

**COUNCIL OF
STUDENT ACADEMIC SERVICES DIRECTORS
MINUTES**

**Wednesday, October 11, 2006
Room 250, Council Room, Student Union
10:00 a.m.**

Present: Marlene Strathe, Jovette Dew, Bill Ivy, Mary Kay Jennings, Susan Johnson, Martha McMillian, Marilyn Middlebrook, Lance Millis, Jerry Montag, Rita Peaster, Jessica Roark, Craig Robison, Kristi Thrift, Susan Weir, Bob Hollrah, Barbara Bremer, Gail Gates, Jessica Moore, and Robert Connor.

1. OSU Native American High School Weekend – Nov. 9th and 10th

Student representatives, Jessica Moore and Robert Connor noted that they are seeking college involvement for the Native American High School Weekend. The plan is to bring the High School Students to the different colleges between 1:30 p.m. and 3:15 p.m. on November 9th for college tours, informal or interactive presentations. Jessica and Robert noted that they are expecting approximately 100 high school students and the Admission's office is giving campus tours. The high school students will preregister and details will be shared with the colleges before November 9, 2006. The colleges are to send meeting locations and specific information to Jessica and Robert.

2. Second Major/Minor Declaration Form – Rita Peaster

Rita Peaster handed out three different scenarios how multiple majors/minors can be displayed on transcripts for the council to review. Council members noted a concern to showing all major changes on the student's transcript as it could prompt a negative reaction from employers and asked if the Student Government Association had considered this. Rita has since verified that primary major changes have always displayed on official transcripts this way.

Jerry Montag conducted an informal survey with Big XII institutions to learn how they handle certifying students with second majors and minors for graduation. Most indicated that the colleges contact the students to see whether they prefer to graduate with the minimum degree requirements or wait until they've met all declared majors/minors to graduate. While Rita thought this was a wonderful service to students, she anticipated that neither the colleges nor the Registrar's Office had the staff/technology available to contact students for this information. As an alternate method for accomplishing the same goal, she presented a draft modification to the Diploma Application that included a place for students to indicate whether they want to graduate now with the minimum requirements or delay until all majors/minors are met. This additional information would be gathered at the Registrar's office and passed onto the Colleges with the diploma applicant lists. While the council was generally in favor of the modified Diploma Application, they suggested that it be further amended to include spaces for 2nd majors and minors, and noted that the selection of colleges and degrees needed updating.

Members also asked who would be filing the change of major/minor form, the student or unit. Rita said that the change of major/minor forms will continue to be initiated at the colleges (at their request), and as such the Registrar would not post the form to their website. She said that the draft Declaration/Change of Major form they had been working on for some time had been deemed too complicated by Instructional Council, and that they were going back to the drawing board. Until new forms can be developed, the Registrar's office will accept any versions you like. Rita asked for college/unit representation of 3-5 people from each college/unit to form a committee to work on the major/minor issues.

3. **Retention Initiatives (bring Freshman, First Semester and Transfer Reports)**

Dr. Strathe referred to the surveys of students who did not return and asked members to identify contributing factors and suggest ideas for improvement.

Location of OSU: Contributing factors:

Not home (homesick)

Stillwater is too small for metro students and too large for rural students

Ideas for Improvement:

Expand on-line courses with better ways to communicate how to enroll, etc.

More compatibility with branch campuses

Periodic Bus service to Dallas/Houston

Revitalizing downtown/community

Greater use of Oklahoma City/Okmulgee campuses

Financial Problems: Contributing factors:

Financial aid, scholarship misuse

(students dropping after the deadline to keep financial aid)

Credit card debt

Working (70% transfer, 35% freshman)

Ideas for Improvement:

Combine tuition and fees so OHLAP will cover

Increase transfer scholarships

Better communication about financial arrangements (full costs, payment plans)

Financial education in regards to credit cards and bursar balances

Residential Life programming about personal finance

Personal Problems: Contributing factors:

Illness

Ideas for Improvement:

Adviser contact with students who have problems based on 6 week grade reports

Medical leave of absence

Adviser Referrals to the Counseling Center. Inform students about referred resources through orientation classes

Psychology clinic, Family Counseling Center, etc.

Report of students not enrolled by end of dead week – adviser contact

Residential Life programming on handling personal problems

Students No Longer Want Degree Program started at OSU. Contributing factors:

OSU Stillwater/Tulsa does not offer nursing or other allied health degrees

Ideas for Improvement:

Advisers should know what other campuses (branches) and other state institutions offer

Use the Bachelor of University Studies degree option and educate faculty about this degree

Balancing Social Activities/Academics: Contributing Factors:

Alcohol

Homecoming activities, Freshman Follies, etc.

Ideas for Improvement:

Greeks should use 6 week grades in determining if students are eligible/required to participate in Homecoming and other activities

Offer Time Management Courses through Orientation classes, Living/Learning communities, or Residential Life

Workshops in Tulsa

Offer smaller orientation classes so instructor can get to know students individually

4. **General Education “D” Designation**

The General Education Advisory Council approved the diversity course general education designation with implementation recommended on the 2007-2008 degree sheets and required on the 2008-2009 degree sheets.

Diversity – (D)

1. Criteria:

- a. Courses designated “D” emphasize one or more socially constructed groups* (e.g. racial, ethnic, religious, gender, age, disability, sexual orientation) in the United States.
- b. At least one half of the course must relate to these groups.

2. Goals:

- a. Students will critically analyze historical and contemporary examples of socially constructed groups in American society or culture.
- b. Students will critically analyze the distribution of political, economic, and/or cultural benefits and opportunities afforded to these groups.
- c. Students will understand how these groups relate to the student’s academic discipline and American culture.
- d. Students will demonstrate their understanding through written work that provides them the opportunity to enhance their writing skills; upper division “D” courses will include extensive written work.

Diversity courses may also carry an “S” or “H” designation.

The General Education Advisory Council defined “socially constructed groups” as groups protected by the Civil Rights Act of 1964 and the American Disabilities Act of 1990, along with age and sexual orientation.

5. **Adviser Training Sessions:**

October 20, 2006

**“Technological Resources and Student Advising” and “FERPA in the Electronic Age”, 3:00 – 5:00 p.m., Institute for Teaching and Learning Excellence,
126 Telecommunications Building.**

(Note: This session was postponed to January 24, 2007 from 9:30 a.m. to 12:30 p.m., lunch provided)

6. **Other**

Adjourn: 11:35 a.m.