

**COUNCIL OF  
DIRECTORS OF STUDENT ACADEMIC SERVICES**

**MINUTES**

**January 17, 2018**

**126 ITLE**

**10:30 a.m. – 12:00 p.m.**

In attendance: Jessica Bullock, Chris Campbell, Leslie Evans, Chris Francisco, Kathryn Gage, Linda Good, Ebonie Hill-Williamson, Diane Jones, James Knecht, Amy Martindale, Marissa McIntyre, Marilyn Middlebrook, Lance Millis, Beverly Morris, Jeff Packham, Rita Peaster, Libby Reigh, Kyndal Roark, Sky Rogers, Kristi Seuhs, Richard Shepard, Jessica Sullins, Julie Swaringen-Griffin, Celeste Taber, Latasha Tasci, Candace Thrasher, Deb VanOverbeke, Missy Wikle and Pamela Fry, Chair.

**1. Students of Concern Committee – Kathryn Gage**

K. Gage, representing Dr. Lee Bird with Student Affairs, presented Directors of Student Academic Services (DSAS) with a request for help with Behavioral Consultation Team (BCT). This group consults with faculty / staff to decide how best to proceed with students in crisis. There is a special hotline number to contact BCT for students who present specific concerns through their behavior.

The BCT group has seen a significant spike in another type of student concern – students dealing with substance abuse, anxiety, depression, and online addiction. In a recent study performed by OSU's chief wellness officer, Dr. Todd Misener, the level of depression and anxiety experienced by our students has risen to a threatening level. Although Oklahoma State University has a counseling department, we have limited resources within that department. At one time during the fall, 2017 semester, there were 80+ students on a wait list to see a counselor. Given the increase in health issues and limited resources, there is a problem to be solved. The university needs to consider some other questions and answers of how to best serve students who fit into this particular area of concern - substance abuse, anxiety, depression, online addiction – who need our attention sooner rather than later. OSU has an early alert system but needs some additional help to better identify these students and to respond to them if they are on the cusp of certain mental health issues. The Student Affairs office is looking for individuals to serve on a task force to discuss the problems and develop some solutions and metrics for success. DSAS members who volunteered to serve on the Students of Concern Committee are as follows: Marissa McIntyre, Lance Millis, Missy Wikle, Leslie Evans and Jessica Priddy Bullock. M. Wikle expressed her concern that the solution cannot be forming another committee. The First Year Experience office is learning a lot about the students who fall through the cracks. There are programs that are in place that may not be working to the students' best advantage, such as academic alerts being set for students, but no one following through with the process. K. Gage will contact the DSAS members who volunteered to serve on the committee to discuss this matter in greater detail.

**2. Proctoring for ALEKS Exams – Amy Martindale, Chris Francisco, Missy Wikle, Lance Millis**

There was considerable discussion regarding universal proctoring for ALEKS instead of incoming students being allowed to take the placement test independently as their first attempt if their ACT or SAT is at a certain level. A. Martindale stated that the College of Arts & Sciences (CAS) sees many students who have taken the ALEKS but for a variety of reasons are not permitted to use their unproctored score. Receiving that information during New Student Orientation is no way for new students to start their undergraduate education. A. Martindale suggested that students take the ALEKS once online for practice, but all regulated tests be proctored. Advisors have been known to write prerequisite overrides according to the information presented to them, when in fact that is not the complete picture. Unfortunately, there is no mechanism to catch this oversight until the prerequisite enforcements are verified, which is too late. Better communication and clarity are needed.

C. Francisco stated that unproctored ALEKS began in 2012 for those students whose ACT or SAT were at a specific level. Students took advantage of the system and were allowed multiple attempts at the ALEKS. The 2<sup>nd</sup> and 3<sup>rd</sup> attempts had significant increases in scores with no time in the learning modules. A bandaid was applied to allow only the first attempt at the ALEKS online and every other attempt would require proctoring. This method worked well for the first few years. C. Francisco stated that in recent years the ALEKS scores have been increasing but student success in calculus has not. There was discussion regarding the cause for the discrepancy, such as someone besides the student completing the ALEKS.

C. Francisco expressed his concern with ideal placements through the current system as it affects the DFW rates in CALC 1. For example, a student is placed in CALC 1 (through suspicious means), and makes a "C" in the course, then moves on to CALC 2 and fails. Possibly if this student would have taken a proctored ALEKS, correct placement would have benefited that student. This issue is difficult to quantify, and it has to be weighed against the logistics of proctoring and its effect on enrollment.

Other options for proctoring were discussed:

- Proctoring in certain high schools
- Proctoring by low level video such as Respondus or Proctor U
- Proctoring by testing centers such as Sylvan

Discussion led to cautions of requiring proctored ALEKS:

- Possibly placing students who do not have access to a proctoring site at a disadvantage
- Number of proctored sites in Oklahoma and Texas
- Expense of proctored exams (UAT offers first attempt for free, however the account only lasts for one year)
- Mentioning proctored exams too early in the admissions process leading to drop in enrollment

The Mathematics Department is looking at adding one corequisite College Algebra course to each semester for the 2018-2019 school year. C. Francisco suggested that possibly the cut offs for math placement may be able to be adjusted down slightly in select courses.

DSAS indicated that they would like to see a proposal from A. Martindale, C. Francisco, M. Wikle and L. Millis regarding the fully proctored ALEKS, with implementation of Fall 2018. P. Fry will refer the proposal to Provost Gary Sandefur for approval, which could possibly include Instruction Council and Deans Council.

### 3. UNIV 3001 – Chris Campbell

The UNIV 3001 program was piloted in the 90s for students on academic probation / struggling academically. Nationally, approximately 50% of students on probation are eventually suspended. This course was developed to focus on study skills and time management. Additional topics discussed in the course are stress, financial issues, goals and behaviors that impact their academic success. This course also encourages increased student / faculty engagement.

### 4. 2018 Cambridge Scholars Program – Jessica Sullins and Latasha Tasci

Jessica Sullins, Director of Scholar Development and Undergraduate Research, introduced Latasha Tasci, the new program coordinator for undergraduate research. L. Tasci expressed her excitement to be working with OSU students on their research projects. Her office is located in 040 Student Union.

Refer to Cambridge Scholars Course Description document. Typically 15-20 students attend a 2-week summer course at Cambridge University, UK, hosted at Magdalene College. This course is taught by Dr. Jennifer Borland and Dr. Emily Graham. This course is open to all majors and all classifications. Normally the students attend this course in mid-July but the dates provided to us this year are the two weeks prior to the beginning of the fall 2018 semester. J. Sullins encouraged DSAS members to recruit students for this amazing opportunity. This trip is organized through Arts & Sciences Outreach.

- Deadline – 2-16-18; Note – 2-2-18 is the Provost Scholarship deadline
- Application: completed application form with official transcript, essay asking what the student can

contribute to the program and what they expect to gain from this experience, letter of recommendation from a faculty member or staff advisor.

- Cost \$3600 – scholarship of \$1500, additional need scholarship of \$500 is also available, students secure their own airfare.
- H designation for the course in pending approval by the General Education Advisory Council.

#### 5. **First Year Seminar Workshop – Pamela Fry**

P. Fry reported that Matt Upson has been instrumental in assisting with the First Year Seminar (FYS) Instructor Workshop. He has secured the library reading room for March 2, 2018 from 8:15 to 12 noon for the FYS Instructor Workshop. The goal is to develop this FYS Workshop into a conference. P. Fry asked for each college's FYS director to serve on the working group. The FYS Instructor Workshop working group will consist of the following members:

Kristi Seuhs  
Deb VanOverbeke  
Cindy Blankenship  
Michelle Crew  
Sunderesh Heragu  
Shawn Rose  
Marissa McIntyre  
Marilyn Middlebrook

Items for discussion at the FYS Instructor Workshop working group meeting:

8:15 – 8:45 Registration and Continental Breakfast  
Facilitator – goals about first year, research about first year  
Small Groups – sharing best practices  
Incentive to attend  
FYS Workshop working group:

K. Roark to schedule an FYS Workshop working group meeting first week in February. (Meeting scheduled for February 7.)

#### 6. **CourseLeaf Catalog Update Process for 2018-19 – Rita Peaster**

The Registrar's Office is preparing the workflow within the CourseLeaf catalog for the various catalog contacts to be able to enter their updates for the 2018-19 catalog. J. Packham has been working with CourseLeaf to set up the workflow. He will be sending out messages to various departments in an effort to identify and connect with the individuals who will be making the updates in the system.

J. Packham has been working with CourseLeaf to schedule catalog workflow training. He hopes to have the catalog workflow available to start entering edits by 2-12-18, subject to change if we encounter unseen delays by the vendor.

The workflow process will not be used on degree sheets for the '18-'19 school year. It is anticipated that a workflow process will be utilized for the '19-'20 school year degree sheets.

#### 7. **STAR Update – James Knecht**

STAR updates and changes to the data loaded by IRIM and IT took a little longer to incorporate than anticipated, but all have been implemented and complete. Student majors no longer contain the college code or the degree code, which should facilitate easier searching. For students with double majors, both majors are now viewable and searchable. There are also a new fields that are filled in. One example is that parts of term are incorporated in the "Section Tags" field. Some new categories also have been added. If advisors notice any issues, please contact J. Knecht.

STAR has eliminated the Tutoring Center mode and converted it to the new Appointment Center mode.

GradesFirst is confident that they will be able to add the "A" to the campus wide identification (CWID). The data switch is tentatively scheduled for the week of Spring Break. J. Knecht will keep advisors apprised of any changes.

#### 8. STAR Usage and Academic Alerts – Missy Wikle

Preliminary retention rates from fall to spring look flat at this time, but we will know more next week when IRIM pulls the week 3 data. The First Year Success (FYS) Office is trying to identify why. All known data points will be utilized to analyze reasons. The FYS Office has incorporated multiple campaigns to reach students not enrolled for spring (texting, calling, emailing, reading advising notes, etc). There has been effort to exclude student with PNR tags in STAR that indicate the student is probably not returning. This tag is to be applied to students who have expressed that they do not plan to return to OSU and the advisor has already discussed options.

M. Wikle expressed her concern with lack of information reported in STAR for advising records and for follow through on academic alerts (e.g. some students who received academic alerts do not show that follow up was ever made.) If we are to keep better student records, we need to leverage the technology we have so we can help our students.

In an effort to analyze the data, M. Wikle would like to categorize the reasons why students are not returning, i.e. financial reasons, homesick, attending another institution, etc. She will submit a list of categories to DSAS representatives for completion regarding students not returning for spring. If this information could be plugged into the statistical analysis system (SAS) data of Institutional Research and Information Management (IRIM) they can potentially determine the significant data points. Information can be pulled by tags as well.

#### 9. Other

- Academic Integrity Committee will be meeting again this semester to review policy, specifically electronic use of resources (CHEG). Lance Millis agreed to continue as the DSAS representative.
- R. Peaster introduced Jeff Packham, publication's coordinator in the Registrar's Office.
- There was discussion regarding the possibility of a late spring or early summer DSAS meeting to be held in the new business building. K. Roark will contact M. McIntyre to finalize details.
- P. Fry announced that this meeting is C. Taber's final DSAS meeting prior to her retirement and commended her on her many outstanding contributions to the university.

Meeting was adjourned at 9:35 a.m.

Minutes were recorded by Kyndal Roark