

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

MINUTES

November 19, 2014

204 WH

10:30 – 12:00

Present: Julie Berg, Chris Campbell, Christine Crenshaw, Steve Damron, Cheryl Devuyt, Jovette Dew, Leslie Evans, Chris Francisco, Jeff Hartman, James Knecht, Rae Ann Kruse, Amy Martindale, Marissa McIntyre, Lance Millis, Jessica Roark, Kristi Seuchs, Richard Shepard, Keila Whitaker, Missy Wikle, and Pamela Fry.

1. Proposed College Algebra Pilot Program – Chris Francisco

Background

Students may qualify to take MATH 1513, College Algebra, at OSU by scoring at least 30/100 on the ALEKS math placement test.

Those who need College Algebra but do not qualify prior to their freshman year either:

Take a remedial class at Northern Oklahoma College; however, qualifying for College Algebra in the spring will still require a score of 30/100 on ALEKS.

Wait at least until spring to take math at OSU, working through online ALEKS learning modules with help from the MLSC (still need 30/100 on ALEKS).

Take College Algebra elsewhere, often in a less rigorous form.

Student success rates at OSU in College Algebra have risen dramatically recently:

Fall success rates increased from around 55% to 75%.

Spring success rates went from 45% to over 60%.

Existing problems

A substantial number of students who would like to start in College Algebra in the fall of their freshman year do not qualify, even after several attempts at the placement test.

Starting in a remedial math class is devastating for an Engineering student, who will be unable to graduate in four years and possibly not even in five because of math prerequisites for Engineering courses. It has similar impacts for other STEM students.

Widespread anecdotal experience suggests that students from underserved areas and those coming from families with little formal education are particularly at risk.

National evidence indicates that remedial math classes are ineffective at remedying students' deficiencies.

Proposed project

Allow students with scores of 20-29 on the ALEKS placement test to enroll in College Algebra at OSU, but instead of their going to class only three hours per week, require them also to attend two hours per week of supplemental instruction. The Schusterman Family Foundation would like to fund the project, pending OSU approval and final negotiations.

The ALEKS cutoff for remediation is 20, and thus students in this program are not deemed to require remedial math (despite being unprepared for College Algebra).

The supplemental instruction would be active learning sessions in groups of around 20, led by a trained advanced undergraduate and overseen by our College Algebra coordinator. The lessons would both help students understand prerequisite material and give extra practice on the concepts being covered in College Algebra.

Initially, we would target only the population taking College Algebra to evaluate the effectiveness of this strategy. We are seeking approval to hire a course coordinator for Math Functions, a class many non-STEM students take, and if this program is effective, we could expand it to students earning 20-24 on ALEKS who wish to take Functions.

Dr. Francisco noted that the Schusterman Family Foundation contacted the Mathematics Department regarding alternatives to remediation, ideas for alternate pathways (such as Math Functions), and increasing transferability throughout the state. Dr. Francisco went on to say that throughout the U.S., course remediation isn't necessarily effective. The Mathematics Department would like to begin allowing students just below the cut-off for College Algebra to enroll in the course if they attend mandatory supplemental instruction that would consist of practicing both prerequisite material and the course material. This program would be piloted in Fall of 2015. It was noted that this initiative will save money and assist with the Finish in Four initiative.

Members endorsed.

2. University Academic Regulation 6.12: Violation of Academic Integrity – Rae Ann Kruse

Dr. Kruse noted that word "fraudulently" has been removed from University Academic Regulations 6.12: Violation of Academic Integrity.

Members approved.

3. Proposal to Discontinue Production of the Class Schedule PDF – Celeste Campbell

Dr. Campbell noted that the Office of the Registrar has been considering discontinuation of the Class Schedule PDF file which is posted to the Registrar's website just prior to enrollment opening each semester, effective beginning with the Summer and Fall 2015 class schedules (typically published in February/March 2015). This electronic document is patterned after the old printed class schedule books. Update Registrar website by October 2014 to include information that currently does not appear anywhere except the Class Schedule PDF file. Members asked if there could be an alternative resource where the class schedule could be listed in a searchable format given that enrollments are expected to increase as students will be using banked hours.

Members endorsed.

4. Majors for New Students – Celeste Campbell

Dr. Campbell noted that discussions are beginning in regards to student major listings in the new Banner System. Dr. Campbell asked if members would agree that present practice reflects that students apply to the university, choose a major, and, in some cases, once advised the major listing for the student will be changed due to required admission standards for that major. Jeff Hartman noted that the Banner System has numerous capabilities and wanted feedback on the best way to handle these types of situations as the Banner System is implemented. Members noted that it would be beneficial to have the student's major declaration automated based on the major's requirements and student's admission status. It was noted that there was some concern in listing a student's major as a pre-major as this may result in a negative perception and some accrediting agencies do not recognize pre-major as an official degree. Members asked should it be that a major declaration is declined if the student's GPA isn't sufficient? Dr. Campbell would like to investigate options on how to handle the pre-major issues and asked members to think about ways to address this.

**5. Displaying Cumulative GPA on the Transcript – Celeste Campbell
Proposed Action**

Exclude the cumulative GPA from the official and unofficial OSU transcript. The State Regents do not require the cumulative GPA on the transcript, it is rarely used, and Banner does not provide it on the transcript. It may be possible to display the cumulative GPA in Degree Works (degree audit) or elsewhere

in Banner. The cumulative graduation/retention GPA is used to determine academic standing, graduation clearance, satisfactory academic progress for financial aid, and eligibility for scholarships.

Definitions

From OSU University Academic Regulation 6.4 Grade-Point Average Calculating

Semester Grade-point Average. For purposes other than retention, all grades are included in the calculation. For retention purposes, activity, remedial and research courses are excluded from the calculation. These courses remain on the transcript with a notation that they are excluded from the GPA.

Retention and Graduation Grade-point Averages. All courses in which a student has a recorded grade are included in the calculation, excluding any courses repeated (with an original grade of "D" or "F") or reprieved based on State Regents policy and excluding remedial courses and physical education activity courses. (See Academic Regulation 6.13 Academic Forgiveness.)

Cumulative Grade-point Average. All courses in which a student has a recorded grade are included in the calculation.

Members approved and asked if the cumulative GPA could be displayed elsewhere.

6. Two-Thirds Rule for General Education Transfer Work and ENGL 1010, HIST 1010, and POLS 1010 – Celeste Campbell and Lance Millis

Primary Questions

1. Do all Colleges have the same understanding regarding how fractional credit/trimester transfer work meets general education and other degree requirements?
2. Does the fractional credit/trimester information provided by the OSHRE handbook and historical OSU documents from 2008 eliminate the need for the 1010 courses?

Excerpt from Academic Affairs 2008 email (Also reflects current Registrar's Office procedures)

Here's the official word from the Oklahoma State Regents for Higher Education Academic Affairs Procedures Manual on review of general education courses with "fractional credits" (pg 102)

([http://www.okhighered.org/state-system/policy-](http://www.okhighered.org/state-system/policy-procedures/2014/AA%20Procedures%20Handbook%20February%202014.pdf)

[procedures/2014/AA%20Procedures%20Handbook%20February%202014.pdf](http://www.okhighered.org/state-system/policy-procedures/2014/AA%20Procedures%20Handbook%20February%202014.pdf))

2. If a student transfers from a quarter hour school and has a US government course that is three quarter hours (which converts to only two semester hours), has the student fulfilled the US government requirement?

In the past, students transferring from trimesters were granted flexibility in the translation of credit hours. If the student has fulfilled the intent of the policy and satisfies the minimum number of hours required to complete the degree program [at least 40.0 hours of general education and 120.0+ total hours], then the institution has the flexibility to accept these hours as compliant with policy.

OSRHE staff indicated the same principle would apply to other general education course requirements (i.e., a transfer course that converts to at least two thirds of the course requirement would be an acceptable substitute).

If the course is not a general education course, the department or college will need to determine if a transfer course is an acceptable substitute.

The 1010 Courses

ENGL 1010

Studies in English Composition. 1-2 credits, max 2. Special study in composition to allow transfer

students to fulfill general education requirements as established by Regent's policy.

HIST 1010

Studies in American History. 1-2 credits, max 2. Special study in American history to allow transfer students to fulfill general education requirements as established by Regents' policy.

POLS 1010

Studies in American Government. 1-2 credits, max 2. Special study in American government to allow transfer students to fulfill general education requirements as established by Regents' policy.

This discussion is in reference to courses being transferred to OSU from trimester systems. Are these courses being utilized equally and how are these courses treated in regards to general education and the 1010 courses? Is there a common understanding across campus? Members agreed that the Two-Thirds Rule should apply in these situations and Dr. Campbell agreed to send a written summary to the group via email.

7. Spring Advisor Workshop – Celeste Campbell

Dr. Campbell would like to schedule a Spring Advisors' Workshop to include Ellucian Degree Works demonstrations for advisors. The demonstrations would include working with the student's degree plan and general education plan. Demonstrations would include information on how advisors would set up a student's plan in Degree Works. Dr. Campbell asked members for the best time in the Spring to schedule the workshop and it was noted late January or early February. The Registrar's Office will work with Academic Affairs in planning this event and sharing details with the advisors.

8. LASSO Matriculations and Banner Configuration – Celeste Campbell

Goal:

Utilize Banner implementation to optimally denote students' affiliation with the LASSO advising center.

Objectives:

1. Remove LASSO/UAS advising status from the major code on the official transcript (ex: majors of UAS-Assessment Program, UAS-Alternative Admission, etc).
2. Denote students who are advised in LASSO while also allowing notation of intended major, if appropriate, as Pre-**<Major>**. This will allow students who are advised in LASSO to identify with their intended majors and will assist with course planning across colleges and give advising units an idea how many students are in their pipelines. It also allows the colleges to send major related information (guest speakers, opportunities, newsletters, gatherings, etc) to those students so they can connect earlier.
3. Continue to store students' admission categories (requirement rule/type/status/code) in Banner, but not in the matriculation. For example, track alternative admits using Banner admission decision codes, type codes, and/or attributes.
4. Indicate academic status on the transcript (and other appropriate places), but not in the matriculation. This affects transfer students admitted on probation and returning students who are readmitted on probation. A student may start the semester on probation and end the semester in good standing; the end of semester standing is what remains on the transcript.
5. Concurrent high school status will be denoted on transcript as non-degree and/or concurrent high school.

Plan:

Use the following matriculation programs for students who currently have the specific major descriptions listed in Table 1.

College = General University (or University College, pending Board of Regents' approval)

Degree = Bachelor

Major = Undecided or Pre-<Major> or Concurrent High School

Additional information:

1. The matriculation is recorded permanently on the official transcript. A student's last matriculation for a given semester is the one reflected on the official academic transcript if it differs from the previous semester's program.
2. Block diploma applications for students with a General University college or a Bachelor degree type to prevent students from earning degrees in pre-majors.
3. Other functions or records that are affected by matriculation determination:
 - a. Reported data, such as enrollment, retention rate, and graduation rate
 - b. Academic Common Market
 - c. Eligibility for VA benefits
 - d. Advisor and administrative access to advising or admission status

Undergraduate Admissions, Missy Wikle, and the Registrar's Office met to talk about possibilities and opportunities in regards to LASSO matriculations and how this will be managed in Banner. One issue with the current matriculation process is the current major descriptions are listed on the transcripts and members agreed that this does not need to be on the transcripts. Conversations among members included discussions regarding best methods for identifying these students. Some members expressed that these students should be identified under the "University College" designation and other members wanted to use the designation "pre-major" as an identifier. Missy welcomes member's suggestions.

9. Assessment of Undergraduate Student Learning Task Force Report – Pamela Fry

The task force examined assessment of undergraduate student learning at OSU focusing on the following questions: (1) What are current assessment practices at the University? (2) What are best practices at the national level? (3) How can assessment of student learning at OSU be improved?

Task Force Areas of Recommendation:

1. Assessment of student learning at OSU should be driven by four significant concepts: The Four Cs – Communications, Creative Problem Solving, Community Engagement, and Content Knowledge.
2. Benchmarks and Capstone Experiences at three levels:
 - a. Initial – Collection of Information among admissions, orientation classes and other introductory coursework and activities.
 - b. Mid-Level – Artifact collection from general education courses and other mid-level assessment activities.
 - c. Capstone Experiences – Each undergraduate program will identify a culminating capstone experience at the end of the students' degree program that demonstrates an integration and application of the four learning expectations.
3. Electronic Portfolios
4. Core Assessment Items on SSI
5. Coordination of Assessment Data for Multiple Uses
6. Demonstration of Accountability
7. Effective Communication Plan

Dr. Fry noted that member's feedback regarding the Assessment of Undergraduate Student Learning Task Force Report is welcomed. General consensus of the task force reveal that there are no core expectations for undergraduate education at OSU and this should be encouraged. GEAC recently reviewed the recommendations and noted that another "C" for Cultural Competence, could be considered. It was noted that capstone experiences are considered a national best practice for

undergraduate education and the task force also recommended piloting electronic portfolios in D2L.

10. Other

Dr. Fry has been meeting with the Orientation and Advising Working Groups. Some of the discussions have been in reference to the University College concept which will likely be approved in the December A&M Board of Regents meeting.

Adjourn: 12:00 p.m.