

PROVOST'S COUNCIL
September 28, 2021
Minutes

The Provost's Council met on Tuesday, September 28, 2021, from 8:30-10:00 a.m. in the Graduate School Multipurpose Room, 2011. Present were Austin Agho (Chair), Debbie Bauman, Andy Casiello, Tammi Dice, Gail Dodge, Renee Felts, Annette Finley-Croswhite, Stuart Frazer, Giovanna Genard, Nina Gonser, Kate Hawkins, Khan Iftekharuddin, Jonathan Leib, Connie Merriman, Brian Payne, John Sokolowski, Narketta Sparkman-Key, and Robert Wojtowicz. David Shirley, Lisa Mayes, and Megan Mize attended as guests.

1. The July 27, 2021, minutes were approved.
2. PLE and BBCLT as Compared to Courses Without These Interventions

David Shirley, Director of Institutional Effectiveness and Assessment, presented the results of an analysis of how the Personal Learning Environment (PLE) or Blackboard support from CLT (CLTBB) influences broad metrics of academic performance as opposed to courses not using PLE/CLTBB. The study looked at two groups of faculty: those who developed online courses on their own and those who worked with CLT to develop their online courses. Online courses using PLE/CLTBB were only compared to the same online courses that did not use PLE/CLTBB during the same terms. The analysis considered academic performance as it relates to the average:

- Number of students earning an A
- Number of students earning a B
- Number of students earning a DFWI
- Number of First-Time In College (FTIC) Freshmen Retention (Full-Time & Part-Time)
- Overall GPAs
- Number of students with a GPA of at least 2.5 for the term (academic success)

Initial takeaways and trends are as follows.

- The differences in academic performance are generally very small.
 - The largest difference is CLTBB having a greater proportion of first-time in college (FTIC) freshman retention: 3.05%.
- It is reasonable to conclude that PLE and CLTBB are having essentially no clear influence (good or bad) on academic performance.
- Regression models reveal PLE & CLTBB are not significantly predictive of academic performance.
- PLE growth over time generally closes the academic performance gaps between PLE & non-PLE (similar convergence with CLTBB).
 - This reinforces the likelihood that PLE/CLTBB are not influencing academic performance one way or another, since increasing adoption is generally bringing academic performance closer to the non-PLE population.

The following areas were identified for future analysis.

- Are there other aspects of PLE or CLTBB that could impact academic performance?
 - Can we assume students who access the gradebook frequently are more likely to pass?

- Can PLE increase visibility of grades for students using the Learning Management System?
- Are there other measurement strategies that may better speak to the utility/effectiveness of PLE, such as faculty satisfaction, student satisfaction or usage surveys?
- Is there an impact from having low representation from the Colleges of Education and Professional Studies and Engineering and Technology?

Brian Payne suggested that we look at academic performance in online classes versus those offered face to face. Austin Agho stressed the importance of student progression.

3. ODU's Success in Fostering a Culture of ePortfolio and Digital High Impact Practices

Megan Mize, Director of ePortfolio and Digital Initiatives, presented information on ePortfolio use and digital high impact practices. EPortfolios are digital vehicles for curating and reflecting on learning experiences and often take the form of websites. It is important for students to begin to build their ePortfolio in their freshman year. Students develop ePortfolios for the following reasons.

- Establish a repository of artifacts
- Encourage synthesis
- Promote self-assessment
- Showcase experience & skills
- Consider authentic audiences
- Practice digital literacies
- Cultivate professional identity
- Foster on-going reflection

Fostering a culture of ePortfolio practice begins with faculty and administrators and involves collaboration on discipline-specific designs and collaboration with partners such as Career Development Services, High Impact Practices (HIP) Council, and University Libraries.

Student support is available in-person in the ePortfolio Studio and online and includes individual tutoring, workshops, video support and feedback, and tutorials. Faculty support is available in the following areas.

- Workshops (eP3)
- Department-level training
- Individual Consultations
- Student Support Materials
- Class Visits
- Template Design

Dr. Mize noted that the next steps in fostering digital high impact practices at ODU involve the areas of augmented reality and virtual reality.

4. Name Change for CHIP to Academic Success Initiatives and Support; Implications for Supporting Students and Faculty

Lisa Mayes, Executive Director of Academic Success Initiatives and Support, discussed reasons for the name change from CHIP to Academic Success Initiatives and Support. The change resulted from the Lumina Project on a student-ready ODU and the recommendations in the Program Prioritization Initiative report. The unit will focus on academic success in the classroom in the following areas.

- Delivery and coordination of academic support
- Academic initiatives that are high impact practices
- Stronger relationships with the colleges and faculty for support services
- Better understand ODU students and their needs
- Better accountability to students and faculty

Ms. Mayes made the group aware of the Academic Resource Center (ARC), which is a controlled learning space (physical and virtual) that provides students with opportunities to practice and enhance their learning. Students may meet with an academic coach to improve self-management and learning skills, request a custom workshop for their small group, or get connected with other support services like tutoring, mentoring, and advising. Faculty can refer students to ARC for information on academic support services. ARC is staffed by trained peer academic coaches and professional staff.

5. Announcements

- A. Annette Finley-Croswhite announced that the Center for Faculty Development will offer CURE (Course-based Undergraduate Research) grants during the 2021-2022 academic year. She made the Deans aware that faculty receiving these grants are encouraged to ask their Dean for matching funds.
- B. Narketta Sparkman-Key announced that Excite the Dream began Sunday with 16 participants. On Monday, President Hemphill met with the participants and answered questions followed by a panel of faculty who talked about their experiences at ODU. Meetings are set up in the colleges on Tuesday, and Provost Agho will close the event Tuesday evening. Dr. Sparkman-Key reported that the feedback from the participants has been positive.