 27 in favor – 14 against. Motion carries to support the Calendar Committee.

Adjourn: 4:20 pm
The Educational Policies Committee (EPC) met on November 5, 2020. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the November 5, 2020 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**
   - No September meeting to report

2. **Academic Standards Subcommittee**
   - Modifying language to include the Provost Office for approval of transfer credit from institutions that are not regionally accredited.
   - Modify language to extend the time limit for a leave of absence from 1 year to 3 years.

3. **Curriculum Subcommittee (October 1, 2020)**
   - Approval of 134 course requests.
   - Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to **correct the acronym from Police Officers Standards and Training to Peace Officer Standards and Training**.
   - Request from the Department of Art and Design in the Caine College of the Arts to **offer an Associate of Arts in Art at the USU Eastern campus**.
   - Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to **create a new Consulting Minor**.
   - Request from the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services to **change the name of the Center for Persons with Disabilities to the Institute for Disability Research, Policy and Practice**.
   - Request from the Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences to **create a certificate of proficiency in Teaching English to Speakers of Other Languages**.
   - Request from the Department of Biology in the College of Science to **discontinue the Biology: Environmental program** – current listed as “not currently offered”.
   - Request from the Department of Biology in the College of Science to **change the emphasis program name from Ecology/Biodiversity in the Bachelor of Arts and Bachelor of Science to Ecology and Evolutionary Biology**.
   - Request from the Department of Computer Science in the College of Science to **restructure the current Master of Computer Science program to a 33-credit professional, coursework-only degree**.

4. **Other Business**
• Discussion of the Graduate Student Survey and the GRE requirement.
• Draft language for the standardization of course justification.
• Discussion of EPC/Curriculum handbook. A draft and will be completed and circulated for the January meeting.
• IDEA Evaluation update for 7-week Courses
Calendar Committee Members 2020-2021

Renee Galliher, Office of the Provost – Chair
Mykel Beorchia, University Advising
LuAnn Bladen, Registrar’s Office
Alex Braeger, Graduate Studies Senator - USUSA
Molly Cannon, Faculty Senate
Jared DeLisle, Faculty Senate
Julie Duersch, Staff Employee’s Association
Nancy Hanks, Office of the President
Joan Hevel, Faculty Senate
Cooper Karras, Engineering Senator – USUSA
Konrad Lee, Faculty Senate
Andi McCabe, Office of the Provost
John Mortensen, Academic and Instructional Services
Megan Coster, Office of the Provost – Secretary

Charge

The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University’s academic calendar and employee holidays. The committee represents faculty, staff, students (undergraduate and graduate), Student Affairs, Academic and Instructional Services, the Provost’s Office, and the President’s Office. The actions of this committee are ratified by the Executive Committee after review by the Faculty Senate.

November 2020 Actions

1) The committee recommends a revised academic calendar for 2020-2021 to reflect changes made as a result of the deliberations of the President’s COVID-19 Stabilization Task Force. Here is the background and summary of the changes:

   The taskforce is taking steps to respond to the widespread concern across campus about the impact on student well-being associated with the loss of Spring Break. In lieu of the week-long break, two three-day weekends are proposed to give time off from class.

   Thus, it is proposed that Utah State University will add two Fridays of No Class Days to the Spring 2021 calendar. They will be spaced mid-month. March 12 is a Friday that would have corresponded with the original Spring Break. April 9 is the other proposed Friday with no classes that would coincide with the end of the K-12 break. Because two Friday classes will be impacted with this change, classes on Thursday, April 8 will follow a Friday schedule.

Changes include:

   a. Adding a No Class Day on Friday, March 12
   b. Adding a No Class Day on Friday, April 9
   c. Classes on Thursday, April 8 will follow a Friday schedule.

   (See Supporting Materials #1a and #1b)
Status

This report resulted from deliberations by the President’s COVID-19 Stabilization Task Force. It was considered by the Calendar Committee on November 6, 2020.

Supporting Materials – See Following Pages

1a. Proposed Revised 2020-2021 Academic Calendar Chart
1b. Proposed Revised 2020-2021 Academic Calendar
# Proposed Revised Academic Calendar 2020-2021 (Summer, Fall, Spring)

## Summer Semester 2020

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Dates</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-week Session #1</td>
<td>May 4 - June 19 (M-F; 33 instr. days, 1 test day)</td>
<td></td>
</tr>
<tr>
<td>7-week Session #2</td>
<td>June 22 - August 7 (M-F; 32 instr. days, 1 test day)</td>
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<tr>
<td>14-week Session</td>
<td>May 4 - August 7 (M-F; 66 instr. days, 1 test day)</td>
<td></td>
</tr>
<tr>
<td>Summer Session Holidays</td>
<td>May 25 Memorial Day (M); July 3 Independence Day observed (F); July 24 Pioneer Day (F)</td>
<td></td>
</tr>
</tbody>
</table>

## Fall Semester 2020 (70 instruction days, 5 test days)

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>First Day of Classes</td>
<td>August 31 (M)</td>
</tr>
<tr>
<td>First 7-Week Session</td>
<td>August 31 - October 19 (34 instruction days, 1 test day)</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 7 (M)</td>
</tr>
<tr>
<td>Second 7-Week Session</td>
<td>October 20 - December 10 (34 instruction days, 1 test day)</td>
</tr>
<tr>
<td>Classes Delivered Remotely</td>
<td>November 23 – December 10</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 25 - 27 (W - F)</td>
</tr>
<tr>
<td>No-Test Week</td>
<td>December 7 - 10 (M - R)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>December 10 (R)</td>
</tr>
<tr>
<td>Interim Day</td>
<td>December 11 (F)</td>
</tr>
<tr>
<td>Final Examinations (Remote Delivery)</td>
<td>December 14 - 18 (M - F)</td>
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## Spring Semester 2021 (70 68 instruction days, 5 test days)

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>First Day of Classes</td>
<td>January 19 (T)</td>
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<tr>
<td>First 7-Week Session</td>
<td>January 19 - March 9 (34 instruction days, 1 test day)</td>
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<tr>
<td>Presidents' Day</td>
<td>February 15 (M)</td>
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<tr>
<td>Second 7-Week Session</td>
<td>March 10 - April 27 (34 32 instruction days, 1 test day)</td>
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<tr>
<td>No Class Day</td>
<td>March 12 (F)</td>
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<tr>
<td>Friday Class Schedule</td>
<td>April 8 (R)</td>
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<tr>
<td>No Class Day</td>
<td>April 9 (F)</td>
</tr>
<tr>
<td>No-Test Week</td>
<td>April 21 - 27 (W - T)</td>
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<tr>
<td>Last Day of Classes</td>
<td>April 27 (T)</td>
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<tr>
<td>Interim Day</td>
<td>April 28 (W)</td>
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<tr>
<td>Final Examinations</td>
<td>April 29 - May 5 (R - W)</td>
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<tr>
<td>Commencement</td>
<td>May 6 - 7 (R - F)</td>
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Proposed to Calendar Committee November 6, 2020
**Utah State University**

**2020-2021 Proposed Revised Academic Calendar**

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<th>May 20</th>
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**Notes**

- **Summer 2020**
  - 14-Week Session (66 instr. days, 1 test day)
  - May 4, First Day of Classes
  - August 7, Last Day of Classes

- **Fall 2020**
  - 70 instruction days, 5 test days
  - August 31, First Day of Classes (Full Semester & 1st 7-Week Session)
  - September 7, Labor Day
  - October 19, Last Day of 1st 7-Week Session
  - October 20, First Day of 2nd 7-Week Session
  - November 23 - December 10 Classes Delivered Remotely
  - November 25-27, Thanksgiving Break
  - December 7-10, No-Test Week
  - December 10, Last Day of Classes (Full Semester & 2nd 7-Week Session)
  - December 11, Interim Day
  - December 14-18, Final Examinations

- **Spring 2021**
  - 68 instruction days, 5 test days
  - January 19, First Day of Classes (Full Semester & 1st 7-Week Session)
  - February 15, Presidents' Day
  - March 9, Last Day of 1st 7-Week Session
  - March 10, First Day of 2nd 7-Week Session
  - March 12-13, No Class Day
  - April 8 - Friday Classes
  - April 9 - No Class Day
  - April 21-27, No-Test Week
  - April 27, Last Day of Classes (Full Semester & 2nd 7-Week Session)
  - April 28, Interim Day
  - April 29 - May 5, Final Examinations

- **May 6-7, Commencement**

No Class Days of March 12 and April 9.

Friday classes held on Thursday, April 8.

Proposed to the Calendar Committee November 6, 2020
University Policy XXX: Course Fees

Category: Operating Policies
Sub Category: General
Covered Individuals:
Responsible Executive: Associate Vice Provost
Policy Custodian: Provost’s Office
Last Revised:

XXX.1 PURPOSE AND SCOPE

Establishes the framework to ensure that proper stewardship, guidelines, and internal controls are in place to achieve the highest level of student trust. Ensure that collected fees are used for the direct benefit of the students paying them.

XXX.2 POLICY

2.1 Course fee use

Course fees may be charged when other funding support for a specific course is inadequate or unavailable. General costs related to the development, instruction, and assessment of courses are borne by the department and college.

2.2 Course fee guidelines

Course fees are reviewed on a regular, rotating schedule. The fee is based on realistic estimates of the costs or previous records of actual costs and will be kept as low as possible. The charge cannot exceed the cost of providing the product or service available to the student. Course fees should be used each semester for the benefit of the students who paid the fees. In some cases, this may include charging fees for equipment used in the course that must be replaced or repaired on a rotating schedule. Course fees are disclosed to students at the time of registration. The amount and purpose of the course fee must be clearly stated on the first page of the course syllabus. Billing and payment of course fees are through standard University business practices. Collection of course fees in the classroom is not allowed.

2.4 Approved use of course fees

Approved use of course fees may include:

- Computers: use, replacement, repairs, and maintenance
- Computer Software: use, upgrades, and licensing
- Equipment: use, replacement, repairs, and maintenance
- Materials, supplies, and consumables: use and replacement
- Student teaching assistants
- Field trips and class activities in which the entire class participates
- Visiting experts
2.5 Course fee accounts
The available balance in course fee accounts will be reviewed annually with investigation occurring if the balance is +/- 10% of the expected annual course fee revenue.

2.5.1 Account Surplus
If the annual review of course fee balances indicates an excess balance (+10% of annual revenue), a course fee reduction or a one-time course fee removal request should be submitted. If a course fee is deleted and a balance remains, the remainder of the revenue should used in accordance with the original approved budget. If a course is discontinued and a balance remains, the remainder of the revenue should be used to support similar student-oriented costs. Remaining course fees cannot be transferred to general departmental funds.

2.5.2 Account Deficit
Departments are responsible for resolving course fee balance deficits by using departmental funds. If course fee revenue is found to be insufficient to cover approved expenses, departments can submit a course fee increase request.

2.5.3 Refund policy
Under circumstances in which the purpose for the course fee is cancelled or unavailable, (e.g., a cancelled field trip), students will be refunded. Otherwise, no refunds will be given. In some cases, instructors may need to modify course activities. Instructors may exercise reasonable flexibility, as long as course fees are used to accomplish the same learning objectives and fees are expended during the semester they are accrued and in a manner consistent with policy.

2.5.3 Repair and replacement of equipment
Course fees may be accrued over several semesters or years to fund the repair and replacement of more expensive equipment. In these cases, the balance from course fees must be monitored to ensure that course fees are collected, held, and used appropriately.

2.5.4 Accountability
Internal auditors, external auditors, and Provost’s Office personnel have authority to review the effectiveness of course fee controls. They may randomly select courses to be audited for compliance with course fee policy and require the responsible college to justify account balances and document compliance with course fee policy.

XXX.3 RESPONSIBILITIES

3.1 Responsible Office/Party

  Department Heads – review and approve fee requests, write the department head report, and monitor uses of course fees

  Course fee review committee – assess if the requested fee is reasonable, justified, and is an approved use of the fees.

  Department Financial Officer – monitor uses of course fees with department heads and provide support to correctly use course fees.

  Controller’s Office - create new indexes, prepare financial reports, and provide additional support and leadership as needed.
Provost’s Office – provide oversight and support of procedures for course fee request, approval, and accountability.

XXX.4 REFERENCES

USHE

R510-5.1 Course fees do not require the Board approval but the Board will monitor such fees. Course fees will also be included in determining financial aid cost of attendance and the level of student contribution toward their total education costs.

XXX.5 RELATED USU POLICIES

• List of related USU Policies. [Arial 10]

XXX.6 DEFINITIONS

6.1 Course fee

• Utah State University defines a course fee as a charge applied at the course level for expenses directly related to the students’ participation in a course.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures
• Hyperlink to procedures.

Guidance
• Hyperlinks to guidance.

Related Forms and Tools
• Hyperlinks to forms and tools.

Contacts
• Hyperlinks to contacts.

POLICY HISTORY

Original issue date: YYYY/MM/DD
Last review date: YYYY/MM/DD
Next scheduled review date: YYYY/MM/DD
Procedures/Guidelines

The following procedures and guidelines are intended to aid in interpretation of the Utah State University Course Fee Policy.

Course fee request process

Departments scheduled for course fee renewal are informed during the summer, 12 months prior to the course fee expiration date. All course fees are requested through Curriculog. Each course fee request should be approved by the Dean by October 31.

Department heads completing their Three-Year Course Fee Review must submit a ‘Department Head Overview Report’ of course fees charged by their unit to ensure fees are reasonable, expenses are approved, and there is no overlap across budgets from different courses of items being purchased. Course fees should be assessed for individual courses, not groups of courses. Department heads are asked to report on overall uses of course fees by their department and any adjustments made by the unit as a result of the review. To complete this work, a financial report will be provided by the Controller’s Office for each course. The report includes a five-year summary of course fee revenue and expenses, available balance, enrollments, expected revenue for the upcoming year, and a detailed list of expenditures during the last year. The Course Fee Review Committee will use the departmental review and the financial report to gain an overview of departmental requests.

The Course Fee Committee reviews applications during fall semester. Notification of approvals or denials are made through Curriculog. All approved fees will go into effect the summer semester following notification.

Departments may request course fee changes outside of the regular review cycle under the following conditions:

- A new course that has been through the approval process and requires a course fee,
- A department wants to remove or reduce a course fee outside of the three-year cycle,
- A department has an appropriate need for a new or increased fee prior to the three-year cycle.

Deadlines: October 1 for implementation the following spring semester; March 1 for implementation the following summer/fall semesters

*Course fees are approved sequentially through the following levels:

- Department Head
- Dean
- Course Fee Committee, consisting of broad university representation
- Provost’s representative
Course Fee Review Committee

The Course Fee Review Committee consists of the following representatives:

- Provost or representative
- USUSA Vice President
- Administrator (Department Head, Associate Dean, or Dean)
- Faculty Member
- Registrar’s office representative
- Academic Instruction Services Representative
- Controller’s Office Representative

Accountability of Course Fees

Financial Officers and Department Heads are responsible for ensuring there is an expenditure review process in place within each unit. Course fee revenue and related expenses shall not be co-mingled with other activities of the unit. Each course fee associated with a course must be accounted for using a unique index, acknowledging a course may have multiple sections including cross-referenced course sections.

Repair & Replacement (R&R) of Equipment: More expensive equipment (e.g., computers, camera equipment) may be repaired or replaced according to a predetermined replacement schedule. The appropriate portion of fees collected for R&R purposes will be held in a separate R & R index, providing clear and transparent documentation of the accrual of fees for larger expenses.

Each course fee account available balance must be reviewed for reasonableness at least annually by the department Business Manager or Financial Officer with further investigation occurring if the balance is more than +/- 10% of the annual course fee revenue. The Financial Officer or Business Manager is responsible for ensuring there is a review process in place within their unit.

Account Surplus/Deficit

Units are expected to consider whether a course fee should be reduced whenever the account balance exceeds 10% of annual revenue. If a course with an associated course fee has not been offered for two consecutive semesters, balances may be used to support other similar student-centered initiatives or to resolve deficits in other course fee accounts. Funds should not be transferred from course fee accounts to general departmental accounts.

Accumulated deficits are the responsibility of the college/department.
Fall 9-28-2020

Student Insights Report, Fall 2020

The Center for Student Analytics

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STUDENT INSIGHTS REPORT

Prepared by
THE CENTER FOR STUDENT ANALYTICS
FOR THE PAST FOUR YEARS, the staff of the Center for Student Analytics have collaborated with dozens of units across campus to discover data-informed insights about what helps students succeed at Utah State University.

The following pages highlight 20 of the most useful insights that we have come across over the past year, organized across five audiences—students, faculty, staff, university leadership, and parents & prospective students.

We have discovered that while big data helps us to understand how individual students are performing at our institution, it generally tells us a great deal more about the health of USU as an institution—an Aggie community that works diligently to cultivate opportunities for student learning, discovery, and engagement.

As you explore this report, we encourage you to see the student data as a window onto Utah State University itself.
DATA PROTECTION AND VALUE

UTAH STATE UNIVERSITY VALUES PRIVACY and honors our commitment to excellence by working with student data in an intentional and secure way. As part of these efforts, USU has a transparent privacy policy regarding the ethical use of data collected from the USU community, including procedures that prevent unauthorized access or disclosure of private student data.

Officers of the institution that work closely with student data use a transparent, collaborative approach to safeguard data against being used inappropriately. The controls and procedures utilized by the Center for Student Analytics to create this report align with federal and state laws regarding protection of privacy and also adhere to the highest standards of student data ethics.

If you have questions about the practices and procedures USU employs to protect student data, contact:

CENTER FOR STUDENT ANALYTICS
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analytics@usu.edu

INSIGHTS IN THIS REPORT

STUDENTS PG.5
FACULTY PG.11
LEADERSHIP PG.19
STAFF PG.27
FUTURE AGGIES PG.33

Pages that include this symbol throughout the book include insights that are based on data relevant to our Statewide and Online students.
INSIGHTS FOR STUDENTS

1. REMOTE-BASED ADVISING
2. REMOTE-BASED ADVISING STILL WORKS
3. ADVISING EQUITY MATTERS
4. COMPUTER LABS
IN THE 2019 STUDENT INSIGHTS REPORT, we highlighted how meeting with an advisor is one of the most important things a student can do outside the classroom to increase graduation likelihood.

With the move to remote learning, academic advising also migrated to virtual formats. Although virtual advising may seem to create a barrier for student access, we actually saw a dramatic increase in advising appointments.

In May, we saw 2,766 total advising appointments—previously, this number had never exceeded 2,000. Despite the global pandemic, advisors continue to provide stellar service to students, using virtual tools that enhance a crucial service.

In May, we saw 2,766 total advising appointments—previously, this number had never exceeded 2,000. Despite the global pandemic, advisors continue to provide stellar service to students, using virtual tools that enhance a crucial service.

An important question to answer is: Does this service work as well in a remote format compared to the in-person experience?

Recently, we partnered with University Advising to investigate whether remote-based advising appointments remain an effective tool in helping students succeed at USU. Nicely, we discovered that engaging in a remote-based advising appointment with an academic advisor leads to a 9.94% lift in students’ likelihood to persist towards graduation.
Each year, our data science team uses an analysis approach called Prediction-based Propensity Score Matching (PPSM; see page 40) to estimate how student participation in various programs and services leads to a greater likelihood to persist towards graduation.

OFTENTIMES, STUDENTS WHO ARE FEELING ACADEMICALLY INSECURE because of poorer grades or a lack of interest in their courses are less likely to respond to university emails. Students may also be constrained in ways that make getting to an advising appointment more difficult.

In Spring 2019, the advising team in the College of Education and Human Services (CEHS) noticed that academically vulnerable students (shown in orange) were less likely to utilize advising services than their peers (shown in gray).

Undeterred by these challenges, the CEHS advising team made a concerted effort in Fall 2019 to target outreach to students for whom the advisors’ contact would make the biggest difference. The effort was not only successful in serving a higher proportion of vulnerable students than in the previous semester, but was also associated with a much higher increase in student persistence rates (a 1.4% gain compared to a 0.5% loss). This equates to an additional 45 students remaining engaged in their studies, working towards graduation.

DID YOU KNOW THAT USING AN ON-CAMPUS COMPUTER LAB actually leads to an 1.71% increase in students’ likelihood to remain enrolled at USU?

For reasons we can only guess at, using the on-campus computer labs (especially during Spring semester) seems to boost students’ academic engagement. This may be due to the fact that using an on-campus space helps students “settle in” on campus and get the most out of the social vibe of academic productivity that tends to prevail in the computer labs. While we can only speculate why this effect is occurring, our advice to students is to make the most out of the computer labs for completing homework, working on assignments, and feeling productive amongst peers.
INSIGHTS FOR FACULTY

5. HANDS-ON LAB COURSES
6. FACULTY AND ACADEMIC SERVICES
7. COMMUNITY-ENGAGED LEARNING
8. GRADING RUBRICS
THE POWER OF ANALYTICS

PARTNERING WITH FACULTY MEMBERS IS A KEY ASPECT OF THE WORK that the Center for Student Analytics accomplishes each year.

In collaboration with Empowering Teaching Excellence, we occasionally help faculty members to determine if specific approaches to curriculum and instruction have helped them be more or less successful in their courses. These Scholarship of Teaching and Learning (SoTL) projects have included a partnership with Dr. Karl Hoopes from Animal, Dairy, and Veterinary Sciences and a partnership with Dr. Jennifer Grewe from the Psychology department. These two projects are highlighted on the following pages as Insight #5 and Insight #6.

In Spring 2017, Dr. Karl Hoopes decided to make some significant changes to a science lab—Animal A&P—a course that introduces students to foundational knowledge that will help them to be successful in later courses.

Working with the instructional design team at the Center for Innovative Design and Instruction, Dr. Hoopes worked to make the lab more practical by incorporating animal cadavers, tightening up the learning outcomes, and providing expanded training to the course teaching assistants (TAs).

After a few years of running the new lab, Dr. Hoopes partnered with the Center for Student Analytics to look at students’ grades in outcome courses (those that required Animal A&P as a prerequisite). We discovered a dramatic increase, following the lab changes, in the proportion of students who went on to earn grades in outcome courses that were greater than or equal to their grade in Animal A&P. Overall, this project provides nice evidence that hands-on lab courses go a lot further in preparing students to be successful later in their programs.

IN SPRING 2017, DR. KARL HOOPES decided to make some significant changes to a science lab—Animal A&P—a course that introduces students to foundational knowledge that will help them to be successful in later courses.

This chart shows the percent of students with a grade in an outcome course that was greater than or equal to their grade in Animal A&P.
IN FALL 2018, DR. JENN GREWE PARTNERED WITH USU LEARNING SPECIALISTS to pilot an opportunity for students who had performed poorly on psychology exams in her class.

Students could elect to work with a learning specialist to evaluate their exam performance and strategically approach subsequent exams. The goal of this Reflective Exam Analysis (REA), designed by learning specialist Dennis Kohler, was to facilitate improvement on subsequent test scores. After several years, Dr. Grewe partnered with the Center for Student Analytics to determine if the intervention was having any effect.

Comparing exam score gains/losses of students who participated to those who did not (and to those who had taken the course before the intervention was offered), we found a significant difference in the number of students posting higher exam scores after participating in the intervention. This finding not only highlights the importance of students learning effective study strategies, but also shows the importance of faculty partnering with student services to build excellent student experiences. Dr. Grewe is now working on a model that would scale up similar services to other General Education courses at USU.

THE CENTER FOR COMMUNITY ENGAGEMENT partners with faculty to build community-engaged service learning opportunities into their courses. While these services are available across all types of courses, community-engaged learning is most prevalent in upper division courses.

In partnership with the Center for Community Engagement, and using Prediction-based Propensity Score Matching (PPSM; see page 40), we discovered that students who took an upper division community-engaged learning course significantly increased their likelihood to persist towards graduation—an average 2.04% lift. While this number may seem small, it represents an estimated 35 students each year who persist when they otherwise would be expected to leave USU.

Doing service is about more than checking a box for a class assignment. The positive impact of these experiences contributes meaningfully to students’ ability to remain enrolled and work towards graduation.
WE KNOW FROM LEARNING SCIENCE LITERATURE that students who complete an assignment using a rubric tend to score significantly higher, on average, than students who do not.

While there are instances in which grading rubrics can be inappropriate, in general, CIDI’s instructional design team recommends their incorporation into a course’s grading structure.

Using new learning analytics, our data science team uncovered a hidden byproduct of using rubrics. For more complicated assignments that took from 1 to 30 minutes to grade, the use of rubrics was associated with saving an average of 1.5 minutes per entered grade. In other words, if a faculty member were to use a rubric for a final project submitted by 50 students, they would likely shave 75 minutes off their time grading. While not the primary goal of using grading rubrics, this is still impressive!

A new insight that has emerged from our Learning Analytics initiative is that faculty use of grading rubrics actually saves them time during the grading process.
INSIGHTS FOR UNIVERSITY LEADERSHIP

9. COVID-19 - STUDENT VOICES
10. USU LIBRARY
11. CURRICULAR ANALYTICS
12. THE CHALLENGES OF BEING A PWI
WANTING TO CONTRIBUTE TO A MORE COMPREHENSIVE VIEW of how students were coping with the move to remote teaching, the Center for Student Analytics conducted dozens of student focus groups throughout April, May and June.

The insights gleaned from these in-person interviews were synthesized with insights from nearly 50 pages of qualitative feedback that students provided in a series of institution-wide online surveys. Overall, student concerns centered on the following four themes, each of which is accompanied by a student perspective:

1. Students said that receiving Canvas announcements (not more than once-a-week) really helped them stay on track with the material and course expectations.

2. When it comes to recorded lectures, students expressed that it really helps them when faculty chunk the videos down to 20 minute sections. They also expressed appreciation when assignment instructions were chunked out into a separate video, rather than being buried in the middle or at the end of a longer lecture video.

3. Students said that they really missed interacting with their peers right before and right after in-person classes. Many said they didn’t realize how much they counted on that interaction for their social well-being. They hoped that faculty would find ways to incorporate more opportunities for students to get together in virtual spaces, even if only for structured study sessions.

4. In the institution-wide surveys that went out, both students and faculty complained about the quality of online discussions, saying that they felt forced, inauthentic, and like busywork. To address these concerns, we partnered with Associate Professor Matthew LaPlante from Journalism—who has received rave reviews from his students for providing high-quality online discussions in his classes—to record a webinar about that very topic (see page 39).

5. Students explained that when their Canvas courses are built using the “Design Tools” modules, their experience with the course is a lot more positive. Faculty who are unfamiliar with these tools that help organize their Canvas-based course content can reach out to instructional designers at CIDI to learn more.

6. Students spoke about their appreciation for faculty who set clear expectations for how assignments are to be completed. Many mentioned how thankful they are when faculty use clearly written assignment rubrics, an insight discussed in greater detail on page 16 of this report.

7. Students repeatedly mentioned how appreciative they were when faculty offered their students opportunities to connect with their faculty members, despite the limitations of remote learning. One idea that seemed popular with both students and faculty was the idea of required mini-meetings—like virtual office hours, but a lot more focused and brief.

Overall, students expressed their awareness that a great remote learning experience is not just a checklist for students to follow.
TRADITIONALLY, A WELL-STOCKED UNIVERSITY LIBRARY has served as a hub for students’ academic lives. Whether hitting the books with a study group or doing research in the stacks, students often spend hours benefitting from the beautiful natural lighting offered by the Merrill-Cazier Library. Numerous online and remotely accessible resources, like ebooks and “chat with a librarian,” are also a key aspect to the library’s offerings.

With the digital transformation of the 21st century, the library has worked to supply digital resources, tangible materials, and spaces that accommodate modern learning. Overall, our recent evaluation revealed that regular use of library resources (both digital and tangible) are associated with an increase in persistence towards graduation, after controlling for baseline variability. As shown in the graph, you have to visit the library more than once a semester to see the effect, but we see an average of 2% increase in student persistence as a result of students using the library at least every other week (8+ times) during a semester.

Our recent analysis shows that student use of the library is meaningfully associated with increases in student persistence towards graduation.

A NEW TREND IN THE WORLD OF HIGHER EDUCATION IS USING ANALYTICS TO EVALUATE how complex a degree program is for students to complete. Lots of prerequisites and long course sequences can clutter a program in a way that frustrates students’ progress to graduation, resulting in lower completion rates. At USU, degree complexity scores range between a low of 39 and a high of 379, with an average of 116. Programs with complexity scores in the hundreds tend to be more rigorous as a result of requiring heavily sequenced content, with advanced courses that require students to have a lot of foundational knowledge.

We see an important relationship between the complexity of a degree program and how likely students are to graduate in those programs. Looking at a multi-institution dataset, we see a 1% drop in graduation rates for every 17 points of curriculum complexity in the average major.

Recognizing the importance of reducing curriculum complexity, where appropriate, the Provost sponsored an institution-wide training on this work. Long-term goals are to reduce unnecessarily complex curriculum paths and ultimately increase student completion rates.
**PREDOMINANTLY WHITE INSTITUTION (PWI)** is a term used in higher education to indicate when white individuals make up at least 50% of an institution’s student population.

This term helps researchers communicate about the common challenges that PWIs face in serving students in an equitable manner, especially issues that emerge from having a racial majority.

The student body of Utah State University is composed of students of many races and ethnicities, but 82% of our student body is white. This creates both inherent challenges that we all must work to overcome as well as opportunities that we must live up to.

As recently shared by President Cockett in the midst of the national protests and unrest that followed the tragic death of George Floyd, “These are the times for our Aggie Family to join together and reflect about our commitment to USU’s Principles of Community - our institutional Aggie pledge to diversity, human dignity and social responsibility.”

**NEW INSIGHTS...**

As the use of technology has expanded in higher education, we are able to benefit from more consistent metrics about the way we serve our students. For example, prior to 2017, the way academic advisors tracked appointments with students varied at USU from college to college and from campus to campus. As analytics for advisor appointment tracking became available, a disturbing pattern emerged in the data that revealed a previously unseen equity gap:

In any given semester, roughly 40% of all USU students meet with an academic advisor. However, only 27% of racially diverse students avail themselves of the same service, despite evidence that advising positively impacts students from all backgrounds.

**WHY MIGHT THIS BE HAPPENING?**

Decades of research have shown that being a student of color at a PWI can be challenging. Not all racially diverse students feel as welcome to rely on the support of advisors who may not look like them and so who may not completely understand all of the issues they are facing as a college student.

For example, all students face what has been called situation-dependent struggles—when a problem arises that is the result of just being a college student. Almost any advisor or mentor is well-positioned to offer students advice about resolving situation-dependent struggles. However, students of color and other historically/contemporaneously marginalized student populations often also face identity-dependent struggles. These concerns are wrapped up in systemic barriers related to their race, ethnicity, first language, sexual identity, and more (Molen, 2020).

Oftentimes, identity-dependent struggles are not obvious to less or non-marginalized professionals, who may have never experienced personal discrimination or the related consequences. This lack of awareness could mean that advisors or mentors do not ask questions about identity-dependent struggles when they are working with marginalized students, which likely prevents these students from getting support that acknowledges the systemic barriers they encounter. Identity-dependent struggles often become mixed with situation-dependent struggles, making the conversation and support that is needed by diverse students even more complex.

Students of color at USU have repeatedly expressed how appreciative they are to have members of the staff to rely on who have experienced the same identity-dependent struggles these students face on a daily basis. Only 26% of USU employees identify as individuals of color. A lack of access to these professionals is not an insurmountable barrier to increasing the services provided to racially diverse students, but it is an important element of the challenges we face as a PWI.

**WHAT ARE WE DOING TO IMPROVE THE SITUATION IN ADVISING?**

With the benefit of these newly available analytics, the University Advising office recently partnered with the Inclusion Center to provide academic advisors across campus with expanded training specific to issues faced by racially diverse students. Topics included implicit bias, anti-racism, relationship building, and fostering trust.

INSIGHTS FOR UNIVERSITY STAFF

13. ON-TIME REGISTRATION MATTERS
14. WHY STUDENTS WAIT TO REGISTER
15. DEGREEWORKS
16. REPEATING A COURSE
ON-TIME REGISTRATION MATTERS

IN JULY 2017, NEW ANALYTICS REVEALED that students who wait to register for courses are at much greater risk for not persisting towards graduation.

Students who register within the first weeks of registration opening tend to fare much better. Armed with that insight, the enrollment management team began a campaign to encourage on-time registration.

We saw a dramatic increase in on-time registrations for Spring 2018, with a 16% increase in participation during the first week (higher than ever before). On-time registration helps students commit to their studies, gives them a better selection of courses, and makes them plan ahead. They also have the added benefit of partnering with an academic advisor to make that plan happen.

We saw a dramatic increase in on-time registrations for Spring 2018, with a 16% increase in participation during the first week (higher than ever before). On-time registration helps students commit to their studies, gives them a better selection of courses, and makes them plan ahead. They also have the added benefit of partnering with an academic advisor to make that plan happen.

ON-TIME REGISTRATION MATTERS

ON-TIME REGISTRATION MATTERS

ON-TIME REGISTRATION MATTERS

WHY STUDENTS WAIT TO REGISTER

Each summer, the Office of Student Retention and Completion employs a student team of Outreach Specialists to communicate with other students about their needs, answer questions, and learn more from students about what can help them be successful.

Each summer, these Outreach Specialists ask students about barriers they face to registering on time. The three identified insights are incredibly valuable and all are easy to address.

First, university staff need to consistently remind students of registration dates and the importance of on-time registration. Students who miss the deadline are likely trending toward less student engagement in academics and campus life. Procrastination and overlooking registration dates are early-warning signals that a student is at risk of attrition. Timely outreach to reinvigorate their goals is a useful strategy to support student persistence.

Second, since academic advising is one of the most important services students can participate in, university staff need to highlight its value.

Third, since many students don’t know that tuition is not due at the time of registration, staff can encourage students to register now and pay later. Students can then be referred to USU’s new Student Money Management center to learn budgeting principles, as well as to the Financial Aid and Scholarship offices for strategies to help them finance their education.

14 WHY STUDENTS WAIT TO REGISTER

REASON NO. 1
I DIDN’T KNOW THE REGISTRATION DATES AND/OR PROCRASTINATED.

REASON NO. 2
I HAVEN’T YET MET WITH MY ACADEMIC ADVISOR.

REASON NO. 3
I AM UNCERTAIN ABOUT FUNDING MY EDUCATION AND WANTED TO WAIT.

EACH SUMMER, THE OFFICE OF STUDENT RETENTION AND COMPLETION employs a student team of Outreach Specialists to communicate with other students about their needs, answer questions, and learn more from students about what can help them be successful.

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WHILE ALL STUDENTS BENEFIT FROM HAVING A DEGREEWORKS PLAN IN PLACE, the degree planning process is particularly valuable for first-generation college students.

Each semester, we use an analysis approach called Prediction-based Propensity Score Matching (PPSM; see page 40) to estimate the impact of specific resources on students’ likelihood to remain enrolled.

When we examined the impact of degree planning on first-generation students, we found a unique pattern in the data. Rather than a DegreeWorks plan increasing their persistence rates, we learned that not having a DegreeWorks plan in place was leading to a decreased persistence rate. In other words, having a DegreeWorks plan provides first-generation students with a clear strategy/path for their studies that helps keep them engaged. Without this resource, there is a 3.95% drop in their likelihood to persist toward graduation, simply because they do not have a plan in place.

WORKING IN PARTNERSHIP WITH THE REGISTRAR’S OFFICE, the Center for Student Analytics recently conducted an interesting analysis of which courses students have to repeat after earning unsatisfactory grades.

While our students have had to repeat a course for a second time roughly 20,000 times over the past three years, that number dramatically reduces for the students who have to take a course for a third time. The overall count of third attempts since Spring 2017 is 2,336, which works out to roughly 259 each term (if you count summers). Interestingly, students taking a course for a third time is concentrated in only 22 courses across campus, as shown in the table.

Because repeating a course more than once can create significant obstacles to successful completion of a program, we strongly encourage students to meet with their advisors should they find themselves needing to take a course more than two times.
INSIGHTS FOR PROSPECTIVE STUDENTS AND PARENTS

17. REASONS STUDENTS TAKE A BREAK
18. THE SNAC
19. CHANGING YOUR MAJOR
20. THE AGGIE PASSPORT EXPERIENCE
EACH YEAR, WE HAVE THOUSANDS OF STUDENTS TAKE A LEAVE OF ABSENCE (LOA). Some LOAs are planned ahead, like for serving a religious mission or in the military, or taking a humanitarian service trip.

However, there are many unplanned reasons that students leave, such as a medical crisis or academic difficulties. We want parents and prospective students to know about these reasons because many of these LOAs are avoidable through preventative planning. For example, financial distress is the most common reason for students taking unplanned LOAs. In Fall 2019, this accounted for a full 22% of students taking an unplanned LOA—or 177 students! As a result, USU has expanded retention scholarships to help students remain enrolled when they would otherwise leave.

We want students and their families to know we have many resources, such as the new Student Money Management Center, to help them plan ahead and avoid these departures from school. Often, unplanned breaks come with significant opportunity costs, not in the least because roughly only 30% of those who leave for unplanned reasons return within six years.

NATIONAL STUDIES HAVE FOUND THAT AS MUCH AS A THIRD OF COLLEGE STUDENT POPULATIONS EXPERIENCE FOOD INSECURITY, hunger, and even homelessness. Realizing these serious challenges faced by everyday students, the Val R. Christensen Service Center has for years offered students a well-stocked food pantry to help fill this gap, called the SNAC (Student Nutrition Access Center).

As with our evaluation of other student services on campus, we recently partnered with the SNAC to determine if use of their services was associated with an increase in student persistence. Nicely, we found a significant increase in student persistence during terms they used the food services provided by the SNAC. As you can see in the chart, these effects were pronounced for students who have completed more terms at USU, which indicates that the SNAC helps students closer to graduation remain enrolled when food insecurity may have otherwise caused them to leave their studies.
STUDENTS OFTEN ENTER UNIVERSITY WITH THE IDEA that declaring a major is so important that it can never be changed. However, there are some important indicators that a student may need to consider changing their major in order to have a greater likelihood of graduating.

Specifically, we know from our analytics and from other research in higher education that consistently earning lower-than-average grades in a program can be an indication of a lack of interest in the selected major, rather than a lack of academic capacity.

In fact, including those students who started at USU with a declared major (not in the exploratory program), we see a meaningful association between staying in the same major with a GPA below 3.0 and a decreased likelihood to persist towards graduation. In contrast, students with a GPA below 3.0 who have changed their major at least once are significantly more likely to persist towards graduation. While we do not encourage students to change their major often or without consulting their academic advisor, we know that lower grades can be a sign that a major-change conversation with an advisor may be advantageous.

EACH YEAR, USU OFFERS INCOMING STUDENTS A VARIETY OF OPPORTUNITIES TO ENGAGE with their peers in social, co-curricular, and extra-curricular events.

For those who choose to participate, the Aggie Passport Experience incentivizes this participation by keeping a count of when students use their ID cards to “swipe in” at events across campus during the first few weeks of the Fall semester.

On average, students swipe in at about three of these events, but students who can attend at least 10 events get $20 added to their Aggie Express meal card, which can be used at various dining locations around campus.

Interestingly, we have found that attending at least three Aggie Passport sponsored events results in a 6.0% increase in student persistence. This is equivalent to roughly 34 students persisting to the next semester who were otherwise expected to leave USU after their first semester.
REMOTE TEACHING & LEARNING ANALYTICS WEB SERIES

WITH THE WIDESPREAD MOVE TO REMOTE TEACHING, the Center for Student Analytics partnered with the Office of Empowering Teaching Excellence to offer a virtual webinar series grounded in learning analytics.

Using the latest analysis techniques in combination with the learning sciences, the following sessions were designed to help faculty optimize their courses for remote delivery moving into the following year.

SESSION 1
LOW-EFFORT, HIGH IMPACT TEACHING STRATEGIES FOR REMOTE-BASED LEARNING ENVIRONMENTS IN HIGHER EDUCATION

How are university students experiencing the move to remote learning? And what impressions do they have about their future in higher education? Students shared a number of valuable insights that align with research-based best practices that we believe will help faculty make the most of the recent nationwide move to remote-based teaching.

SESSION 2
POSITIVE FEEDBACK IN REMOTE TEACHING AND LEARNING ENVIRONMENTS

Feedback for students is as important as ever, with face-to-face interactions temporarily being absent from the education experience. Using analytics and machine learning techniques, we’ve developed valuable insights as to what effects feedback and its toneality has on students.

SESSION 3
RIGOR & RELIEF IN REMOTE LEARNING ENVIRONMENTS

How can we provide manageable rigor for my students in remote-based learning environments?

During a series of focus groups in late March, students shared a number of valuable insights that align with research-based best practices that we believe will help faculty make the most of the recent nationwide move to remote-based teaching.

SESSION 4
PROMPTNESS IN GRADING

In the education experience, students are eager to receive feedback and information about how they are performing. In this session we discuss how impactful prompt grading practices can be for a student in their education experience, as well as additional levels of detail used to paint the grading picture.

SESSION 5
LEVERAGING INSTRUCTIONAL SERVICES TO OPTIMIZE REMOTE TEACHING

What professionals at the institution can faculty rely on to enhance their remote teaching? This is a question addressed by Travis N. Thurston, PhD in this session about services that faculty can rely on to help make their remote teaching experience exceptional.

SESSION 6
STRUCTURE FOR SUCCESS: BUILDING MEANINGFUL ONLINE DISCUSSIONS WITH THE PIONEER METHOD

Students and faculty alike consistently bemoan the quality of online discussions. In this sixth installment of the “Remote Teaching and Learning Analytics Web Series,” Matthew LaPlante introduces a new approach to online discussions that scaffold higher engagement and quality student contributions.

SESSION 7
USING RUBRICS TO OPTIMIZE THE GRADING EXPERIENCE

Want to save time grading student work using a method that also improves student performance? In this webinar, the value of using grading rubrics is explored and newly available analytics reveal the time savings that grading rubrics can produce for faculty.

Access all webinars and additional content at: https://www.usu.edu/ais/analytics/remotelearning

Prepared by The Center For Student Analytics
METHODS

FACTOR IDENTIFICATION & RISK MODELS
In order to determine which measurable student variables are associated with students’ likelihood to remain enrolled and working towards graduation, the Center for Student Analytics incorporates data from the Student Information System (Banner), the Learning Management System (Canvas), and a system that stores student attendance counts for many of our co-curricular and extra-curricular events like football games (Blackboard Transact). Hundreds of variables are leveraged in sophisticated prediction models to forecast how likely our students are to remain enrolled from term to term. As of the creation of this report, these models accurately predict 85.6% of the student outcomes being forecast.

As a side product of making these predictions and checking their accuracy each semester, we discover variables that have a higher association with student well-being and variables that are less associated with the outcomes the university community cares about. By sifting through this information, we uncover an increasingly clear picture of those experiences that closely align with student success and well-being. The bulk of the Student Insights Report is made possible through this risk model and the associated student variables it highlights as being critical to student success.

PPSM
Software called Illume Impact runs a Prediction-based Propensity Score Match (PPSM) between co-curricular participants and non-participants to determine how program participation associates with student retention. Successful programs show a certain percentage “lift” in participants’ persistence rates from term-to-term, the basis for many of the insights provided in this report. USU contracts with a third-party analytics vendor, Civitas Learning, which hosts this software to provide us with the ability to analyze the impact of student participation in various co-curricular services and programs.

QUALITATIVE SURVEYS
Some of the insights provided in this report were created using information collected through qualitative surveys. Occasionally, USU will conduct targeted student surveys that solicit feedback regarding students’ satisfaction with the university experience. Whenever these data are available, the Center for Student Analytics relies on this expanded view to convey more comprehensive descriptions of the overall student experience.

CANVAS DATA
A critical resource for developing greater understanding of the student experience is learning activity data collected in a Learning Management System (LMS). From years of exploring analytics insights provided to us by Canvas, we have learned that the time and attention faculty devote to creating high-quality digital learning environments for their students really matters. Summary analytics available in every Canvas course help faculty to see how and when individual students are engaging with the digital course content. This online interaction data helps us to understand how the virtual learning environment each faculty member curates can dramatically shape the academic outcomes students are empowered to achieve.

THE STATE OF HIGHER EDUCATION
As with any research enterprise, an important element of working with any data is understanding the context of the data that informs the analysis process. The Student Insights Report synthesizes insights we have gained from USU student data with insights gleaned from student development research literature across the globe. A complete picture of the well-being of our institution is not possible without thoughtful consideration of how our institution performs in comparison to the larger community of higher education. For more insights about how this report aligns with national trends, please reach out to any of our team members for a more in-depth conversation.
University Libraries Advisory Council Report to the Faculty Senate (October 2020)
Updated 10.13.20 by Christine Cooper-Rompato

Charge

The University Libraries Advisory Council advises the Vice-Provost for University Libraries and Instructional Support in (1) meeting the learning, instruction, and research needs of students, faculty and staff; (2) formulating library policies in relation to circulation, services, and the collection development of resources for instruction and research; and (3) interpreting the needs and policies of the libraries to the University. The Council membership consists of nine faculty members, one from each College and Extension with one undergraduate and graduate student appointed by the Provost. Faculty members serve three-year terms and are renewable once. The Vice-Provost for University Libraries and Instructional Support serves as an ex-officio, non-voting member. The chair is elected from the Council membership on an annual basis. (https://www.usu.edu/policies/105/).

Council Members (2019-2020)

Council members who served during the 2018-2019 academic year included: David Wall (Caine College of the Arts); Nick Roberts (College of Engineering), chair; Susanne Janecke (College of Science); Bryce Fifield (Emma Eccles Jones College of Education and Human Services); Alex Lyons (USUSU Science Senator); Jared Fry (Graduate Student Senator); Scott Findley (Huntsman School of Business); Amanda Christensen (College of Agriculture and Extension); Christine Cooper-Rompato (College of Humanities and Social Sciences); and Dean Brad Cole, Ex-officio, Libraries and Instructional Support. Note that one college, the College of Natural Resources, had a vacant position.

Meetings

The Advisory Council meeting met twice during the 2019-2020 school year. The first meeting occurred on October 14, 2019, and the second meeting on March 11, 2020, right before USU moved classes online due to Covid-19.

The Library’s Response to Covid-19

This past year was busy for the library as it moved quickly to adapt to the needs of students, staff, and faculty during Covid-19. The library moved to mostly remote access in the spring, only keeping the main floor computer commons open. For the final six weeks of the spring semester the monograph collection was unavailable and document delivery was hampered by other schools ceasing to lend books. E-journals were still mostly available. Most employees worked
from home during this period. Over the early summer the library put plans together to re-open the whole library for the fall semester. They have made the following changes this fall:

1) They greatly reduced the number of seats in the library.
2) They require masks and social distancing.
3) Food and drink are no longer allowed in the library.
4) They have reduced hours, closing at 9 p.m. instead of 12 p.m.
5) The library instruction is currently available mainly through online delivery.
6) Special Collections and government document collections are available by appointment.

Overall, the library has seen quite a drop in the number of library users. According to library staff, students for the most part have been very compliant with the temporary rules.

Library Budget and Acquisitions

Last year we reported that “bundled electronic journal subscriptions have an annual inflation rate of 5-7%, which is not sustainable based on the current budget…The library has and continues to look into unbundling journal packages, encouraging open access, promoting resource sharing and looking for opportunities for collaborative purchases.” Due to the Covid-19 situation, the library has received very favorable inflationary terms for the next few years from Taylor and Francis, Elsevier, and Wiley.

Initiatives and Ongoing Projects

Before Covid-19 sent many librarians out of the office to work from home, the library was working on the following initiatives and activities, which continued in a remote fashion, with some adaptations and delays.

1. **ADA Access:** The library is currently reassessing its ADA access to digital resources and attempting to improve access. An ongoing challenge is making the special collections materials more accessible. This is part of the university’s overall goals for increasing electronic accessibility. The library continues to improve its compliance with ADA access for digital resources. Part of this has been moving the web pages to OU Campus. The library continues to work on ways to create better access to primary source materials digitized from Special Collections. They were able to have student employees, working remotely, transcribe many digitized documents.

   In addition, complaints were made to the advisory committee about a huge recycling bin from facilities that is blocking physical access to the remote materials drop off location.

2. **Journal Subscriptions:** As mentioned above under “Library Acquisitions and Budget,” the library renegotiated several bundled subscriptions. This includes:
• A new deal with Taylor&Francis through 2025
• An extension with Elsevier through 2023.
• Both T&F, Elsevier and Wiley dropped their inflation rates to 0% for 2021 and Taylor&Francis and Elsevier dropped their next two years of inflationary increases dramatically.

In addition, two contracts are up for renewal in the next three years:
• Springer Nature is up for renewal in 2023
• Wiley is up for renewal at the end of 2021.

3. **Assessment.** In 2018-2019, the library administered the USU Ithaka S+R Local Faculty Survey in order to assess faculty’s needs and expectations for library resources. Dean Brad Cole was intending to present the findings at the fall department heads’ retreat, but this was postponed because of Covid-19. 2019 also saw the beginning of tracking students through AIS (Academic and Instructional Services) and Civitas Learning to see if students who use library journals for research do better with retention and grades than those who don’t engage or engage less with the library journals. They library is currently only able to track student use that comes through the VPN sign-in system, and they are hoping to be able to find a way to track in library and on campus use as well.

The library presented its initial findings of the USU Ithaka S&R survey to the advisory committee. The survey was sent to all permanent faculty, including administration. The completed response rate was 24%. However, 36% of faculty opened the survey, which suggests that “the difference in start rates versus completion rates were due to the length of the survey and the sometimes confus[ing] language of the questions.” The library “informed the survey designers of this issue for their consideration for the next time they edit the survey instrument” and are “keeping this in mind” for the Ithaka S+R Graduate and Professional Student Survey, which has been postponed from spring 2020 to spring 2021 due to Covid-19.

There are four main questions targeted by the USU Ithaka S&R survey:

1. **How do USU campus faculty discover and access scholarly materials for their teaching and research?**
2. **What role does/can the library play in supporting the research and teaching needs of faculty at USU?**
3. **How are USU campus faculty research and teaching practices changing and how do they currently or how do they want to interact with the library as a result?**
4. **How do USU campus faculty communicate their scholarship and research to their professional communities?**
The results of these questions included the following ten take-away points:

1. “USU faculty report using Google Scholar the most as their discovery starting point, followed specific scholarly databases. The Ithaka S+R National Faculty similarly finds that, over the last several years, scholars nationwide are shifting toward using Google scholar as their discovery starting point, followed by other general search engines.”

2. “It is crucial for the Library to provide consistent access to peer-reviewed journals to support faculty research, teaching, and tenure & promotion. Access to new issues of journals is equally important for faculty to ‘keep up’ with current research.”

3. “Faculty believe that it is extremely important for the Library to pay for the information resources they need and to serve as a repository of resources, from academic journals to books to electronic databases, archiving, preserving, and keeping track of resources.”

4. “Faculty participants believe it is extremely important for the Library to support graduate and undergraduate students in conducting research, managing data, publishing scholarship, developing research, gaining critical analysis skills, and gaining information literacy skills.”

5. “The majority of faculty believe that the Library should be financially supported to ensure continued access to collections when faced with rising journal costs.”

6. “The role of the library in supporting research and teaching practices, while changing in the digital age, is important; particularly with providing access to materials through interlibrary loan, assisting with data preservation, providing expertise on publishing and open access, etc.”

7. “There is interest in low to no-cost course materials amongst faculty. Roughly 81.5% of respondents indicated that they often (54.63%) or occasionally (26.87%) give preference to assigning course text or materials that are low or no cost. However, faculty do not self report utilizing the Library as much as they could to assist them with developing and/or locating such materials. Only 21.49% indicated that they often (7.02%) or occasionally (14.47%) do so.”

8. “Faculty view the Library more as a service provider that they use as needed and less as a partner in research.”

9. “While local faculty are interested in an open access publication model, traditional scholarly incentives continue to drive their decision-making when communicating their scholarship and research to their professional communities. The same is true for the national results. High impact factor and extensive journal circulation are extremely important to scholars (87.14% of respondents and above).”

10. “The Library’s @DigitalCommons plays an important role in faculty research dissemination. Roughly 62.76% of respondents self-reported that their peer-reviewed journal articles or conference proceedings are available through the Library’s repository.”
Term Appointment Task Force – Proposal

A joint task force between the Provost’s Office and Faculty Senate to prepare a report on Term Faculty Appointments.

Potential topics for the report:

1. Clarification of titles 401.4
   a. Not clear differences between titles.
2. Promotion Procedures Code 405.11
   a. Outside letters are not likely appropriate. Ensure faculty code is current.
3. Grievance Procedures 407.5
   a. Focused on Tenured faculty. Need to get clarification from AFT on code changes needed.
   a. Term appointments are lower than Tenure Track Non-Tenured faculty.
5. Should there be longer than one-year term appointments? Many universities offer 3 to five years renewal terms.

Task force (suggested):
Vice Provost for Instruction – Paul Bar
Dean – (from a college with many term faculty)
Dept. Head – (with term faculty)
Faculty Senate – Tim Taylor
Faculty Senate – Nick Roberts
Term Faculty (3 minimum) TBD
   Extension
   Regional Campus
   John Ferguson - Business

Report to the Faculty Senate on April 26th, 2021