

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

MINUTES

**March 13, 2019
126 ITLE
10:30 a.m. – 12:00 p.m.**

In attendance: Laurie Beets, Ryan Chung, Leslie Evans, Kathryn Gage, Amy Gazaway, Linda Good, Ebonie Hill, Nick Holmes, Diane Jones, Cheryl Kleeman, Tim McCue, Marissa McIntyre, Lance Millis, Robyn Moore, Beverly Morris, Rita Peaster, Libby Reigh, Kyndal Roark, Sky Rogers, Kristi Seuhs, Richard Shepard, Julie Swaringim-Griffin, Deb VanOverbeke, Missy Wikle and Bridget Miller, Chair

1. Needs Assessment of First and Second Year CASNR Students with Significant Concurrent Hours– Deb VanOverbeke and Ryan Chung

D. VanOverbeke presented the executive summary of a recent survey for Freshmen and transition students who brought in a considerable amount of hours (up to 74 concurrent hours). In total, there were 673 students who received the survey, and 573 responded – 85% response rate. CASNR and University Assessment and Testing (UAT) developed a Needs Assessment with AG 1011 and ANSC 2111. D. VanOverbeke explained that the reason for this survey was to determine if CASNR should be dealing differently with the students who were bringing significant concurrent hours to OSU prior to their freshmen year in college, and at this point the answer is “no”. She explained that she felt more information was necessary from the second year students to determine more specific needs to address. D. VanOverbeke would like to see other colleges join in the survey to get a bigger sampling of students.

Information was shared with Instruction Council so associate deans will know about this. The possibility of forming a small committee to modify questions was discussed.

For further details regarding the recent survey, please review the attached executive summary.

2. NOC Enrollment for Continuing Students – Missy Wikle

M. Wikle met with Northern Oklahoma College (NOC) representatives to verify continuing student enrollment. OSU students will be allowed to enroll at NOC beginning April 26, 2019 for the Fall 2019 semester. Refer to OSU/NOC-Stillwater Enrollment Permit document. This document is located on the Registrar’s website. It is a downloadable and fillable PDF. M. Wikle explained that advisors will need to complete this form for their students who will be enrolling in NOC classes. A. Martindale requested that all information be distributed via email to all undergraduate advisors. M. Wikle reminded DSAS members to inform their students that an unofficial transcript will be accepted during NOC enrollment

L. Beets noted that OSU Faculty and Staff Dependent Waivers do not cover the NOC courses.

3. Academic Alerts, Mid Term Grades and FYS Partnerships – Missy Wikle

First Year Success (FYS) personnel would like to partner with all undergraduate colleges to contact students whose midterm grades indicate they are struggling academically. FYS encourages students to return to their specific college for academic assistance. FYS is focused on addressing other issues that are more social in nature. For additional information, please contact M. Wikle.

FYS / LASSO and New Student Orientation (NSO) will be partnering to present information on academic assistance during the NSO sessions this summer to students and parents at the same time.

4. Enrollment Holds – Amy Martindale

A Martindale expressed her concern regarding the barriers that are being placed on students with a significant

number of holds. Every active hold is displayed and can be overwhelming to students. K. Gage would like to pursue conversation with A. Martindale outside of DSAS meeting regarding the immunization holds, as Health Services is under the Student Affairs purview. She will follow up with Health Services. L. Reigh informed DSAS that Admissions was not monitoring the immunization records but she would take a look at the procedure to see about implementing.

Possibly there should be a side meeting regarding players of multiple holds – Bursar, Student Affairs, Registrar's Office (RO). RO will remove those holds in mass at the end of term processing the following year if hold has not been removed. C. Thrasher indicated that on occasion students file late drop petitions and report that they could not drop online. Academic Affairs verifies dates via holds. For removal of Fall 2018 holds, DSAS members indicated they would prefer having the advisor hold be removed at the end of the Fall 2018 semester.

5. Online Major Change Application Update – Robyn Moore

R. Moore announced that she is continuing with online major change testing, and that a production pilot is scheduled with SSB beginning April 1. She is encouraged that all of the defects from previous testings were addressed. Provided that the production pilot goes well, we will plan full implementation before the end of April. R. Peaster and R. Moore will be meeting to discuss communication for campus regarding this new capability procedure, and will forward a draft communication to the DSAS leaders for feedback.

6. Photos in Self Service – Rita Peaster

IT has enabled photos in Self Service in a test environment, and now R. Peaster is seeking feedback on options for photos. Refer to Photos in Self Service, Overview and Options document. Photos are available in the following areas:

- Student Profile
- My Advisee Listing
- Faculty Grade Entry – Student Contact Card
- Faculty Grade Entry – Course/Student Details
- Registration – Browse Class Schedule
- Registration – Class Details
- Register for Classes
- Banner 9 Class List / Class Roster

After much discussion DSAS members indicated they were supportive of the following photos in Self Service:

- Student Profile – student, advisor and instructor photos
- My Advisee Listing – student photos
- Faculty Grade Entry – student photos
- Class Roster – student photos

The photos in Self Service will be presented to Faculty Council for their recommendation at the April 9, 2019 monthly meeting.

7. Working Group to Review Enrollment Exception Requests and OSU Policy 2-0206 *Adding and Dropping Courses and Withdrawing from the University* – Rita Peaster

R. Peaster reported that requests to add a course after the deadline which used to be handled on a case by case basis are much more mainstream now, and guidelines in this process are not covered anywhere in policy. RO would prefer to have a solid policy in place to address this issue and at the same time review add, drop and withdrawal policy and practice given changes introduced with Banner. She is planning to form a working group to review these items, and seeks volunteers to serve on the group. Volunteers to serve on the working group included: R Shepard, A. Martindale, M. Wikle, D. VanOverbeke, L. Reigh, L. Beets.

8. The SZRLNTR Report, NOC/TCC Enrollment, and Financial Aid – Linda Good

L. Good detailed the SZRLNTR report. NOC enrollment courses will generally show on this report earlier than Tulsa Community College (TCC) enrollment courses. NOC courses are typically visible shortly after NOC enrollment opens. TCC courses are typically visible after previous semester has ended (Fall 2019 courses will not

be added until Summer 2019 semester is complete). L. Good will relay an advisor request for earlier TCC enrollment information if possible to Doug Reed in IRIM.

9. Transfer Agreement Templates – Cheryl Kleeman

Refer to Finish Orange and OCC to OSU Transfer Maps documents. DSAS members indicated they preferred the TCC to OSU version. Because TCC is a pathway school, it requires a sequence listing.

C. Kleeman explained that she is working to familiarize herself of the amount of time that is put into these sequences, whether or not they are going to be used, and how that communicates to students. Discussion was held regarding a more mobile friendly process as well.

C. Kleeman is scheduled to meet with the communications and marketing department to discuss textwise key points.

Working group: B. Morris, A. Martindale, K. Seuhs, D. VanOverbeke, M. McIntyre, L. Millis to re-work template. DSAS representative will either serve on working group or contact C. Kleeman with representative from college to serve.

10. Other

- R. Peaster announced a new version of Self Service Registration was submitted over the weekend. Final exams are listed on class schedule now; parts of term is also included. Messaging to students needs to include that parts of term number other than “1” indicates a short course. Registrar’s Office will draft communication to students
- L. Millis reminded DSAS members of the step challenge

Meeting was adjourned at 11:55 a.m.

Minutes were recorded by Kyndal Roark

2018 College of Agricultural Sciences and Natural Resources— Needs Survey (CASNR-NS) Executive Summary

The College of Agricultural Sciences and Natural Resources — Needs Survey (CASNR-NS) was developed in the Fall of 2018 in order to measure concepts regarding first year student experiences in a course; the Animal Science program participated in the pilot study. The CASNR-NS consisted of 32 five-point Likert scale items designed to measure concepts of Task, Nature, CASNR, Study Habits, Class, Interaction, Cognition, and Preference. Data was solicited from first-year students in an Animal Science course (N=673) on the Stillwater campus from 9/23 to 10/12, using Qualtrics survey software.

Preliminary findings are below:

- Response Rate: Data collection yielded n=573 (85%) responses
- Gender: 426 females (74.3%) and 147 males (25.7%)
- Ethnicity: 431 (75.2%) White; 35 (6.1%) Hispanic, 27(4.7%) American Indian, 66(11.5%) Multiracial
- Averages: ACT Score: 24.13; SAT Score: 1032; High School GPA: 3.78; Transfer Credit: 3; Transfer Credit earned: 15; Overall GPA: 3.17; Overall Institutional Credit Earned: 28
- Classification: 562 (98%) new Freshmen
- Student Status: 525 (91.6%) full-time students
- Reliability: Overall “Good” reliability (Cronbach’s Alpha = .85)

Top items (70% or higher rated Strongly Agree and Somewhat Agree):

- I attend class regularly (94.5%)
- CASNR promotes the use of support services (tutoring/writing center, etc.) (93.7%)
- I intend to return to OSU next year (92.7%)
- CASNR promotes opportunities to be involved socially (91.2%)
- CASNR provides support for my overall well-being (85.9%)
- I have had quality interactions with other students at CASNR (83.9%)
- If I could start over again, I will still go to OSU (81.9%)
- I use a day planner/calendar to organize my weekly routine (81.2%)
- I examine the strengths and weaknesses of my own views on a topic/issue (74.4%)
- I ask other students to help me understand course material (71.7%)
- I need to improve my study skills and habits (70.3%)*

Bottom items (40% or higher rated Strongly Disagree and Somewhat Disagree):

- I come to class without completing readings/assignments (65.2%)*
- I am satisfied with merely passing all my classes (62.9%)*
- I need to develop teamwork skills (43%)*
- I need to accept greater responsibility for my own actions (46.5%)*
- I need help setting goals and taking steps toward achieving them (40%)*

*Could be interpreted as reversed item.

2018 OSU CASNR-NS - ANIMAL SCIENCE PILOT

Total Number of Responses: N = 573

Survey Themes/Items	Strongly Agree (5)		Somewhat Agree (4)		Neither Agree Nor Disagree (3)		Somewhat Disagree (2)		Strongly Disagree (1)		Total Responses
	#	%	#	%	#	%	#	%	#	%	
TASK											
1. I need help setting goals and taking steps toward achieving them	42	7.3%	176	30.8%	125	21.9%	155	27.1%	74	12.9%	572
2. I need to learn how to take good notes in class	80	14.0%	181	31.6%	96	16.8%	144	25.1%	72	12.6%	573
3. I use a day planner/calendar to organize my weekly routine	311	54.6%	152	26.7%	35	6.1%	40	7.0%	32	5.6%	570
4. I need to learn how to read a textbook more effectively	112	19.5%	197	34.4%	110	19.2%	103	18.0%	51	8.9%	573
5. I need to develop teamwork skills	29	5.1%	111	19.4%	157	27.5%	170	29.8%	104	18.2%	571
6. I need to manage my time more effectively	147	25.7%	210	36.6%	105	18.3%	83	14.5%	28	4.9%	573

NATURE											
7. I need to learn how to handle stress and anxiety in my life	200	35.0%	186	32.5%	76	13.3%	79	13.8%	31	5.4%	572
8. I need to develop more self-confidence in my academic ability	176	30.8%	198	34.6%	80	14.0%	79	13.8%	39	6.8%	572
9. I need to develop a better attitude toward school and learning	86	15.0%	154	26.9%	148	25.9%	119	20.8%	65	11.4%	572
10. I need help motivating myself to get things done	120	21.0%	157	27.4%	123	21.5%	111	19.4%	61	10.7%	572
11. I need to accept greater responsibility for my own actions	37	6.5%	83	14.5%	186	32.5%	160	28.0%	106	18.5%	572
12. I need to learn how to solve problems better	47	8.2%	168	29.4%	157	27.5%	137	24.0%	62	10.9%	571

OSU											
13. CASNR promotes the use of support services (tutoring, writing center, etc.)	384	67.3%	151	26.4%	31	5.4%	3	0.5%	2	0.4%	571
14. CASNR promotes opportunities to be involved socially	354	62.1%	166	29.1%	40	7.0%	9	1.6%	1	0.2%	570
15. CASNR provides support for my overall well-being	302	52.9%	194	34.0%	58	10.2%	16	2.8%	1	0.2%	571

STUDY HABITS											
16. I ask other students to help me understand course material	109	19.3%	296	52.4%	78	13.8%	60	10.6%	22	3.9%	565
17. I need to improve my study skills and habits	149	26.4%	248	43.9%	83	14.7%	66	11.7%	19	3.4%	565
18. I need tutoring	70	12.4%	190	33.6%	172	30.4%	102	18.1%	31	5.5%	565

CLASS											
19. I attend class regularly	457	81.2%	75	13.3%	21	3.7%	8	1.4%	2	0.4%	563
20. I come to class without completing readings/assignments	12	2.1%	77	13.7%	107	19.0%	182	32.3%	186	33.0%	564
21. My coursework has helped me form a new idea/understanding from various pieces of information	125	22.2%	267	47.3%	134	23.8%	34	6.0%	4	0.7%	564
22. I need to learn how to ask classroom questions	85	15.1%	169	30.0%	155	27.5%	101	17.9%	54	9.6%	564

Survey Themes/Items	Strongly Agree (5)		Somewhat Agree (4)		Neither Agree Nor Disagree (3)		Somewhat Disagree (2)		Strongly Disagree (1)		Total Responses
	#	%	#	%	#	%	#	%	#	%	
INTERACTION											
23. I have had quality interactions with academic advisors at CASNR	214	38.1%	171	30.5%	125	22.3%	30	5.3%	21	3.7%	561
24. I have discussed course options, ideas, or concepts with a faculty member outside of class	121	21.5%	152	27.0%	107	19.0%	125	22.2%	59	10.5%	564
25. I have had quality interactions with other students at CASNR	269	47.7%	204	36.2%	64	11.3%	21	3.7%	6	1.1%	564

COGNITION											
26. I include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	166	29.5%	188	33.4%	151	26.8%	44	7.8%	14	2.5%	563
27. I need to learn how to make and evaluate decisions	48	8.5%	148	26.3%	169	30.0%	151	26.8%	47	8.3%	563
28. I examine the strengths and weaknesses of my own views on a topic/issue	136	24.2%	283	50.3%	111	19.7%	30	5.3%	3	0.5%	563

PREFERENCE											
29. I need to explore which careers might best fit my interests and abilities	172	30.5%	175	31.0%	118	20.9%	59	10.5%	40	7.1%	564
30. I am satisfied with merely passing all my classes	31	5.5%	87	15.4%	91	16.1%	143	25.4%	212	37.6%	564

OVERALL											
31. If I could start over again, I would still go to OSU	379	67.3%	82	14.6%	75	13.3%	20	3.6%	7	1.2%	563
32. I intend to return to OSU next year	461	82.3%	58	10.4%	25	4.5%	10	1.8%	6	1.1%	560

Note: 5 = "Strongly Agree"; 4 = "Somewhat Agree"; 3 = "Neither Agree Nor Disagree"; 2 = "Somewhat Disagree"; 1 = "Strongly Disagree"

Source: University Assessment and Testing, Spring 2019