Undergraduate Education Council (UEC)
Oregon State University
December 18, 2014 – 3:00 – 4:30pm
6th Floor Kerr, PCR

Present: Janet Nishihara, Sal Castillo, Gary Delander, Kevin Gable, Mark Hoffman, Joy Jorgensen, Kerry Kincanon, Jim Coakley, Marion Rossi, Joey Spatafora, Tara Williams, Julie Greenwood, Katie Gaebel (Penny Dieble), Christine Kelly, Marla Hacker, Lisa Templeton, Becky Warner, Rebecca Mathern, Dan Edge, Bob Gilmour, Cheryl Middleton, Jessica Cardinal-Lanier (Anita Grunder)

1. Introductions, plan for the year for UEC

2. Results from 2014 Exit Survey – Sal Castillo
   • Administered after graduation – 2nd year
   • 21% response rate
   • Demographic info – results are un-weighted
   • Nearly 70% participated in some sort of research, internships, service learning, creative projects, or Education Abroad.
   • 69% worked at some time during their undergraduate years.
   • Students who worked off campus averaged a higher number of hours per week.
   • It is important to remember that students who did not graduate are not reflected in the statistics.
   • 60.4% were satisfied or very satisfied with academic advising, versus 67% last year.
   • Sal is able to drill down to answer more specific questions, i.e. transfer student responses.
   • Only 30 – 40% used career services.
   • A small drop in # of students planning to go to Grad School and a small increase in # of students who have job offers in their field.
   • About 79% of graduates report being satisfied/very satisfied with the quality of instruction in their major, versus 81% last year.
   • There are new questions related to the Learning Goals for Graduates. Students generally rated themselves highly.
   • There were questions about technology for e-campus students and questions about the facilities for on-campus students.
   • Sense of belonging was generally high.
   • About 40% of graduates had some concern about their level of debt but felt they could handle it.
   • 82% were overall satisfied or very satisfied with OSU.
   • The intent is to administer this annually. We need to think about ways to incentivize students to complete the survey.
   • This survey is important to the university accreditation efforts and achievement compact. It would be good to align the University survey with the College surveys.

3. Retention/graduation data over time – Sal Castillo
• Predictive model
• Standard approach looks at students who enter Fall term, straight out of high school.
• More and more high schools are delaying graduation so that students can take advantage of a free year at a community college.
• Cohort includes students who are full time during their first term.
• Students who drop out leave during their first or second year.
• There are a lot of factors that influence graduation rates that we don’t have any control over.
• Most attrition is not due to academic ability or lack of.
• 90% of students get a bachelor’s degree from some place, eventually.
• There is a long list of variables that were used in this analysis.
• Send questions to Sal.Castillo@oregonstate.edu

4. Bacc Core Excess Credit Policy – Kevin Gable
• A large number of Bacc Core courses have submitted requests to increase from 3 credits to 4 credits.
• The minimum load to complete the Bacc Core is 45 credits. If every category changed to 4 credits it would push to minimum to about 60-65 credits. This creates problems for majors that have larger number of major credits required.
• The Bacc Core committee has struggled with these concerns while balancing a number of considerations.
• As the tuition plateau disappears this will cost students more.
• It is a challenge to balance the needs of students with the pedagogy needs of faculty.
• The proposed policy allows faculty some flexibility. No more than 50% of the courses in a category can be excess credit courses.
• This is a managing forward process. FSEC is recommending immediate implementation.
• The proposed policy needs to be shared in the colleges so that feedback can be shared with the committee.
• Please contact Kevin.Gable@oregonstate.edu with your questions and ideas. This probably won’t get to Faculty senate in January….more likely in February.

5. Term schedule roll – Rebecca Mathern
• This is related to the EAB project. We will revisit it at the next meeting.

6. Veteran’s Day implications for fall quarter academic calendar – Rebecca Mathern
• Some academic regulations will have to be rewritten as a result to include new language about drop, withdrawal and refund periods
• The mid-week start will impact science courses that will have to reduce the number of labs to meet the full-week schedule for the term.
• In 2015 we will start on Thursday, September 24. Most years will include a Wednesday start (the Wednesday prior to the ‘traditional’ start of the term unless Yom Kippur falls on that particular Wednesday, then the start will be on the next day.

Coming in February:
Academic dishonesty and the “removal from a college as a result of it” – Mathern, Coakley, Hoffman, Kincanon, Yeh, and Weber
C- Requirement, ripple effects – Hoffman
Upper division course access – Colvin
OSU Advising Study
Present about EAB