COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES

MINUTES

September 18, 2019
126 ITLE
10:30 a.m. – 12:00 p.m.

In attendance: Chris Bingham, Jessica Priddy Bullock, Aaron Christensen, Leslie Evans, Kathryn Gage, Linda Good, Nick Holmes, Kelva Hunger, Cheryl Kleeman, Amy Martindale, Marissa McIntyre, Marilyn Middlebrook, Bridget Miller, Lance Millis, Robyn Moore, Beverly Morris, Blake Myers, Rita Peaster, Libby Reigh, Kyndal Roark, Kristi Seuhs, Richard Shepard, Deb VanOverbeke, Aric Warren, Wilma White, Missy Wikle and Jeanette Mendez, Chair.

1. **Student Satisfaction Survey Report and Parent/Guardian Satisfaction Survey Report – Kelva Hunger**
   Refer to the Student Satisfaction Survey report and the Parent/Guardian Satisfaction Survey report. This is the second year for these surveys. The executive summary includes the actuals surveys that were used. This year's reports contain comparison data. Access to SAS visual analytics is available at the dean's level. At this point only hard copies are being distributed – nothing digital.

2. **College of Arts and Sciences General Education Faculty Workshop – Amy Martindale and Tom Wikle**
   A. Martindale discussed the GENED workshop they provided to the College of Arts and Sciences (CAS), with the hope that this discussion would lead to moving the needle on retention within CAS. When looking at the freshmen and sophomore level GENED courses and the freshmen composition and government courses, there was a realization that the population of instructors for most of those course are taught by graduate students. 260 faculty / instructors / grad students were invited and 120 participated. Combing experienced faculty with younger faculty and grad students together brought about good ideas in connecting with students. Retention is everyone's responsibility. Data reported that 11,000 unique students were represented in the population of instructors attending. Of that number, 3500 new freshmen were represented, which is at least 84% of the freshmen cohort. Some topics of discussion were as follows:
   - How to design online learning that is engaging
   - How to interact with students more effectively
   - Scaffolding content thru the semester
   - Designing and grading exams and papers – level of questions you are asking and level of skill you are expecting
   - Student mental health issues and campus resources
     - Recognizing that advisors see students once or twice a semester while instructors see students multiple times a week – aware of what to look for and what to do when you see it
   - Faculty panel of expert instructors for Q & A

   The workshop was very positive. Most instructors reported good takeaway. Participants mentioned that they would like more information about Canvas and topics surrounding diversity and inclusion in the classroom setting. A committee of GENED teaching leaders has been formed to set an agenda for moving forward. It is very likely that another GENED workshop will be planned.

3. **Advising Resource Team – Amy Martindale**
   A Martindale attended OACADA recently where she learned about other schools developing an advising steering committee / advising resource team. This committee would consist of regular advisors plan engagement opportunities among advisors to create a sense of community on campus. She recommended two full time advisors from every college (not administrators) to plan engagement opportunities for OSU's advising community.

   - Inform the university of their needs
   - Develop a leadership plan for advisors

- Rotate members of the group
- Create a specific focus
- Organize tasks - who will the group report to, etc.
- Elect their own chair

DSAS members indicated their approval of the idea. J. Mendez and A. Martindale will coordinate their efforts to develop an email to be sent to DSAS members for selection of advisors to represent their respective colleges.

4. **Degree Works 5.0.1 Update – Blake Myers**
   - *Degree Works is scheduled to be upgraded to version 5.0.1 later this fall. The enhancement is necessary since our current version, 4.1.5 will soon be unsupported by Ellucian. While most of the updates with version 5.0.1 will not be visible to the average user, it provides the following improvements;*
   - *Various bug fixes, including ability for requirements in the top "Degree" block to display blue if successful completion of in-progress or pre-registered coursework fulfills degree requirements.*
   - *Major updates to back end technical infrastructure (new "baseline" version of Degree Works)*
   - *Enhanced security*
   - *Easier configuration changes via new Computer tool*

   Version 5.0.1 is a prerequisite to implement the latest instance of Degree Works (5.0.1) which transforms the end user experience to a mobile friendly, Banner 9 interface. We hope to be ready to move to Degree Works 5.0.2 by Fall 2020.

   Degree Credits Required vs. Credits Applied
   We recently updated BUS degree audits within 4.1.5 to avoid false-positives and improve the accuracy of how total credit hour requirements are calculated and displayed. The new Credits Required and Credits Applied counts in the top right only include degree-applicable credits: courses that fit into one of the specified degree requirement blocks on the audit. Given the growing reliance on Degree Works for verification of degree applicability of in-progress coursework (financial aid, athletic eligibility, VA education benefits, etc.), we need to move away from degree-applicable courses going to the fallthrough section of the audit for all degree programs.

   In-progress and Preregistered Courses
   In Degree Works 5.0.1 requirements in the top "Degree" block will display blue if successful completion of in-progress or pre-registered coursework fulfills degree requirements…Example: student is enrolled in their final upper-division credits, so when in-progress/preregistered courses are included in the audit the requirement turns blue. The other calculations also reflect these final credits. Then when the audit is run to exclude in-progress / reregistered courses, the upper division requirement turns back to red and the other calculations update accordingly.

5. **Reverse Transfer Update – Rita Peaster**
   Refer to the *OSU Reverse Transfer Initiative Report of 2018-19 Results and Initial 2019-20 Information*.
   This initiative was set in place to help OSU students use their OSU coursework to complete an associate's degree from a previous institution they attended. That associate's degree can also help them with their general education requirements here at OSU. Last year the program yielded 182 associate's degrees. OSU will continue to work with the fourteen (14) public community colleges and technical branches of the state. OSU has registered with the National Student Clearinghouse who has a new reverse transfer service. This service will provide automation in exchange of the reverse transfer data. Student consent is required through their transfer admissions process. Currently about 50 percent of our transfer students participate in the reverse transfer initiative. A. Martindale suggested that we submit a report to the Oklahoma State Regents for Higher Education (OSRHE) to inform them of the success of this program at OSU. R. Peaster will send the report to OSRHE.

6. **Demo: Degree Works Transfer Equivalency Self-Service – Libby Reigh/Robyn Moore**
   L. Reigh presented the new transfer equivalency tool within Degree Works. This tool is provided to perspective students for their transfer equivalency work. The system takes the transfer course catalog work in Banner and marries it to Degree Works audit for perspective students, so they can see how their hours transfer and how those

courses apply to degree programs. If the student signs in, OSU will be able to track their information, however signing in is not required. This tool will be located on the undergraduate admissions website. Up until now, students were required to wait to be admitted before they had an idea of how courses would transfer. The list of schools from where the transfer credit is revolving includes all schools that have transferred hours to OSU previously. This data is consistently being updated as new courses are articulated.

B. Myers specified that all drop down menus within this transfer equivalency tool were automatically populated by the information in Banner. While we have the option to adjust the information, it would break existing connections. In order to alleviate unnecessary confusion, only the undergraduate information can be entered.

This tool is meant to inform the potential student of their transfer hours with OSU and encourage enrollment. For any questions the students may have, they are being funneled to Undergraduate Admissions at this time. R. Peaster cautioned that if there are requirements within a degree program where certain substitutions are allowed but are not actually listed on the degree requirements, this tool will not take that information into consideration.

Campus wide communication will be submitted by Undergraduate Admissions regarding the release of this tool. The goal date for taking this tool live is October 1st.

(Note: OSU is one of only two universities in the Big 12 Conference that offers this tool, the other being West Virginia University.)

7. **Pre Professional Website Update – Jessica Priddy Bullock**
   J. Priddy Bullock thanked DSAS members for partnership with the pre-professional department. There has been a tremendous response from all areas. https://universitycollege.okstate.edu/preprofessional/. She shared several updates as follows:
   - Website expanded to offer more exploration tools
   - New partnership with OSU College for Osteopathic Medicine
   - Prerequisite guides (unofficial) available for pre-health areas
   - Prehealth Advisory Committee (PAC) partnership with Career Services to provide mock pre experience interviews to prepare our students for the PAC interview in the spring.
   - Physician Assistant (PA) school – workshop option on the website
   - Majors Minors career week Pre-professionals featured during the week.
   - Coming attractions – guide to letters of recommendations for medical / dental
   - Student spotlights – celebrating OSU students who are now in medical / dental school

8. **NSO "Permit to Enroll" with New Online Major Change System – Missy Wikle**
   Permit to Enroll that is used for New Student Orientation. Now that we have the online major change, what do we still need from us? When the student walks in with the permit, everyone knows that the student has gone thru the process. We cannot initiate changes with this form until the students start classes. For further suggestions, please email Missy.Wikle@okstate.edu.

9. **Student Affairs Strategic Plan Update – Kathryn Gage**
   K. Gage updated DSAS on Student Affairs on their strategic plan. Several categories have been determined for student focus:
   - Engagement
   - Leadership
   - Learning
   - Operational effectiveness
   - Support
   - Wellness

   DSAS members were encouraged to contact K. Gage with other initiatives that need immediate addressing.

10. **Master of Athletic Training (MAT) Program Related to Finish in Five Program for Undergraduate Students –**

Aaron Christensen / Aric Warren, OSU-CHS
A Warren explained his interest in presenting creative ways to provide pathways for the undergraduate students into the above-mentioned professional program. The Finish in Five program thru the School of Allied Health / Athletic Training program "will be organized in a 3+2 structure, meaning during the first three years at OSU Stillwater in the College of Education, Health and Aviation (the student) would take the required core courses in addition to courses that are required to apply to the master's in Athletic Training program.

At the end of the three-year period and assuming all the master's in Athletic Training admission requirements have been met, (the student) would then apply to OSU Center for Health Sciences' Graduate Program. Once admitted, the student will have two additional years to complete all the Athletic Training courses and clinical requirements before graduating with the MAT degree."

To ensure smooth transition, R. Peaster recommended that these CHS programs be recognized as accelerated programs by Graduate College. Financial aid could be affected, as well as coursework being dually counted.

11. **Transfer Student Success and Transfer Agreements – Cheryl Kleeman**
C. Kleeman described the tri-fold purpose of the Transfer and Veteran Student Services office: 1) support for transfer students success; 2) military and veteran student success; 3) academic support services to colleges and departments when it comes to managing transfer agreements. She detailed the "Step on the Orange Line" program, which focuses on <u>S</u>uccessful <u>T</u>ransfer <u>E</u>quivalence <u>P</u>athways with our two-year college partners. Goals are as follows:
   • Develop drafts of Transfer Agreements using the Course Equivalency Project (CEP) and Transfer Equivalency Guides to pre-fill academic equivalencies
   • Meetings with OSU faculty and staff
   • University-wide Transfer Agreement template
   • Development and maintenance of SharePoint database
   • Regular communication
   • Work with 2-year college partners to create seamless transfer experiences through new communication models and bi-annual alignment of curriculum as part of the OSU Transfer Conference
   • Robust tracking and reporting on Transfer Student Success through IRIM
   • Transfer and Veteran Advisory Committee working group

12. **Update on Course Compliance Fall 2019 Implementation – Linda Good**
Current compliance issues:
   • 250 students experienced a reduction in their aid because they were in a course not required by their degree
   • Reports will continue to go to colleges as students complete their FAFSA
   • General email will be submitted to students around October 1 (prior to spring enrollment) to caution them about enrolling in hours that are not required by their degree
   • Follow up email will be submitted to students around December 1 who have enrolled in courses that are not covered by financial aid

K. Seuhs explained that EHA/HS added a statement on the enrollment advising form cautioning students about enrolling in courses that are not required for their degree and therefore not covered by financial aid.

13. **Other**
   • M. Wikle commended Mark Nelson, Rita Peaster and Career Services regarding the success of the Majors/Minors Career Fair. Currently there are 60 departments registered to present their majors, minors and certificates.
   • R. Moore reported that phase two of the Online Major Change system went into production, removing advisor approval. College coordinators will now be notified of any forms that were waiting on advisor approval.

Meeting was adjourned at 12:02 p.m.

Minutes were recorded by Kyndal Roark