

Academic Senate - Provost Pintar on Academic Master Plan- 11-12-24

0:01

Tar, I'd still know some people are still checking in, so we'll begin in about one minute.

0:08

But if you would all do us all favor and mute yourself so we don't have any feedback, Doctor Tar will just give it one more minute, see anybody else shows up and then we'll turn it over to you.

0:21

OK.

0:23

Sounds good.

0:24

Thank you.

0:55

Doctor Cooper, it looks like I'm going to need a permission to share a screen.

1:01

Very good.

1:02

Edmund's in charge.

1:03

So Edmund's going to have to do that.

1:05

Edmund, can you do that?

1:07

I sure can.

1:17

OK, we'll go ahead and get started.

1:20

Everyone.

1:21

This is the special meeting we called at the last Senate meeting so that Provost Pintar could present the updated version of the academic master plan.

1:31

So, Provost, I pass it on to you.

1:41

Thank you.

1:42

I'm still trying to be able to share.

1:44

I apologize.

1:50

That says I'm going to need to restart Chrome to share.

1:58

Well, we'll wait for you.

2:13

Why don't I send it to Edmund?

2:14

Because, irony of all irony, I don't have permissions to change anything on my computer.

2:20

It's OK, Edmund.

2:21

Can you handle that?

2:23

Sure.

2:24

OK.

2:30

You gotta love technology, right?

3:01

Start with the PowerPoint, please.

3:07

Certainly I'll look for it right now while he's pulling that up.

3:26

I'll go ahead and get started.

3:28

I just want to thank all of the faculty and staff that have contributed so much to where we're at so far with this academic master plan.

3:40

It really has been a lot of of a work and listening.

3:46

And hopefully you'll see with what we present today, which is just an outline, but hopefully you'll see your work reflected and in your answers.

3:55

And I know that there's still going to be a lot to come and we're looking forward to continued working with you.

4:01

Today's update is going to be the outline that is going to look quite a bit different, especially if you attended the town halls over in Todd Hall.

4:11

We make quite a few changes to it, simplified it, which was the seem to be the common theme from the folks that attended.

4:18

And we're also going to show you how this ties in with APEEI and then of course with the ODHE has Ohio Revised Code for low enrolled programs and corpus that is due this year.

4:33

And so I'll be sharing with you exactly what I did receive from the state.

4:39

And so that's the plan for today's talk once Edmund gets my files.

4:49

There we go.

4:50

Thanks, Evan.

4:53

Now I realize that the the way I'm presenting it today is probably not as effective as the way I wanted to, but I wanted everything on one document so that we wouldn't have to go back and forth between stopping sharing files and starting customize and save.

5:26

OK, thank you.

5:28

So the first thing we worked on is the the mission statement.

5:41

And that Academic Master Plan mission statement is to foster an innovative and sustainable academic environment that empowers students, faculty, and staff to achieve excellence.

5:50

That is something that we heard quite consistently throughout our conversations, not only in the town halls and through your surveys, but also in the individual meetings.

5:59

And I'm going to talk about the individual meetings and the summary of what we found there as well.

6:04

We believe that through strategic community engagements, program innovation and a commitment to student success, we can prepare graduates for these outcomes.

6:12

So what you'll see here is, is Edmund's screen of what he has to do.

6:16

No, what you'll see here is again a reflection.

6:22

These became our pillars, the community engagement, program innovation and student success.

6:27

This is what we heard time and time again.

6:29

So as we flip to the next slide, what we simplified and what we heard from our town halls is that there was too many pillars.

6:39

So we narrowed it down to three main pillars, student success, program innovation and exploration and community engagement.

6:47

Next slide, Edmond.

6:50

So student success, when you're looking at foundations to succeed, we talked about how it's connected to the strategic plan.

6:58

And again, to make it very clear, the academic master plan is not trying to replace the strategic plan.

7:04

It's not trying to replace the university wide learning outcomes that were developed through Senate.

7:10

It is to tie them in.

7:14

OK, one second, sorry there was noise outside.

7:17

So we're we're making sure that we highlight this connection to the strategic plan to take charge of our future, which highlights these four areas.

7:26

And then the university wide learning outcomes that were passed by Senate is something we're keeping at the forefront as we work towards what's most important to program innovation, student success and development.

7:38

We heard time and time again in the different meetings that faculty engagement, mentoring, belonging, and empowerment were very key for students and faculty alike and including our staff.

7:49

So we wanted to make sure that that was important part of the student success and then advising responsibilities.

7:57

Our students in this day and age are very focused on having that guidance and having a little bit of structure as to how they're going through the programs.

8:06

Keeping in mind that we are now offering a wide range of program offerings, everything from certificates, associate degrees, bachelor's degrees, master's doctorate, We need to keep in mind that that those students all have different needs and how the modality we're presenting it to.

8:23

So student success is going to be our first and foremost area that we're going to address in the academic master plan.

8:30

Next slide, please.

8:34

The next one is pretty obvious.

8:36

We've been talking about this a lot and that's program innovation and exploration.

8:40

And so I think a lot of the confusion in the past was about APEEI and how we have that structure and we've really simplified it.

8:50

There was an e-mail that went out earlier last month and I'll, I'll go ahead and explain that again in this meeting.

8:55

But what is our policy for evaluating existing programs?

8:58

What is our policy for requesting a new program?

9:01

What is the policy requesting new faculty members in your area?

9:05

How do we share the cost for equipment?

9:07

We know that we are an institution that has aging and equipment.

9:12

If any of you were able to make it to the Kilkali discussion today, we heard about \$20 million in deferred maintenance for the Kilkali Center.

9:20

And that's why the decision was to go ahead and look at building a new a new Recreation Center instead of trying to just go back and spend that 20 million on deferred maintenance.

9:34

And that's you'll see is a lot of the issues with other areas on our campus where the the equipment's getting older and we need to talk about replacement plans.

9:44

So I'm going to be asking each department to take a really deep dive into their equipment and where they see those needs being fulfilled in the near future.

9:55

And then time and time again we heard about website and marketing, how important that is for each of you to understand how we're using the website, understand how we're marketing, and then for you to also have the input that is needed to make sure that your programs are highlighted.

10:12

Next slide.

10:14

And then our last pillar is community engagement.

10:17

Most of you are aware of the Carnegie classification for community engagement.

10:21

And this isn't something that we're taking lightly.

10:23

This is something that we want to have a real impact, the collaborative innovation for real impact.

10:28

The President talks very much about us becoming more inclusive with our downtown area.

10:34

And many of you talked about the importance of internships and the real world experiences with our business community members.

10:41

And so we're really talking about community centered research, research and scholarship.

10:45

And that doesn't just mean lab work, that means involvement in all facets.

10:54

Next slide, we also want to have a section about one team 1 mission.

10:58

And you know, one of the things that I talk about constantly is the importance of transparency and accountability.

11:06

If you don't have transparency and accountability, then there's no shared responsibility.

11:10

And if we don't have shared responsibility, it's very difficult for us to work together.

11:14

So I, I'm a firm believe in the importance of transparency.

11:17

If you ever feel like something isn't transparent, I want you to let your chair and your Deans know and or me directly know and so that we can make sure that we are sharing all the information you need so that you become a part of this one Team 1 mission.

11:34

It's also very important that in this academic master plan, we talk about CCP.

11:39

About 35% of our students who take CCP courses become students at YSU.

11:45

So we want to increase the number of students who are taking our CCP courses.

11:48

What does that look like?

11:50

Mental health of our students was a topic that many of you brought up through your surveys and through the departmental meetings.

11:56

We want to make sure we talk about that.

11:59

Obviously, IT needs are growing.

12:01

IT safety is important.

12:03

We've got to make sure that we're all working together.

12:05

We're hearing things, you know, about risk mitigation because the people that are, are no good, that don't do any good are coming after institutions, are coming after businesses like crazy.

12:18

And so we want to make sure that we protect ourselves so that we don't get in a situation where we're spending money to get back data that we shouldn't have lost in the 1st place.

12:29

Financial aid.

12:30

We all see how important that is for our students, of course, tutoring.

12:33

So these things, they're support services for our students that are so important have to become where we're all talking about them.

12:39

We're not siloed in that situation.

12:42

Faculty need to know what our support services are doing, and our support services need to know what our faculty need.

12:48

So all working together, department goals, our appendix is going to have what's called purpose statements, and I'll talk about that in a little bit later.

12:56

We've asked you to do mission statements, and then one of the colleges corrected me that it should probably be a purpose statement instead of a mission statement.

13:03

And I completely understand why, and we'll talk about that in a little bit.

13:07

And last but definitely not least is employee morale.

13:10

And so we need to talk about how to empower a strong workforce, how to develop leaders that will be future leaders on our campus.

13:17

And so I don't think that we really have done a good job in the past of discussing how to improve employee morale.

13:25

And so that's going to be a focus on this academic master plan.

13:29

What are our next steps?

13:30

Our next steps are to work on a deeper analysis of all the feedback that you provided.

13:35

And I'm going to show that on the next few slides, very specific feedback that you've provided, the APEEI process you are all part of.

13:44

And so we'll have the purpose statements that we've asked about a month, month and a half ago of your chairs and Deans to start talking to faculty.

13:52

So hopefully you've had meetings going over what your purpose statement is for your department.

13:58

That is due this week, November 15th.

14:00

That's a Friday and we're going to be including that in the appendix of this academic master plan.

14:05

We've also heard some folks talk about the Gray Associates data.

14:08

So we set up specific meetings for that.

14:12

Many of you have set up, you know, you're relying heavily on this Gray Associates data.

14:17

We want to have our input on it.

14:19

So we did have Elizabeth Atkins, who is one of the top at Gray Associates, meet with every single department in the past.

14:28

We felt that was a great exercise.

14:30

We learned a lot from it.

14:32

Gray Associates learned a lot from it and we talked about doing it again.

14:36

And so December 17th and 19th was a great time.

14:40

I know it's considered winter break patrol under contract.

14:43

Don't hate me for saying that.

14:44

And you don't have classes, so you should be available.

14:47

It's 45 minutes, it's virtual.

14:50

And we all want you to just hop on whenever you can when you're assigned time is and be a part of that conversation.

14:57

But to make those efficient and to make those us all get something out of that, we need to have you meeting with your chair and your Dean ahead of time to see what the data looks like.

15:10

This tour of the data with Elizabeth Atkins is not meant to be your first introduction to Grey Associates data.

15:17

It's not meant to be anything other than we've sat down in the department and looked through this data.

15:22

Now we have some questions about it.

15:24

And then you ask Elizabeth during that meeting and then I'm going to talk a little bit later about this low and World Report.

15:34

All right, So what we're what I'm showing here and this is not something that necessarily, you know, I'm going to post anywhere because this is all the information from all of you.

15:45

So when we did the different departmental means, Jim, you could you mind me for me, please?

15:53

Thank you.

15:57

When we, we all met with the different departments and went from meeting to meeting.

16:03

I'm categorizing it in this way and you'll see in parentheses information from the data are from the different departments that provided it.

16:11

So we can go through this quickly, but we heard what you had to say and now what we're doing is organizing this.

16:17

Go ahead and to the next slide, please.

16:24

And just you can look real quickly the different topics.

16:27

We're organizing it, we're meeting with folks, we're trying to solve some of the low hanging fruit problems that we have identified here through talking to all of you.

16:38

Next slide, please.

16:41

And then we're going to go ahead and give you updates on the progress that we're making after we've heard what you've had to say in the next slide.

16:56

And I'm just going to let you take in what what's written here, Job placement, parking, programming, a lot of talk about programming.

17:03

That was a the big topic.

17:10

Next slide.

17:14

What is the purpose of why issue?

17:16

What are the rankings?

17:17

Are we paying attention to the rankings?

17:19

What are the scholarship opportunities we have?

17:21

What are the standards for promotion and tenure?

17:24

What about our students?

17:26

Are we having orientations and Penguin preview the way that they should be held?

17:33

Next slide, research and scholarly activity.

17:38

A lot of feedback about how we're running a research and scholarly activity.

17:49

Next slide, training, how are we training our folks, leadership development and then a big section on website and marketing materials.

18:01

So this is information that I'm more than happy to share with you, but I don't really want it posted because I don't want, you know, other institutions to start picking apart what we are or aren't doing.

18:10

This is feedback for us to share within our within our own and to work on.

18:15

I don't really want to be airing out dirty laundry.

18:17

I want to be sharing it with you that, you know, we listened, but then to tell you that we will be working on it.

18:23

Next slide.

18:26

So an e-mail was sent out.

18:27

This is a copy and paste from the e-mail.

18:30

This was about the APEEI categorization, so hopefully you all receive this e-mail.

18:35

Didn't look blue for some reason.

18:36

Copy and pasting from Emma turned it to this blue color.

18:40

But it talks about how we're going to streamline our approach.

18:43

And so APEEI is going to be a big part of the academic master plan and we're going to spell it out very clearly.

18:49

So we're all on the same page.

18:51

There's going to be only two categories that grow, sustain, and adjust.

18:54

Didn't really hit home with a lot of people.

18:57

Became more confusing than I think it was worth.

19:00

So we we took it down to two categories, continuous quality improvement and detailed analysis.

19:05

The continuous quality improvement are for programs that are demonstrating positive trajectories based on the current quantitative and qualitative data and then detailed analysis or programs that need a little more of an exploration.

19:17

And within detailed analysis, there's two areas.

19:19

There's focus plus and sunset.

19:22

That's just the facts.

19:23

There's two, there's two areas within detailed analysis.

19:25

That does not mean that if you're in detailed analysis you're headed for sunset, sunset right now.

19:31

I believe that we have the right program mix.

19:34

There are some departments, believe it or not, that say you know what, this program is not working the way it should be, where we need to phase it out.

19:40

And so any decisions that are made as far as sunsetting programs this academic year is going to be based solely on departments wishes and the department thinking they need to restructure or reorganize.

19:52

But there is this Focus Plus program.

19:54

We've been working with a number of departments in the Focus Plus.

19:59

It's been very productive.

20:00

We plan on sharing with you as the year goes on what that looks like.

20:06

We started it this past spring, so probably about March, you'll get some more updated information on the programs that are in Focus Plus, how they've improved, what they've been working on and what they're doing.

20:17

Next slide.

20:20

So this is what the categories look like.

20:22

You've seen these circles before.

20:24

So the continuous quality improvement is based on our efficiencies, our program transformation, trying to stay on top.

20:31

What does it take to make your program unique and differentiated from the rest of the institutions that offer your same or similar program?

20:40

And then the detailed analysis is 1, where we're going to really start looking at our resources, what are the needs of students, what are the needs of other folks in the community?

20:49

And then how can we use shared governance for change.

20:52

So that is a combination where in the detailed analysis, I mean, we're working together hand in hand.

20:58

We're working together on the continuous quality improvement.

21:00

We have more focus on those detailed analysis programs.

21:04

And if the program looks like it's not the best fit for YSU, then it would be considered an outgoing or a sunset program.

21:16

The e-mail went on to talk about the determination of APEEI categories.

21:20

So you'll see that there's a qualitative and a quantitative portion.

21:24

And again, I I can't explain the copy and paste to this blue.

21:27

I apologize, it's hard to see, but you all got this e-mail.

21:29

So you you should be able to go back and look at it.

21:32

The qualitative is having each program undergraduate and graduate adding what it this time we called a mission statement and the reason why we corrected it to a now I can't remember what we're

now calling it a difference of program statement is because for many of the departments they have to follow along the lines with accreditation and accreditation has a very specific definition of mission statement for us.

21:58

What we want to know is where are you going and how are you going to get there?

22:03

We want information.

22:05

Thank you John purpose statement.

22:07

We wanted to know more information about what the goals look like, how they support your statement and and that helps give us information in Office of Academic Affairs when we we're over here in Todd Hall.

22:22

We'd like to think that we know what's what's going on all the time, but we do need information from all of you to help fill in the blanks.

22:28

So the more detailed information you can provide in that statement, the better off we all are with your SMART goals.

22:36

So that's what's due on the 15th.

22:38

There also, of course, is this quantitative portion.

22:41

This quantitative portion is data-driven.

22:43

There's two different sources of data that we're using.

22:47

One is the Gray associates, which is why I'm asking you to please plan on attending December 17th or 19th depending upon when you're scheduled.

22:54

And I'll share that schedule.

22:55

It was attached to this e-mail, but I'll share that with you.

22:58

And the other one is the Microsoft Power BI.

23:01

The Microsoft Power BI is a new system that IT just put together.

23:06

Many thanks to Sherry and I'm probably going to mispronounce her name, Biebler.

23:11

They did a lot of work in their area and it's a fantastic real time institutional data system that's available to every single one of our chairs.

23:21

If you feel that coordinators need it as well, we can share that too.

23:26

Because it's an internal system, we can have everybody take a look at it because we don't need licenses with the Gray associates.

23:31

I've been asked why don't we have more people with the Gray Associates access?

23:35

It's because we have, we have to pay for every license and there is a Max number of licenses that we can we can hand out.

23:43

So this is our way to be as transparent as possible with the data that we're looking at.

23:50

The last piece of data that we're looking at is information that sent from the state.

23:55

I will share with you the exact data that the state sent me, but I had a lot of questions about how the data was compiled and Associate Provost Kevin Ball and I got on the phone with Tom sub camp at ODHE to make sure we completely understood the data.

24:11

They did get back to us with some detailed explanations, but honestly, I have not been had a chance to digest that data.

24:18

As soon as I can, I will be gladly share the data that they're using with all of you.

24:24

And towards the end of this, I'm going to share the exact document that ODHE sent to me.

24:30

Next slide, Emin.

24:34

So the the end of this e-mail that was sent to all of you with action steps for shared responsibility.

24:40

Work with other program faculty members to submit a detailed statement and SMART goals by November 15th.

24:47

And you do have to receive final approval by your chairperson and your Dean prior to submitting, but that is going to be part of of your dashboard.

24:56

Attend the Gray Associates information sessions.

25:00

These are 45 minute.

25:01

We gave 2 departments that are much larger an hour, but the majority of them are 45 minutes.

25:07

And again, we want to make sure that you meet with your chair, meet with your Dean to talk about the data before you come to these sessions so that when you come, you can ask questions specific to your department.

25:20

Next slide, this is hard to see, but this is what was also sent out, the attachment.

25:27

You could probably look here briefly and see what day the 17th is on the left side, the 19th is on the right side.

25:35

And every single department has a time set aside for them to meet with Elizabeth Atkins.

25:43

I will be on the call.

25:45

Associate Provost Kevin Ball will be on the call and a few other of us from the Office of Academic Affairs.

25:51

Ross Marone.

25:52

I believe Claire Berardini will be on there as well.

25:57

All right, ORC 3345.

25:59

OK, if you could and then get out of this and then share the Word document that I sent.

26:23

Thank you.

26:26

OK, this document is untouched, came right from Chancellor Duffy.

26:30

This is the Ohio Revised Code that all of our publics have to abide by.

26:38

You can see that it is due September 1st, 2025.

26:42

This is the one that you always hear us talking about low and low classes.

26:46

And this is the, the requirement from the state.

26:52

You can see that every three years we have to submit it to the board of trustees.

26:58

The board of trustees has to review it and then they send it off to the chancellor and the chancellor then reviews it.

27:08

And if you can just Scroll down a little bit.

27:09

I want to take my time with this because I learned my lesson.

27:13

I, I, the first time I started harping about low enrolled courses, I remember not understanding why I was having so many discussions with your union leadership.

27:24

And then I said, I don't understand what you guys are talking about.

27:26

The state makes us do this.

27:27

And they said, well, why didn't you tell us that?

27:29

So I do want to take my time going through this.

27:33

It says to comply with legislation.

27:35

The chancellor provides a definition of low enroll courses and programs and the Department of Higher Education provides a list of duplicative programs within each region of the state.

27:45

And so you can see what it says, we have to submit a report that includes, it says a description of the focus and data used to identify courses and programs that meet the chancellor's definition.

27:59

We have to do a summary of recommended actions for each identified, each identified low enrollment course.

28:06

So it's not a, it's not just, hey, we had 10 low enroll courses.

28:10

For every low enroll course, we have to list it and then say what we're doing.

28:15

And you'll see that in the table that they provide a little bit later, if you can keep scrolling, we have to do summary of our recommended actions for each low enroll program.

28:27

So the first one was courses.

28:28

This is for programs.

28:30

For each duplicative program, we have to give a rationale for why we're going to continue the program in its current form or we have to talk about whether we're going to collaborate it, collaborate with other state institutions or close it.

28:43

And this is part of the report that has to be submitted by September 1st.

28:47

You can see that the next section talks about a new edition for 2028.

28:52

So in 2028, we're going to have to evaluate the strategies and actions that were identified in the report that we're going to submit this year and that the department of Higher Ed will provide guidance and an optional template for reporting those outcomes.

29:10

So this next section talks about defining low enroll courses and programs.

29:16

I did ask the other IUC how members, how they define low enroll course.

29:23

So far we are among the lowest like so each institution gets to to tell what they're low, low enrolled is we had 15 because the last time that there was anything about course enrollment in a collective bargaining agreement was in the red one.

29:43

That's how I know my CB as I forget what year it was.

29:45

I think it's 2017 probably and we had 15 was low enrolled and so that's how we came up with that number.

29:54

There is another institution that also uses 15, Miami of Ohio.

29:58

But most of the other institutions in the state of Ohio use one number for low division and one number for upper division.

30:07

We're still in the low end, low enroll programs.

30:11

We use 40 and other institutions use 50, but you'll see that on that bottom paragraph where Edmond

is now on page 2, just to comply, the Chancellor defines low enrollment as course sections of fall below 20% above.

30:30

So because we use 15, we've got to add 20% that makes it 18.

30:35

So we have to report anything that are 18 or below for that course section over two or more semesters.

30:42

So that Power BI that I mentioned in the last in the PowerPoint, that Power BI was developed so that it's looking at courses that have when they're offered for two semesters, it could just be they're only offered every spring or they're offered fall and spring.

30:58

It is looking at that.

31:00

So the Power BI is pulling out two or more semesters and then low enroll programs is 20% above that number.

31:07

So when we picked 40, we've got to report 48 or below.

31:12

The other institutions that pit 50, they've got to report at 60 or below.

31:21

I won't bore you with all of this reading.

31:23

And, and yes, I will share this with, with Senate.

31:25

This document which with, with academic Senate can be posted because it's comes from the state.

31:31

They are very specific about what we need to report on.

31:36

You can Scroll down, go over this briefly, quality centrality to mission, cost effectiveness of the course or program demand.

31:47

You can see as much as we don't often times like talking about employment, they do data-driven market analysis of employer need, potential for collaboration, potential for restructuring.

32:00

So all of these are things that we have to send back to the state that's for the course for the programs regarding duplicate programs, let's Scroll down just a little bit admin right here.

32:18

They send U.S.

32:18

data.

32:19

This is the data that I didn't understand completely.

32:23

So I did ask for further clarification and Kevin Ball and I sat on a call with them.

32:27

So as soon as again, as soon as I as Kevin and I have a chance to digest based on the new definitions they sent us, let you all see that data too.

32:38

But what it does is it has multiple tabs on a spreadsheet.

32:43

Central is just Ohio State.

32:45

And then of course, you know, we're in each region has its own area.

32:52

And so we're in with Akron and Kent and it shows it highlights any other duplicated, how should I say it?

33:04

So we're in the Northeast and it shows Cleveland State and State University of Akron and Youngstown State.

33:11

And if the program is duplicated, US plus another institution or US +2 more institutions.

33:19

It's all it's all highlighted in like a salmon colored and then we have to talk about it.

33:26

The programs to have average total cost for the degree, average number of credit hours it takes for the students to graduate and then the average time to completion.

33:41

And I was just looking at it, that's how I was reading it off of it.

33:44

That's the data that we're trying to understand better because it doesn't always show why issue is the least expensive school to graduate with those degrees.

33:53

So we're trying to understand where they're getting their data.

33:59

And so they say highlighted red, it's salmon.

34:01

But at any rate, that's exactly what it shows duplicate programs at universities in the region and then across the campus or across the state.

34:12

I'm sorry.

34:13

And then it shows data on the number of graduates using the same three years and the average cost per graduate.

34:18

And it just, it, it looks different because you would think that Y issue would have the same cost regardless of the undergrad degree, but it's a varying cost.

34:27

So we're, we're trying to understand that if you keep scrolling down, OK, the next down down at the bottom, determining recommended actions for duplicate programs, again, it's the same kind of information as you saw with the courses up above.

34:46

They want to talk about quality of the programs, the duplicate programs keep going down, the centrality to our mission.

34:54

This is why those statements are so important.

34:57

So those first two, we're trying to make sure that we can talk to the state if needed at a moment's notice why our programs need to stay and why our programs are the way they are.

35:09

Cost effectiveness and demand, data-driven market analysis, potential for collaboration and potential for elimination.

35:16

This is all about the program, so and that's what they're asking for.

35:22

If you can look below here.

35:23

Now we're getting into the tables and how they suggest we prepare it.

35:26

There's a report format, so low enrollment thresholds, low enrollment course identification.

35:31

You can Scroll down and then there we go.

35:34

So you can see the low enrollment analysis.

35:37

We literally need to provide a chart that has every single course by name and number, the number of sections we have, the average enrollment, and then what we're recommending we do with that course and then what the rationale is.

35:53

Right now when we do the courses, we are only doing lecture courses, practicum courses.

36:01

We have not reported out yet on, on some of our other ATI classifications like internship directed study.

36:11

We just haven't touched those yet.

36:13

I'm not saying we won't have to, we just haven't yet.

36:17

Here's the low enrollment program analysis.

36:20

Again, same thing.

36:21

We've got to list the program, the number of annual graduates, what we recommend if it's considered low, and what our rationale is.

36:28

And again, we picked 40, so we're only doing 48 and below.

36:31

Other institutions pick 50, they're doing 60 and below right now.

36:35

The state hasn't told us we have to change, so we're sticking with the numbers that we had originally suggested.

36:45

If the program is a duplicate program, then we need to talk about what other institutions have it, what their names are, and why we're not going to join in with another institution.

37:01

And I think that's the end of it.

37:05

Yeah, OK.

37:08

So just so you know, where we're coming from and why those purpose statements are going to be extremely important to us in the Office of Academic Affairs.

37:18

What we're trying to do, building out the academic master plan is to address some of these situations that we see coming from the state.

37:26

You know, none of us have a crystal ball, but we definitely want to make sure that we're putting Y issue in the best light and to show people that we are we are on top of whatever they're asking for.

37:39

Doctor Cooper, that concludes, I don't know if we have questions from any other senators.

37:46

It was just meant to be informational.

37:48

I don't have any ask of the Senate.

37:51

It's just an informational.

37:53

And I appreciate you all because of the loss in our family.

37:57

I appreciate you having a special time for me.

37:59

Thank you so much.

38:02

Thank you.

38:02

Provost Pintar, are there any questions anybody would like to raise perhaps?

38:11

I would suggest you put them in the chat so we don't have multiple people speaking over one another.

38:22

Yes, it's for 40 for undergraduate programs only for For graduate, the course enrollment is 9.

38:34

So that makes us report 11 for courses and then for programs.

38:44

South Sanders on here.

38:46

Why can't I remember the graduate program?

38:52

Kevin Ball, do you remember it?

38:58

It went out in the information in that e-mail we sent out.

39:05

I don't want to quote the wrong number, Nancy.

39:07

Not the top of my head.

39:08

I I want to say 20, but I don't know if that's maybe, but maybe it was 15 or 18 because we were thinking most graduate programs.

39:20

Yeah.

39:20

I don't remember off the top of my head which programs are already determined to be duplicative.

39:27

Eleanor, I wish I could share my screen right now.

39:30

There's a lot of salmon colors on the the pivot for Northeast.

39:35

The majority of them are considered duplicative.

39:39

That doesn't mean anything statewide, I don't think yet.

39:43

It's just something we need to be aware of and show where we differentiate.

39:46

And I will share this data with you, all of you once, Associate Provost Ball.

39:53

And I feel that we are confident with how to explain it to all of you, because we can't explain it ourselves yet.

40:07

It does make sense to use, it doesn't make sense to use different levels for low division and upper division.

40:17

And we we absolutely can.

40:19

Let me pull up what I surveyed the IUC.

40:23

The only thing though AJ is it would make it higher.

40:31

So Miami uses 15 like I said, right State uses for the low division they use 23.

40:44

So we would be reporting out on 27 or lower for low division and then they do use 11 for upper division.

40:52

Cleveland State uses 20 for low division, low division.

40:55

So we would be reporting out on 24 instead of 18 and for upper division they use 15.

41:02

So we would be reporting out on 8/18 like we are, but our 1002 thousand level course would be higher.

41:10

Bowling Green does 24 for their low enrolled for the 1000 level courses, 19 or lower for the 2017 for their 3016 for their 4000.

41:22

So that kind of gives you an idea.

41:23

I mean we we could, but it would just we would be reporting on more courses.

41:29

Right now we do 18 across the board because we use 15.

41:33

If we were to raise the lower division to stay in line with the other Ohio institutions, we would just be reporting out on on 24 or 20 or less.

41:51

Are there any other questions to ask the Provost?

42:00

Well, seeing none coming through, Doctor Pintar, I want to thank you for taking time and again, we extend our sympathy to you and your family.

42:13

Thank you.

42:13

So this will end this meeting and I again, thank you all for being here.

42:20

I thought this was very informative and I will see you all soon at the next Senate meeting.

42:26

So thank you very much.

42:27

Edmund, you're at the controls.

42:31

Thank you all.