

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

MINUTES

January 15, 2014

10:30 – 12:00

Present: Barbara Bremer, Lynn Brown, Charles Bruce, Chris Campbell, Christine Crenshaw, Steve Damron, Cheryl Devuyt, Jovette Dew, Jeff Hartman, Keely James, James Knecht, Amy Martindale, Brenda Masters, Marilyn Middlebrook, Lance Millis, Rita Peaster, Libby Reigh, Jessica Roark, Kristi Seuchs, Richard Shepard, Robin Wilson, Chad Cox, and Shiretta Ownbey.

1. Education Advisory Board Kickoff – January 28th Update – Brenda Masters

OSU is a member of the Student Success Collaborative through the Education Advisory Board. On January 28 representatives from Education Advisory Board will come to campus to give a main overview. The overview and presentations of demos will be from 9-10:30 a.m. in the French Lounge of the Student Union and members will be invited. Members will also be invited to other presentations throughout the day. As more information is received more details will be shared.

2. Holistic/Alternative Admit Program – Christy Crenshaw, Libby Reigh, Chad Cox, and Jeff Hartman

Christine Crenshaw noted that Undergraduate Admissions would like to give a brief update on the holistic/alternative admissions review process. This was prompted by the recent retention initiatives underway. To provide historical context, it appears that Oklahoma State University (OSU) first implemented admissions criteria in 1962. Over the decades, admissions criteria adjustments were made by the OSRHE and OSU now has three admissions criteria combinations known as assured admissions. Each combination includes one or more minimum academic standard of standardized test score, high school class rank, cumulative GPA, and “core GPA” in addition to graduation from high school. Core GPA is defined by the OSRHE and includes a combination of 15 courses also popularly known as “college preparatory curriculum” or “college core courses”.

In fall 2008 the holistic admission option was implemented at OSU. The model is based on a review of cognitive and non-cognitive variables, including the assessment of application essay questions. The holistic admissions option allows review of students who do not meet OSU’s assured admission criteria, but show potential for academic success at OSU, generally due to being slightly below one or more of the assured admissions criteria.

In addition to the holistic admission option, OSRHE Policy permits an alternative admission option that allows OSU to enroll up to 8% of the previous year’s first-time freshmen enrollment without the applicants having met the assured admissions criteria but ineligible for holistic admissions. OSU has never exceeded the 8% limit, ranging from 6-8 % since 2010. In recent years, Undergraduate Admissions has been utilizing Institutional Research and Information Management (IRIM) retention data to aid admissions decision process for both alternative and holistic admissions options. Collaboration through the Retention Task Force resulted in a request to IRIM for a report summarizing first year retention by admissions criteria. The lowest retention rate (56%) is for students who met assured admission criteria of an ACT of 24 or higher but do not have a 3.0 cumulative GPA, a 3.00 15-unit core high school GPA or high school class ranking in

the upper third of their class. This disappointing retention rate reaffirms the weakness of a single factor admission criteria. Undergraduate Admissions received approval by Faculty Council a year ago to investigate and evaluate whether a change in admission requirements would be beneficial to both student opportunity and academic success. If it is decided to make adjustments to the admissions criteria, it would be to move away from the single admission criteria that recognizes only standardized test scores. Members asked if the most recent fall 2012 retention numbers were available. This information is available from IRIM. Libby Reigh clarified that the 8% limitation is applied to the alternative admission distinction and not to the holistic admission distinction.

Libby also provided clarification regarding the term “panorama” which is a component of the holistic admission option and was piloted for the fall 2013 freshmen class. Panorama refers specifically to redevelopment of the undergraduate application essay questions which are a non-cognitive measurement of the holistic admission process. Panorama is not the redevelopment of the holistic admission process as a whole, meaning the same cognitive variables (GPA, ACT/SAT scores, class rank) are still utilized in the holistic admission process. The admissions review process is now internal to Undergraduate Admissions involving a team of readers, as well as an established set of rubrics that provide comprehensive measurement to the scoring process. Jeff Hartman noted that when designing the essay questions and scoring process, the group investigated processes and scoring rigor used by Oregon State University, University of Chicago, and University of Texas-Austin. All of these institutions have similar programs. Undergraduate Admissions selected a group of readers internal to the admissions office and trained them to score the essays. This will be a five year process and Undergraduate Admissions will continue to evaluate the retention of students admitted through this program.

Dr. Martindale noted that since the high school information is so critical, is there a way to put that information on the 136 screen so that advisors have access to it. It was noted that possibly IRIM could assist with this but that Dr. Martindale would have to inquire. The term “super score” is defined as a combination of the best subscores from each subject area on the ACT or SAT, utilizing scores from two or more test dates. OSU does not utilize super scoring to determine admission but is used by IRIM for trend analysis reporting and is noted as such in the annual IRIM Student Profile.

Additional information: The chart provided in the attachment above includes a review of OSU's assured admission criteria, holistic and alternative admission criteria, a comparison of ACT composite bands at the national, state and institutional level, as well as a review of the holistic/alternative admit distribution of enrolled students since 2010.

3. Academic Program Declarations for Student Athletes (continued from December 4th meeting) – Marilyn Middlebrook and Celeste Campbell

Dr. Campbell noted that DSAS is returning to this topic as information gained from the discussions in the last meeting resulting in some changes. The differences are moving the Academic Services for Student Athletes (ASSA) signature on the declaration form to the top and revising statements to #2 and #8 on the instructions:

#2 – “OSU varsity athletes should begin with obtaining required approval from Academic Services for Student Athletes”.

#8 - “Academic program declarations for student athletes are not considered official without documentation of approval from Academic Services for Student Athletes”.

Members approved.

4. Demo of Updated Academic Calendar Page on Registrar Website – Rita Peaster

Rita Peaster noted that there has been an update to the Registrar's Academic Calendar webpage. In response to multiple requests to publish the tentative academic calendar dates for future terms in an area that is more accessible than the University Catalog, we have added these dates to the Academic Calendar page marked as "tentative" until they have been approved by the President and the Oklahoma State Regents for Higher Education. Academic Calendars for an upcoming Summer, Fall and Spring semester are sent to OSRHE in January each year. Fall break will not be printed in tentative academic calendars as it is considered a "floating" holiday. Regarding fall break 2014, it will coincide with the Friday of Homecoming (October 24) this year.

5. Proposed Changes to Regulation 7.3 - Residence Waiver for Certain Premedical Students: 3 + 3 Law Option - Keely James

OSU Academic Regulation 7.3 currently allows students admitted early to a doctoral health program to transfer back up to 30 hours from the professional school to complete their undergraduate degree (as permitted and within restrictions by degree and department). Both A&S and CASNR have some early admission agreements with medical and veterinary schools. Since policy modifications in 2011, a student can take advantage of this option with any doctoral health program that will admit without a bachelor's degree. Nationally, there is growing trend to create such early admission programs for law schools. Several schools (including all 3 in OK) have early admission programs for their own institutions' undergraduates, and a couple of law schools are now promoting 3+3 options to students from all undergraduate institutions in the country. All three Oklahoma law schools have expressed interest in expanding early admission (3+3) options to OSU students also. So while OSU students can now start law school early, as any particular law school may permit, current OSU policy does not allow them to use law school hours to complete an OSU undergraduate degree. Such a student, though clearly successful, would not be an OSU graduate, nor counted in our graduation rate. Many students may wish to reduce time and debt by one full year, and they will inevitably achieve the law degree, so expanding this policy allows them to become graduates of OSU also. Just as presently with premedical programs, it will be up to OSU Colleges and Departments to approve programs for which 30 hours of undergraduate coursework can be waived as to allow for the 30 hours law school coursework to be transferred back. Keely James asked members if they had questions. Keely will be communicating with colleges to assess what majors would fit into this initiative. Members asked if it would be wise to have students to come to Keely early for advising. Keely needs to first communicate more with the law schools to finalize details. There will be a contact person in each college working with this initiative and Keely will ask the DSAS directors to identify that individual. Members asked, is there any reason not to use a BUS for this process and Keely said that this will be one of the questions presented to the law schools, but she guessed many students would prefer their named degrees. All three law schools in the state are interested in this new option. Nationwide, Nebraska is the only institution advertising this program. Dr. Campbell volunteered to shepherd this and assist with a written rationale before it continues through the approval process. Members approved.

6. Adjustment to Academic Regulation 3.4: 30+10 General Education Standardization Between Colleges – Brenda Masters

In the last meeting the full report from the General Education Task Force was discussed. The administration would like to take this recommendation forward as a change in Academic Policy.

Administration would like to start with standardization of the recommended general education criteria, the 30-10 plan. 40 hours are required for general education and some of the courses are specifically identified. The proposal insures that at least 30 general education hours would be basically standard and the remaining 10 hours could be college specific. If members have comments or concerns, please communicate those. Dr. Masters would like to ask Rita to assist in reviewing the academic regulation and give feedback. Dr. Ownbey noted that some students have courses that wouldn't add up to 30 credit hours due to there being few three credit hours lab courses. Should it be 30 -10 specified or should it be 31-9? Dr. Masters noted that the wording "at least 30 credit hours" was included in the wording of the document to address this issue. Dr. Campbell suggested discussion on them mathematics exception, "with the exception of the designation of levels of mathematics courses" and asked is this to be to indicate general 1000 or 2000 levels of mathematic courses or specific levels of mathematic courses? It was noted that it would refer to "specific" mathematics courses and Dr. Campbell suggested adding specific to the statement, "with the exception of the designation of specific mathematic courses". Dr. Campbell also asked if there is specific reason why the statement regarding mathematics is included. Dr. Campbell continued by asking, is it because OSRHE policy requires one course in "mathematics" and it was noted this was correct. Dr. Masters noted that there had been conversations with OSRHE in regards to Mathematics vs Statics prefixes and OSRHE indicated that this was an institution decision. Dr. Campbell asked are there other courses, for instance, science courses that should be an exception as well. Dr. Masters noted that included with the policy is a paragraph that addresses exceptions by allowing substitutions. It was noted that some degree programs maybe not have the flexibility to move to the 30 – 10 and this is realized. Colleges need to review their degrees sheets and feedback is welcome at any level of the approval process. Degrees sheets will have to be rewritten, reviewed, and approved. Dr. Damron noted that the over-arching philosophy of all of the recommendations is that we are trying to meet specific objectives with general education, objective driven. There are many more ways than previously to meet the objectives. Not loosening requirements but providing more avenues for the students in regards to meeting the general education requirements. The recommendations allow students to transfer to different degrees more easily. The process will need to be put in place by Academic Affairs. It was asked when the expected implementation will occur and it was noted it is expected to be implemented in the 2015-16 academic year. Dr. Masters proposes that the following action is taken: continue review the recommendations and Dr. Masters will send the document with track changes to Dr. Martindale to address item "F" regarding the mathematics statement. Dr. Martindale asked if the wording level should be removed and it was noted that perhaps it would be best to review some degree sheets to better conceptualize the idea. Dr. Martindale noted that A&S has drafted seven degree sheets which can be shared. It was agreed that it would be beneficial to do some degree sheet comparisons and continue discussions in the next meeting.

7. Other

Dr. Masters noted that in regards to the Education Advisory Board Student Success Collaborative, there have been three pilot groups identified. Advisors in LASSO, Education, and 10 from Arts and Science and will be involved in the discussion on January 28th. Dr. Masters noted not be concerned that some of your advisors were not included in the initial discussions as there will be more advisory involvement in the future.