

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

MINUTES

**February 20, 2019
126 ITLE
10:30 a.m. – 12:00 p.m.**

In Attendance: Chris Bingham, Leslie Evans, Chris Francisco, Amy Gazaway, Linda Good, Ebonie Hill, Nick Holmes, Bobby Jenkins, Diane Jones, Cheryl Kleeman, James Knecht, Amy Martindale, Marissa McIntyre, Marilyn Middlebrook, Lance Millis, Robyn Moore, Beverly Morris, Rita Peaster, Libby Reigh, Kyndal Roark, Sky Rogers, Kristi Seuhs, Richard Shepard, Missy Wikle and Bridget Miller, Chair.

1. Discussion Re: Math Placement – Chris Francisco

C. Francisco shared the data from the 2018 Math Placement changes with Directors of Student Academic Services (DSAS). Below are the details of the data, along with recommendations for adjustments:

Proposed Math Placement Cut-off Changes Effective Summer 2019

Based on data from the Fall 2018 semester, the Department of Mathematics proposes to lower the math placement scores required to enroll in College Algebra (MATH 1513) and Preparation for Calculus (MATH 1813). The Fall 2018 semester is the first term for which we have mostly proctored math placement scores, making the data more reliable than before and allowing us to interpret the data with higher confidence.

MATH 1513

Current prerequisites: *Math placement score of at least 45 for standard sections, 30-44 for corequisite sections.*

Proposed prerequisites: *Math placement score of at least 40 for standard sections, 30-39 for corequisite sections.*

Rationale: *Among students taking corequisite 1513 in Fall 2018 with scores of 40-44, there were few with grades of C, which would indicate a danger of slipping into the D/F/W range without extra support. Most grades for students in this range were A or B with scattered grades of D/F/W. This change would allow roughly 40 more students to take standard sections, likely enabling us to meet the anticipated corequisite demand. We would reevaluate after getting data from Summer and Fall 2019.*

MATH 1813

Current prerequisites: *For standard sections, a grade of C or better in 1513 or a math placement score of at least 60. For corequisite sections, a math placement score of 53-59.*

Proposed prerequisites: *For standard sections, a grade of C or better in 1513 or a math placement score of at least 56. For corequisite sections, a math placement score of 53-55 or recommendation of instructor after first-week diagnostic assessment (similar to the procedure for enrolling in corequisite sections of Calculus I).*

Rationale: *Our data suggest that those students qualifying for 1813 via the math placement test tend to do very well. The students who qualify by transferring 1513 from another institution struggle considerably, and many could use extra support. We had 60 students in corequisite 1813 last fall, and we anticipate that the 53-55 range will give roughly 30 students, allowing another 30 seats for “parachutes” from standard sections. We would collect data in Fall 2019 to evaluate the change. Additionally, we would try to determine whether we*

might be able to drop the corequisite cut-off to 50. This would depend both on our evaluation of students' preparation and our ability to staff additional corequisite sections of 1813.

2. General Education Courses Area Designations Purpose and Requirements Document (from General Education Advisory Council) – Bridget Miller & Amy Martindale

The General Education Advisory Council (GEAC) has updated the language for expectations of new GENED courses. The language should now reflect current trends that describes GENED designations. GEAC is making final revisions to the process by which faculty apply for the GENED designation to simplify the information that communicated in the syllabus. It is important for students to know what the learning objectives are, that those objectives match the designation and that all the writing requirements are included in the syllabus. The new language must be communicated to faculty and departments. Significant clarifications are as follows:

- GENED can have no more than two prerequisites
- The term contemporary within the “I” designation signifies current day (for 3 credit hour courses). New courses requesting the “I” designation will need to prove 50% of the course syllabus is dedicated to current day. All other “I” courses will need to prove the current day information at their 5-year reviews.
- The goals that GEAC is trying to accomplish are actually listed in the syllabus
- Writing assignments of “D” and “I” courses focus on those topics Diversity or International.

3. Adding a Distance Only Category in Star – Beverly Morris

B. Morris introduced the possibility of adding the notation in Star for a Distance Only designation in Banner. J. Knecht was able to provide information from IT. The distance only category addition is possible but will take some time to apply to the system. Many OSU Tulsa students are distance only, and the attribute would help identify them more quickly. J. Knecht will let DSAS know once the attribute has been added.

A. Martindale mentioned the need for clarity regarding the process of student being labeled as distance only. R. Peaster explained that the outreach offices within each college are responsible for maintaining that attribute. Further explanation may be needed by Dr. Christine Ormsbee, associate provost and director of outreach and distance learning. It was L. Good's understanding that the distance learning attribute applied only to those students who were enrolled totally online because those students are assessed a different tuition rate. The Bursar's office uses that attribute as well, which could affect the cost of attendance. There was significant uncertainty regarding the use of the distance attribute across campus. A smaller working group was discussed to revisit all scenarios. Further discussion is needed.

4. Timeline for the Spring 2019 Survey of Undergraduate Advisement – James Knecht

J. Knecht announced that the advisors survey will run from 3-4-19 to 3-29-19. There will be an initial email and two reminders. Changes to student / advisor lists are due by 2-28-19. Data will be pulled from Banner on 3-1-19. DSAS members indicated they would prefer a fall Survey of Undergraduate Advisement. J. Knecht confirmed that there will be a Spring 2019 survey and a Fall 2019 survey, followed by annual Fall semester advisement surveys. Feedback will be available to advisors the week of 4-2-19. DSAS members indicated they would appreciate viewing of all colleges' general feedback.

5. Representative to Serve on the AI Advisory Group this Spring – Bridget Miller on behalf of Candace Thrasher

B. Miller explained that the academic integrity advisory group meets annually to discuss the academic integrity policies and procedures, and a DSAS representative is needed for the advisory group. Cheryl Kleeman volunteered to represent DSAS.

6. Online Major Change Application update – Robyn Moore

R. Moore thanked all individuals who participated in the Online Major Change Application working group. She demonstrated the application for members of DSAS. The online major change applications can be submitted by an advisor or a college coordinator. When the college coordinator submits the application – it is auto approved. For clarification purposes – “cancel” indicates that a mistake was made; “denied” indicates that someone has denied the application process. A comment is required if the application is denied. (C. Kleeman requested that a veteran category be added, similar to student athlete. R. Moore stated that this request would be reviewed at a future update.) When the application is denied the process is stopped. Later functionality would include a process to return the application to the individual who denied the request. All individuals involved will be notified of the denial. The process starts over at that point.

Timeline:

- DSAS testing of the system (one to two person(s) from each college) – 2-25-19 thru 3-1-19
- Issues to be reported and worked out by IT 3-4-19 thru 3-8-19
- DSAS members revisit the system 3-11-19 thru 3-15-19
- Final production preparation 3-18-19 thru 3-22-19
- Pilot and go live by 4-1-19

7. Banner Self Service update – Rita Peaster & Robyn Moore

R. Peaster announced that a new update to Banner Self Service Registration is scheduled for the weekend of March 1 and consists of multiple defect resolutions, with no changes to look/feel or navigation. A sporadic generic registration issue will hopefully be addressed with this update. Class schedule improvements will be visible – class meetings will be clearly distinguished from exams. The Plan Ahead area has a third row for courses “not offered for term”. The time ticket details are listed in the Notes section of the Student Profile. All hold information will be hidden from the Prepare for Registration area of Registration since it provides mixed messages for term-based holds. The Student Profile is the best place for students to view their holds.

R. Peaster also mentioned that they are testing the addition of photos in Self Service. Because all photos (student / faculty) are available for release, decisions will need to be made regarding photo display. Currently R. Peaster is considering photos in the following areas: student profile, advisee listing, class roster, grade entry, registration, class schedule. Further discussion and demonstration is needed at a future DSAS meeting.

8. Federal Policy 38 CFR 21.4253(d)(3) on Mandatory Evaluation of Military Credit for Students Receiving VA Benefits – Rita Peaster

R. Peaster explained that students who receive VA education benefits are required to have their military credit evaluated by their institution. The Registrar’s Office provides an acknowledgement form for students who receive VA benefits to sign before receiving those benefits. A recent audit revealed that this benefit was not listed in the OSU catalog. This benefit is now listed under the Registrar section of the catalog. Transfer credit evaluation will be displayed in Banner.

9. Health Challenge – CEAT vs. Other Colleges in a Step Challenge – Lance Millis

College of Engineering, Architecture and Technology issued a step challenge to all other student academic services offices. Any office interested will need at least seven full time employees to participate. Timeframe for this challenge is from 3-1-19 to 4-20-19, culminating with the *Remember the 10* run. The Wellness Center will offer prizes to the winning office (yet to be determined.)

10. Course Program of Study Update – Linda Good

L. Good reminded DSAS members that the Office of Scholarships and Financial Aid (OSFA) needs a current remaining hours form for those students who are ineligible for financial aid due to excessive hours to meet academic progress. That form is updated every semester. For an updated form, visit the OSFA website. OSFA

sends a courtesy email to students who have excessive hours every fall and spring semester. Beginning this spring, OSFA will create a report for college advising units listing the students who receive these courtesy emails. This email will have both the current appeals form and current remaining hours form attached.

L. Good shared the following proposed working timeline for implementing Course Program of Study for students.

- Later this spring—Create report that advisors can review to find students who are 1920 federal aid recipients and are enrolled in courses that CPoS indicates are not required for the degree. This report will be updated throughout the spring and summer and available to advisors. Some courses may be on this report because an exception (e.g., course substitution or waiver) has not yet been entered in Degree Works, and action may be needed within the college to enter the Degree Works exception so the course can be recognized as meeting degree requirements. At this time Blake Myers from the Registrar's office and Nathan Scoles from our office are meeting weekly to look at test output from CPoS.
- Early summer 2019—OSFA will email students who are 1920 federal aid recipients and are enrolled in courses not required for the degree. Advise them of monitoring for fall and potential loss of aid.
- July 2019 (after the conclusion of New Student Orientation)—email DSAS listserv reminder of reports and the timeline for aid disbursement and aid adjustment in August.
- Early August—email all federal aid recipients about disbursement of federal aid and include information about OSU's new ability to monitor whether or not the student is in hours not required for his/her degree, implications for federal aid.
- Early August—follow up with email to all federal aid recipients currently in hours not required for their degree that their federal aid may be adjusted due to that enrollment.

L. Good emphasized that input from DSAS is welcome. The intention of OSFA is to be as student and advisor friendly as possible.

C. Kleeman requested clarification on VA students who receive independent educational benefits. R. Peaster announced that the Registrar's Office is hopeful to incorporate VA into Degree Works for benefits certification process in the future.

L. Good reiterated that OSFA is pleased to be able to strengthen OSU's compliance with Federal Aid regulations.

A. Martindale would like OSFA to standardize a report that details all OSU financial aid recipient students who are taking courses at NOC or TCC. L. Good will investigate this matter and return to DSAS with findings. R. Peaster requested a side bar meeting between herself, Arts & Sciences and OSFA regarding this issue.

11. Other

- **Transfer Agreements - Cheryl Kleeman** – she now knows the status of all transfer agreements but does not have editable documents for any of the agreements. She asked DSAS members to contact her if they had any knowledge regarding the status of the transfer agreements. She would also like to have the spreadsheet listing all active transfer agreements updated by June 1 for the 2019-2020 school year. She will send out an invite to the main DSAS members to discuss updates and spreadsheet. She would like to schedule the meeting as soon as possible.

Meeting was adjourned at 12:05 p.m.

Minutes were recorded by Kyndal Roark