

**COUNCIL OF  
DIRECTORS OF STUDENT ACADEMIC SERVICES**

**MINUTES**

**July 19, 2017  
204 Whitehurst  
10:30 a.m. – 12:00 p.m.**

In attendance: Barbara Bremer, Amy Cole-Smith, Michelle Crew, Roberta Douglas, Pam Ehlers, Leslie Evans, Linda Good, Karen Hickman, James Knecht, Bobby Jenkins, David Marriott, Amy Martindale, Marilyn Middlebrook, Lance Millis, Todd Misener, Beverly Morris, Katie Norris, Libby Reigh, Kyndal Roark, Sky Rogers, Shawn Rose, Kristi Seuhs, Richard Shepard, Celeste Taber, Candace Thrasher, Matt Upson, Missy Wikle and Pamela Fry, Chair

**1. Kuder Career Interest Assessment – Pam Ehlers**

Pam Ehlers, Director of Career Services, gave an overview of the Kuder Journey, a research-based interest, skills, and work values assessment available through Career Services. Several state agencies, including the OESC (Oklahoma Employment Securities Commission), the Department of Commerce, and several higher education career centers partnered to create a career development program starting with a student's middle school years and following them through higher education and into adulthood. Career Tech got the ball rolling with research and hired Roberta Douglas to implement the (Kuder / Oklahoma Career Guide) program. This is a free program to OSU through a partnership with Career Tech. R. Douglas is now working for OSU as a senior coordinator with Career Services, so we have access to her expertise.

OK Career Guide powered by KUDER is the Oklahoma name for the Kuder platform. This platform is being used across the state – middle schools, junior high schools, high schools, Oklahoma work force centers, and Trabal Organizations across Oklahoma (Kuder Galaxy – Elementary awareness, Kuder Navigator – middle school thru high school, Kuder Journey – adult and higher education). National researchers have determined that the completion rate of Kuder users is 60 percent. Retention rates are increased, as well as transition rates and academic performance rates. Over 5000 students at OSU have used Kuder programs since 2015.

Students are encouraged to log in and take the three assessments – 25-35 minutes (Interest Inventory, Skills Confidence Assessment and Super's Work Values Inventory). Assessment results can be used immediately to explore O\*NET and the rest of the KUDER program. This tool can assist students in finding an occupation that best suits their assessment results and in achieving the education needed to secure that career. The students can take the assessment results to their advisors for planning, or the advisors can access the assessment information for the student. The majors listed on the Oklahoma Career Guide website are national majors, not specific to OSU majors.

Admissions will initiate further conversations with Career Services. Awareness of programs offered on campus is needed. M. Middlebrook suggested a presentation from Jawauna Harding, Senior Coordinator with Career Services. She has been using three separate assessments that have proven to be very effective for student athletes. P. Fry suggested a follow up discussion regarding OK Career Guide and the MyMajors program at a future DSAS meeting.

**2. First Year Seminar – Matt Upson**

Matt Upson, Director of Undergraduate Library Instruction and Outreach, updated DSAS members on the library support for first year seminar / first year student success. Refer to Undergraduate Library Instruction and

Outreach document. The library support team consists of two librarians and one instructional designer. Their goal is to increase impact through the use of online materials. The First Year Seminars are full of information with very limited space for instruction in the library and limited librarians to provide services. Flexibility of connecting first year students with library services can be dramatically improved with the online materials. Last year the library instructors implemented an online mobile-friendly scavenger hunt, as opposed to the face-to-face orientation. Approximately 1300 students participated in this program last year. There was positive feedback from students and instructors. The focus for the first year students is information life skills with interactive modules. M. Upson recommended all first year seminar instructors inform library front desk staff of the approximate time their classes would be completing the scavenger hunt so they will be aware of the increased influx of students at that time. Once the ground work is provided with these modules and the instructors wish to go more in depth, a subject specialist will be glad to assist with instruction.

The first module will present an understanding of how Google works and how to manipulate it in such a way to receive higher quality results, in order to determine the authenticity of the information, understanding that Google is not an unbiased system. The second module will focus on fact-checking strategies. The third module will emphasize the social and ethical implications of information use. The fourth module will aid in the development of effective inquiry habits. This concept is to provide baseline library support in a flexible manner. Students and instructors are encouraged to request additional help if needed. Library personnel will track student data for the instructors. The modules can be embedded into BrightSpace and linked to the grade books.

M. Upson will place this information in electronic form and submit to DSAS reps who will submit the information to the First Year Seminar instructors. P. Fry recommended that this information be placed on the First Year Seminar website.

Amendment from M. Upson as of 7-27-17: The Google tutorial will be ready to go soon, and library instructors will also have tutorials on information access and the value of information that was developed with another organization. Additional tutorials for first year seminar will not be "OSU branded" the fall semester, but will be in the future. They can still be embedded in Brightspace and library personnel will provide the instructions. The Fake News module will now consist of a webpage for the fall semester rather than a tutorial module.

### **3. Finish Orange Update – Amy Cole-Smith**

Amy Cole-Smith is the Director of Transfer and Veteran Academic Services. She announced the launching of the transfer agreement website – [universitycollege.okstate.edu](http://universitycollege.okstate.edu). Once on the website select Transfer Students and then Finish Orange for viewing of the transfer maps. Currently there are around 60 transfer agreements, 30 of which have been established but have not been finalized for the website. Much like degree sheets, each year these transfer agreements will need to be updated. L. Reigh, Assistant Director for Undergraduate Admissions, added that they open their application process July 1. Admissions initiates the articulation when a transfer student applies for admission. P. Fry encouraged DSAS members to think about the best way to process the yearly updates to the transfer agreements. She also thanked the DSAS members for their dedicated efforts in developing the transfer agreements.

K. Hickman mentioned that the reason the College of Agricultural Science and Natural Resources (CASNR) was delayed with their transfer agreements was the confusion with the Finish in Four sheets and Finish in Four Transfer Guides. All transfer guides should say "Finish Orange".

A. Cole-Smith will submit the editable transfer agreement form for 2017-2018 for distribution to Instruction Council and Directors of Student Academic Services (DSAS) members.

### **4. Resiliency Project – Todd Misener**

Todd Misener, Chief Wellness Officer for OSU, shared his Resiliency Project with the members of DSAS. Two local business owners funded a large scale study for resilience, T. Misener's first study while here at OSU. This engagement concept supported the belief that students who engage usually stay. T. Misener created three levels of engagement variables:

- 1 point for 3 or more Colvin visits
- 1 point for participating in an intramural event
- 1 point for involvement in a special fitness program

T. Misener controlled for all the typical variables that are associated with retention (gender, ethnicity, first generation status, Greek status, and cumulative GPA at the end of the year) to see what level of influence existed. He removed that information and discovered that for every point a student got in engagement, their overall retention rate went up 2.4 percent. GPA was the same – for every point a student got in engagement, their overall GPA went up .084 grade points. Possibly freshmen stay because they have a predisposition to engage.

T. Misener looked at perceived stress and a measure of resilience called sense of coherence. As students' resilience went up, their perceived stress scores went down. In quantifying levels of emotion focused coping, people with the highest stress also scored highest in emotion focused coping with indicators of low resilience – avoidant type of behaviors.

Cumulative GPA was benched against resilience measures. As resilience goes up, GPA is higher. There is a reason for concern with mental health issues on college campuses. Predicting problems before they happen would be an interesting idea, given the associate between resilience and mental health issues, especially with depression, anxiety and stress levels. The full scale resilience study examines the following: 1)administration of two resiliency scales with incoming students at New Student Orientation, 2)another assessment – perceived stress scale and depression scale – opportunity in new student orientation to present these assessments (all IRB approved), 3)all of the divisions of Student Affairs tracking engagement across campus with card swipes, 4)institutional matrix for Fall, 2018 to analyze retention rates and GPAs. P. Fry recommended reaching out to first year seminar instructors to arrange presentation of assessments, and A. Martindale further recommended that the letter go through the DSAS representative office to the instructors. This is a large-scale study that has the potential to be very helpful.

Because these surveys will reveal the students with the propensity of high stress and depression A. Martindale expressed concern about an 8-item depression questionnaire with no follow up. Counseling services information will be available on the assessment.

T. Misener will reach out to members of DSAS in an effort to reach the first year seminar instructors with the perceived stress scale assessment and the depression scale assessment. Notation – matching student to survey data with CWID and survey ID. P. Fry suggested the topic of measuring student engagement through Student Affairs be discussed.

## 5. Update on Searches – Pamela Fry

- Jessica Priddy has been hired for the Pre-Professional Director position. Jessica comes to us from San Antonio, Texas and will be arriving at OSU in early September. The search for a part-time Pre-Law position will begin after J. Priddy has settled into her position.

## 6. Establish Communication between Res Life and Academic Advisors – Candace Thrasher

When Residential Life is aware of academic issues regarding their students, they will be routing those students through the office of Academic Affairs. It is then the responsibility of Academic Affairs to get that information to

the advisor for proper follow up. L. Millis inquired as to an academic alert regarding those students. All options will be closely considered.

## 7. Proposed Changes to UAR 5.6 (Revisiting Advisor Override of Course Prerequisites) – Celeste Taber

Last month C. Taber approached DSAS with the proposed changes to UAR 5.6. Options for UAR 5.6 were either revision of the policy or discontinue allowing advisors to override prerequisites for upper division courses. DSAS preferred to revise the policy. C. Taber commended A. Martindale for her assistance with the preparation of the draft. Refer to Proposed Changes to UAR 5.6 Course Prerequisites document. The proposed changes modify UAR 5.6 to accomplish the following:

- Remove the restriction that academic advisors may provide overrides of prerequisites only for lower-division courses.
- Provide clarification that academic advisors do not have the authority to waive course prerequisites, but do have the authority to provide overrides after verifying that students have met (or are currently meeting) the prerequisites.
- Disclose that departments may review class rosters to verify completion of prerequisite requirements and may initiate action to drop students who do not meet the published requirements before the beginning of a term.

The policy with track changes will read as follow:

**University Academic Regulation 5.6 Course Prerequisites.** Course prerequisites are ~~listed~~ published in the course ~~descriptions~~ section of the University Catalog. When no prerequisites are listed for courses numbered 3000 or 4000, it is understood that the prerequisite is approval of the student's adviser. The prerequisite for courses at the 5000 or 6000 level is graduate standing in addition to any other prerequisites listed. Instructors may waive prerequisites when the student's background justifies this action. Academic advisors may provide overrides of prerequisite requirements. Prerequisites for lower-division courses may also be waived by a student's academic adviser if examination of the student's academic record verifies the prerequisites have been met. Before the beginning of a term, departments may review class rosters to verify completion of prerequisite requirements and may initiate action to drop students who do not meet the published requirements. ~~warrants such a waiver.~~ Prior approval of the instructor may be required for enrollment in problems courses, independent study, internships, thesis and dissertation courses, and courses taught in a professional school.

*Motion to accept the changes as written in the handout and specified above was approved.*

A new Advisor Prerequisite Override (APO) form is on the list for IT to create, but due to the fact that there are several items on that list, it may be some time before the new form is created.

C Taber reviewed the changes to the message that is sent to students and advisors after an APO has been processed. Refer to the Draft Changes handout. Language had been added that notifies students that their prerequisites may be verified later by the department and their enrollment may be altered as a result. Members of DSAS indicated that they supported these changes.

## 8. Other

- **Advisors Conference change of date to September 8<sup>th</sup>.** P. Fry would like for the DSAS members to consider topics for the conference agenda. A key-note will be needed, as well as break out session topics. Email [Kyndal.roark@okstate.edu](mailto:Kyndal.roark@okstate.edu) with suggestions.
- Thursday, August 31, 2017 is our first football game of the season. In a notice from Provost Sandefur's office it was announced that "Classes normally scheduled for the late afternoon and evening on Thursday, August 31 will not be cancelled; however, faculty members have the discretion to make instructional adjustments in their class schedule and course syllabus as they deem appropriate. Notifying faculty now of this Thursday night event should provide them ample opportunity to consider adjustments to their instructional assignments on August 31."

- Registrar's Office is looking for excellent employees to fill the following positions: assistant registrar for student records, assistant registrar for student information systems and degree audit position.

Meeting was adjourned at 12:01 p.m.

Minutes were recorded by Kyndal Roark