

**COUNCIL OF
DIRECTORS OF STUDENT ACADEMIC SERVICES**

MINUTES

**July 15, 2020
Zoom
10:30 a.m. – 12:00 p.m.**

In attendance: Chris Bingham, Aaron Christensen, Brenda Dawes, Kathryn Gage, Amy Gazaway, Linda Good, Ebonie Hill, Nick Holmes, Diane Jones, Cheryl Kleeman, James Knecht, Rae Ann Kruse, Amy Martindale, Stacie McGrew, Marissa McIntyre, Marilyn Middlebrook, Lance Millis, Linda Millis, Todd Misener, Beverly Morris, Rita Peaster, Libby Reigh, Kyndal Roark, Sky Rogers, Kristi Seuhs, Richard Shepard, Candace Thrasher, Deb VanOverbeke, Denise Weaver, Missy Wikle, Robin Wilson and Jeanette Mendez, Chair.

1. Fall 19 retention activities and how FYS is using that information to plan for the fall 2020 incoming class – Todd Misener and Rae Ann Kruse

Refer to *Fall 2019 Engagement/Involvement Preliminary Summary* PowerPoint document (pages 6-10). In 2017 T. Misener began tracking student involvement in an effort to understand the specific patterns of student engagement. The 2017 data indicated that by week 4 there was a clear separation of students engaged versus students who were not. In 2018 Student Affairs improved their ability to gather information, and by week 3 there was a clear separation of engaged students vs. those you were not. In 2019 the separation of engaged students was evident by as early as week 1. Students who had a high propensity of engagement showed themselves rather early, which means those who were more apprehensive of getting involved also presented themselves as well. Looking at retention rate over time indicates that students who did nothing throughout the semester, the lower their retention rate was. If students added only one event (distinct activity), the retention rate improved significantly and continued to increase as the students increased their events. The more the engaged the students are, the better their percentage of retention is. Also, the more the engaged the students are, the better they thrive in the campus environment academically. Last year the First Year Success office (FYS) was able to reach out to those students who were not engaged to connect with them to let them know we as a college community are here to help.

Students involved in 0-4 events represented 45% of student population that we were unable to retain. There was an 11% difference in the retention rate of the students who were involved in 5 or more events (95.5% retention rate) during the fall 2019 semester as opposed to the students who were involved in 0-4 events (84% retention rate) during that same time. This important information can be utilized when moving forward with developing strategies to connect with students.

Data also revealed that while both male and female students experience a high rate of attrition if unengaged, the difference between male and female attrition is significant. Unengaged male students' attrition rate is over 10% higher than unengaged female students. Getting the students engaged in just one event has a significant impact on retention. Also significant is the average GPA of the unengaged students – male vs. female. The unengaged male GPA averages 1.6 while the unengaged female averages 2.1.

As we continue to push conversation and develop strategies to collectively identify at risk students to get them plugged in, the more information we are gathering regarding student involvement. This year Student Affairs will be collaborating with FYS and Academic Affairs to follow student engagement by encouraging the use of Campus Link as a tracking mechanism. We are also using Mentor Collective as a way to connect with a broad network of mentors. We can start reaching out to these students – not to force – to offer help.

FYS campus connection coaches are assigned to each academic college. Weekly reports regarding student engagement are reviewed, and FYS will reach out those students through 12 student ambassadors with multiple avenues of engagement. FYS and NSO are in the process of building an online community in Canvas – Cowboy

Connections. Students are divided by colleges. College event notifications will be pushed out to the students' Cowboy Connection calendars. The goal is to be able to identify the at-risk students by the end of the 6th week of the semester.

The importance of receiving data from individual college events is to be able to have the best and most reliable data possible to refine the process. Hopefully we can make a bigger dent in the retention data and the overall success of our students.

2. Mentor Collective – Jeanette Mendez and Rae Ann Kruse

Refer to *OSU + Mentor Collective* PowerPoint document (pages 11-12). Mentor Collective is an organization that specializes in developing and helping coordinate mentoring programs campus wide, within colleges, and even within individual programs. This particular peer mentoring program will be available for all OSU incoming freshmen students.

FYS approached all OSU sophomores, juniors and seniors seeking interest level of becoming a mentor to freshmen students. There was an overwhelming response with over 1360 upper classmen not only indicating their desire to be a mentor but also taking the required online training. Mentors may work with more than one student, and they are expected to meet at least once a month with their mentees. The time commitment is about 2-4 hours each month. After any mentor / mentee meeting the mentors are expected to notate the information from their meeting on the Mentor Collective website. Insight flags (concerns that the mentor feels are necessary to communicate further) can be identified so that FYS can review and assist with addressing the needs. Insights flags can be sent to DSAS members on a weekly basis if there is interest. Mentee recruitment will begin after New Student Orientation (NSO) is complete.

Impact mentorship can be related to an increase in retention rates, mentee feeling of belonging, and career readiness. The goal is to reach 2000 freshmen students, which is half of OSU's freshmen class. The agreement with Mentor Collective does not replace any of the mentor programs that already exist on campus. This plan is meant to build with them. Please contact Rae Ann Kruse for specific information regarding other mentor efforts already in place.

This first year with Mentor Collective will be geared toward freshmen, however in future years, it would make sense to include transfer students as well.

3. Cowboy Welcome Planning and NSO Update – Missy Wikle

M. Wikle thanked all DSAS members for their assistance in helping NSO transition to online, from online enrollment (where a significant emphasis was placed), to updates on Canvas sites and websites, and creation of videos. Feedback from students has been appreciative.

OSU is still planning to move forward with Cowboy Welcome. As activities adjust, timelines follow suit. During the on-campus student move in the students will be directed to the Colvin Center or Wes Watkins Center, based on where they are living. The students have an exact move in appointment time. They will be given all materials that they would have received during NSO, they will obtain their student ID, and COVID tests will be administered. Housing has arranged for the arrival of students as to refrain from getting too congested. The brunt of Cowboy Welcome will begin August 12th with as many outdoor activities as possible, such as movie nights at the McKnight Center and pancake dinner with SUAB. OSU is in the process of determining the number of students that can be involved in specific outdoor activities.

Numbers for incoming students are very positive. Some students (previously enrolled) are electing to take a GAP year. OSU is staying in contact with these students to make sure that we can encourage the uninterrupted continuation of education. Admissions is continuing to encourage current enrollment. L. Millis added that the CEAT summer bridge program will begin on July 20th. 150 students are enrolled, and currently 96% of those students have confirmed. He will continue to update DSAS on the specific numbers of participating students. DSAS members view the summer bridge program as a rough indicator of the semester to come. R. Peaster reminded

DSAS members that there is an eprint report that offers details regarding student cancellation and withdrawal numbers –

OSU_AA_GEN056 (CANCWD)

Cancellation and Withdrawal Report (Fall)

There is a new tab within the report to identify students who drop to 0 hours. Since students are able to drop all of their classes online it has been difficult to track the 0-hour students. She encouraged DSAS members to familiarize themselves with that report.

Students involved in Greek life will be able to participate in Cowboy Welcome. Transfer students living off campus will need to arrange for a time to secure their student IDs.

College welcome week follow up and spotlights:

- Ferguson College of Ag – will be held in Wes Watkins Center in person by major, encouraging transfers to attend as well
- EHS – will offer virtual option as well as in person, divided by major, with emphasis on small groups to encourage distanced interaction
- CEAT – self guided, some giveaways, no food, sending students across campus to familiarize themselves with the campus, and with each task completed they will receive a small gift. There will be in person interaction with advisors.

M. Wikle encouraged all academic colleges to place their welcome week events in the Guidebook app for students during Cowboy Welcome.

4. **SGSP Official Guidance Re: International Students – Libby Reigh**

The Trump Administration rescinded the order to revoke visas from students of universities that switched to fully online learning. There is a small portion of the OSU freshman class that involves international students. The numbers are down due to travel restrictions and visa limitations. Admissions is looking for ways to interact with our international student population. Admissions has received questions regarding fully online schedules or deferring to spring. The possibility of creating a fully online semester for the international students who are not enrolled in a fully online program was discussed. Currently there are 40 freshmen with an I-20, and L. Reigh estimated around 20 students would be interested in the fully online semester. A detailed process is needed.

M. Middlebrook informed DSAS members that currently there is a lack of open embassies. Within the athletic department 20% of their student population is international students. International students are facing a hard deadline of August 28, 2020, as the final day of enrolling at OSU. There are two groups of international students – group 1 - students who are waiting to receive their embassy appointments to be able to physically attend OSU; and group 2 – students who have no intention of attending in person but would like to start the semester with OSU online, with future plans to attend in person spring 2021 or fall 2021. Since group 2 is such a small number of students, their enrollment will be handled on a case by case basis to investigate the fully online semester. Notifying the NSO office of incoming international freshman who could possibly take an online semester would allow for better processing. L. Millis added that the chance of CEAT being able to provide a fully online semester for their international engineering students is very slim. Any STEM discipline will more than likely require an in-person semester.

There was further discussion regarding the overall campus attitude and the willingness to work with the international students on a case by case basis. Common language (perhaps from International Students and Scholars) is needed by all colleges to communicate to international students regarding this situation. It would also be helpful if each college could receive information from Admissions regarding the potential international students interested in an online fall semester.

5. **Office of Scholarships and Financial Aid Update – Linda Good**

Customer service with the Office of Scholarships and Financial Aid has always been very important. Because of

the need for a virtual semester, all student appointments and questions have gone to OSFA via email. At this point in time, their response time is 10 business days. L. Good requested that anyone recommending students to contact OSFA should inform the students of this timeframe if questions arise. The lobby will open July 27th. The maximum number of visitors at OSFA is 18 at any given time. The number of people per student visiting OFSA will be limited to 3.

6. Degree Works Substitutions from Transfer Maps – Beverly Morris and Rita Peaster

B. Morris has been updating the 2021 academic year transfer maps. Although many of the transfer maps are direct equivalents, sometimes faculty choose to accept a course that would not be considered a direct equivalent. Within Degree Works the capability exists for that link to be programmed so that as those courses transfer in by degree plan by academic year for which a transfer map is signed. Those can then be coded into Degree Works to automatically substitute.

Degree Works allows for programming of course substitutions on approved transfer articulation agreements so that when a student transfers in from the institution the substitution would automatically be applied. This also means that as prospective transfer students use Transfer Equivalency Self-Service, their courses will be more accurately reflected in the Degree Audit.

The Transfer Maps for 2019-20 were typically only developed for the specific major with no indication of the different options within that major. For the 2020-21 year, a statement will be added to the Transfer Maps that indicates how the agreement applies to the various options in the program (example):

These substitutions and equivalencies also apply to these options under History: Business Essentials and Pre-Law.

This would allow for future maps to be scribed for all options if appropriate.

However, since there are several maps that have been signed for 2019-20 and scribing these will benefit the students as well as advisors, I propose the following process to confirm approval of the substitutions for the appropriate substitutions.

- 1. Identify the courses that require scribing in the Transfer Map.*
- 2. Identify the majors that also have additional options that would benefit from scribing.*
- 3. Send email to the department head asking if that substitution is also applicable to the other options. (Spears School of Business process may need to be handled differently.)*
- 4. Department Head email is acceptable documentation to allow for prior year scribing.*

Here is an example: The Transfer Map for Management indicates the following substitution:

<i>ECON 2023 – Principles of Microeconomics</i>	<i>ECON 2003</i>
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This would also be applicable to options in Business Sustainability, Human Resource Management, Non-Profit Management, and Sports Management.

Discussion indicated approval for the Registrar's Office to program these substitutions.

7. Other

- Communication was sent to students last week explaining that changes to their schedules is an ongoing process so they should be checking their information periodically to monitor changes. This is an ongoing process. Possibly an email will be distributed when the bulk of the changes have been made.
- Hybrid classes – models are being determined by instructor – each college is handling it differently
- Student / Parent Town Hall will be held July 28th featuring Jeanette Mendez, Doug Hallenbeck and Chris

Barlow.

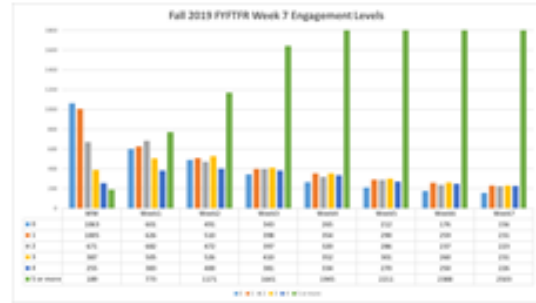
- OSU is working toward recording all GU classroom lectures for the benefit of students who either have COVID or are quarantining, however equipment for every classroom is not available at this time.
- Process for exams will be discussed at the Instruction Council meeting.
- Sophomore retention programming (2nd year group) – survey will be sent to UAT. Anyone with independent 2nd year programming – please contact L. Millis regarding sophomore retention programming.
- K – will schedule an additional DSAS meeting in two weeks.

Meeting was adjourned at 12:12pm

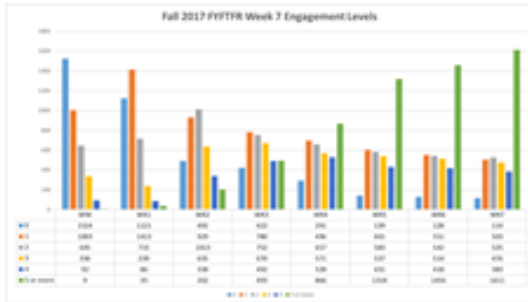
Minutes were recorded by K. Roark

Fall 2019 Engagement/Involvement Preliminary Summary

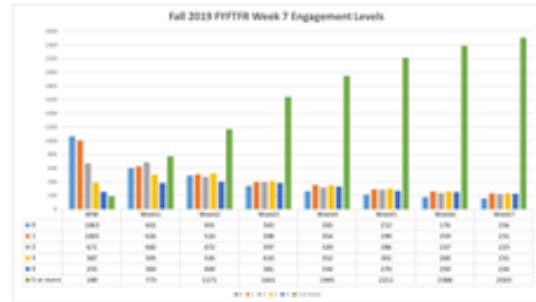
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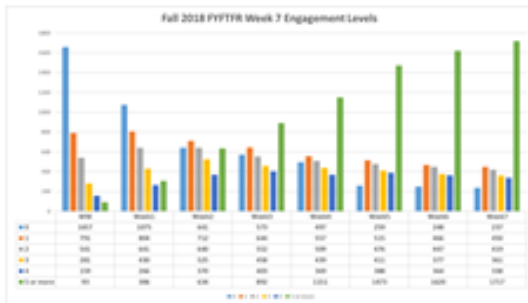
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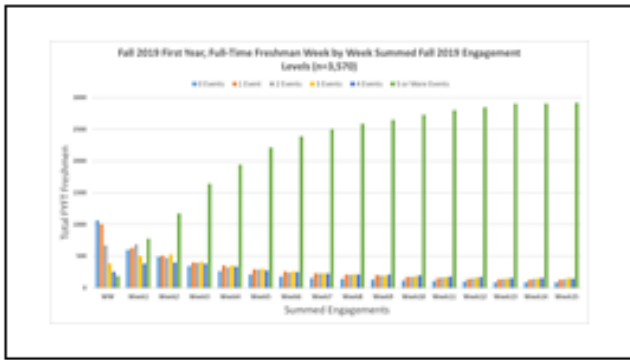
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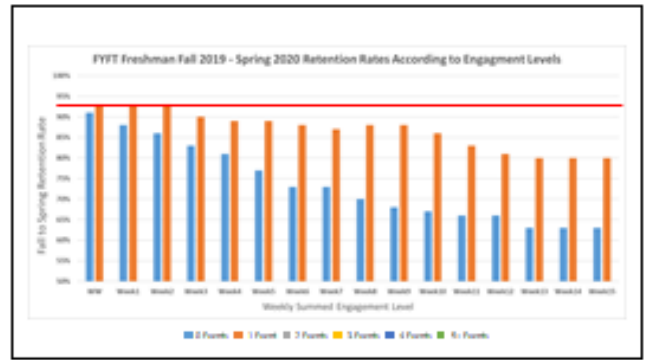
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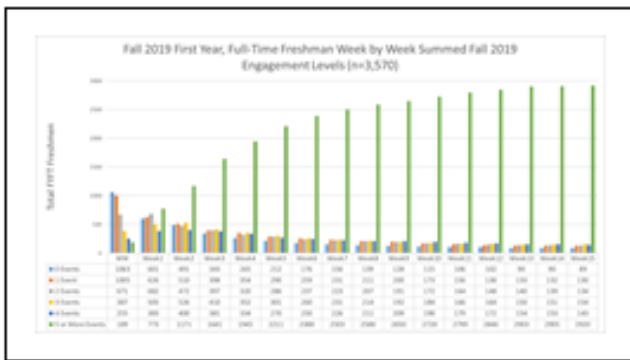
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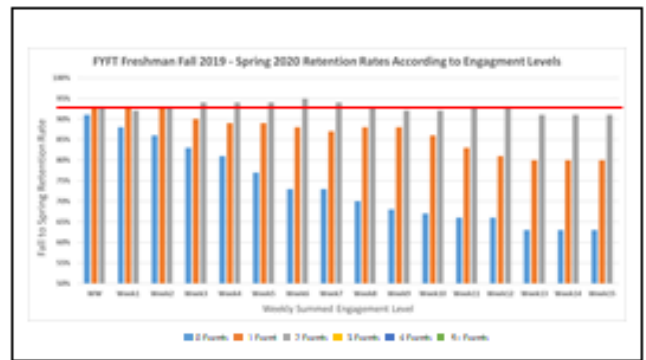
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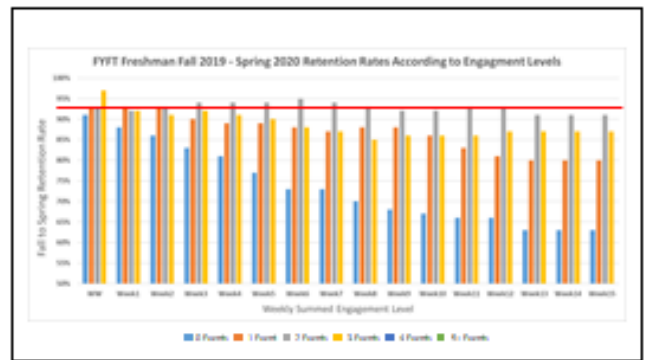
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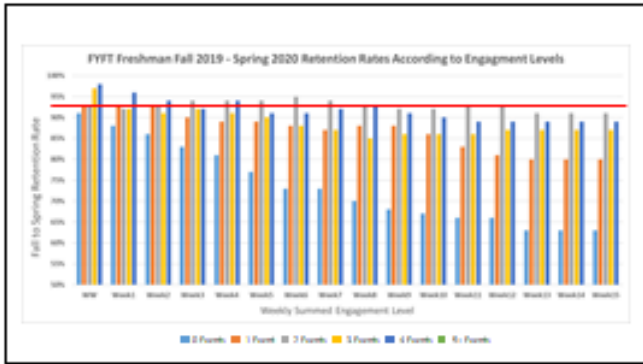
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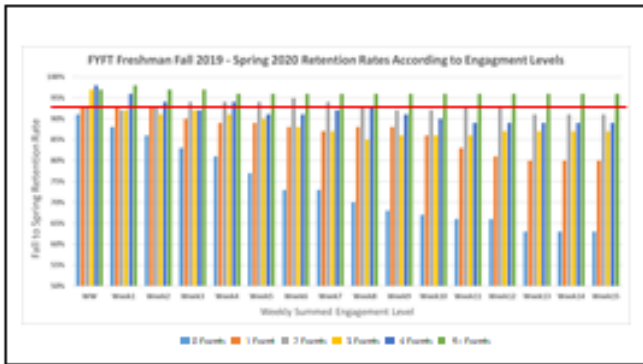
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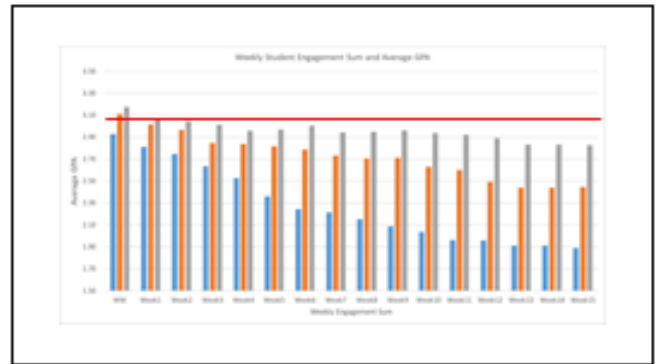
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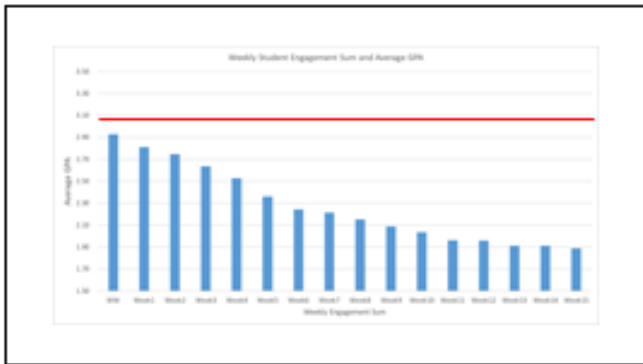
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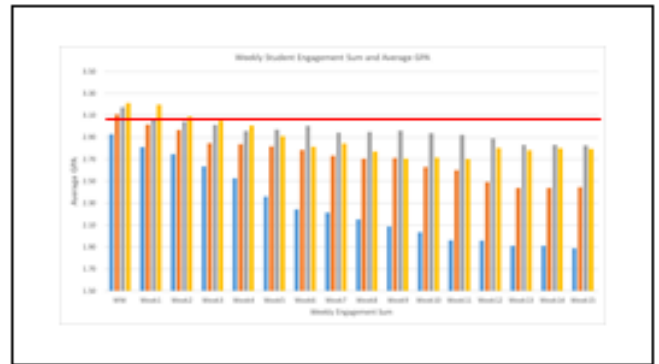
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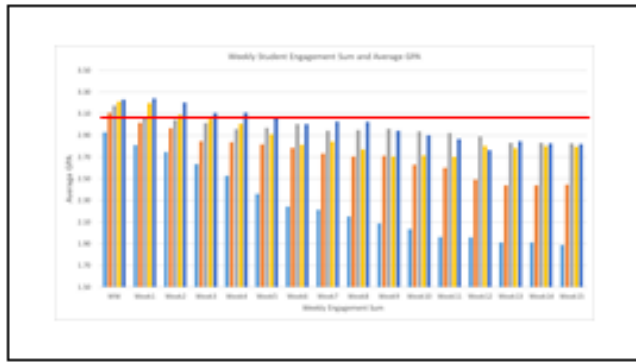
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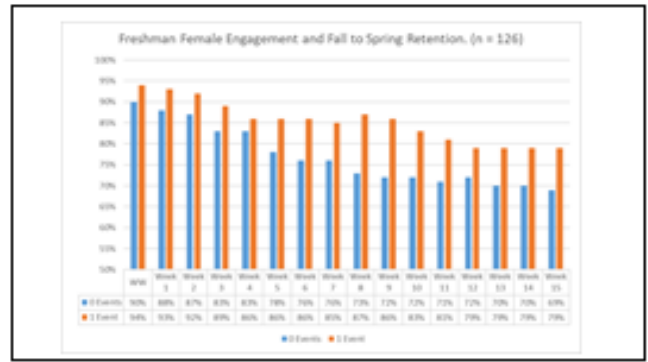
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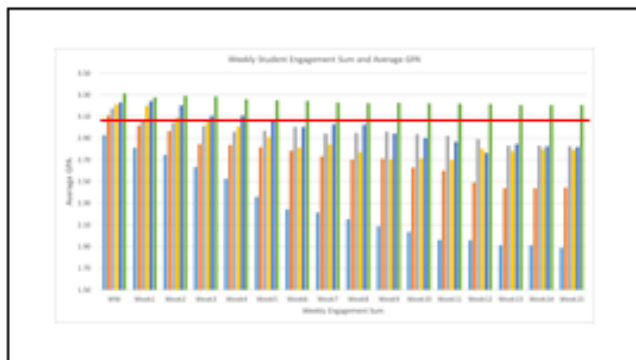
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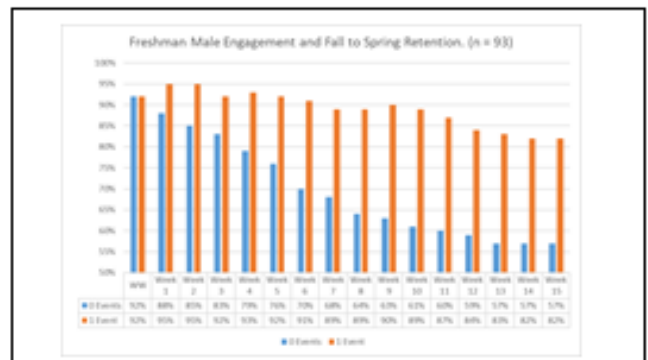
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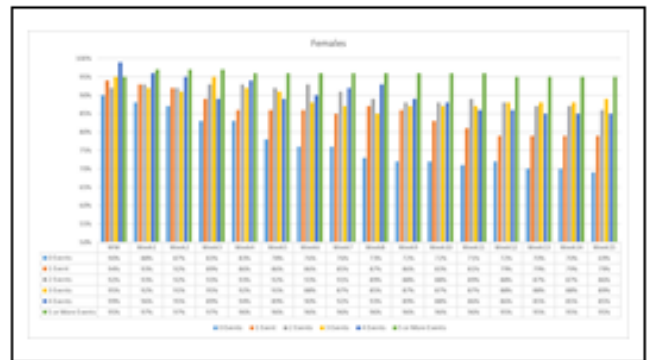
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Freshman Cohort Fall to Spring Attrition Summary

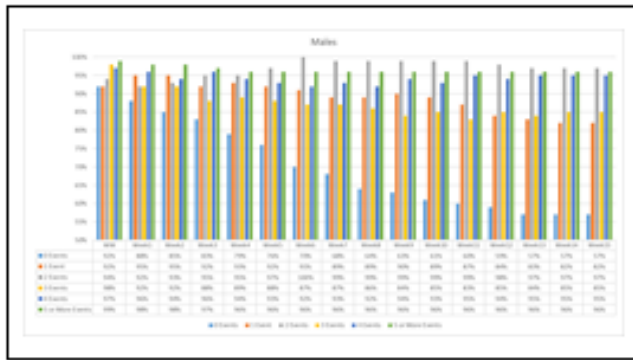
	FS	LC	SR	SR	SD	NS	NS	Total Retained
15 weeks	13	20	0	0	0	1	1	35
14 weeks	0	6	7	0	1	0	0	24
13 weeks	6	2	0	0	0	1	1	11
12 weeks	6	0	0	2	0	0	2	20
11 weeks	7	0	0	1	1	0	0	36
10 weeks	0	26	11	0	2	11	7	57
Four Month Total	0	26	22	13	2	11	0	132
Total	33	54	33	23	20	22	13	239
College Total	1219	1212	936	891	289	136	223	4377
Ratio of Female Students	20%	38%	18%	17%	13%	11%	22%	38%
Ratio of Male Students	80%	62%	82%	83%	87%	89%	78%	62%
Participating Women	16,051	15,611	16,201	16,011	15,211	16,201	16,211	16,211

→ 44.2% increase
→ 3.6% increase in
→ 95.5% increase

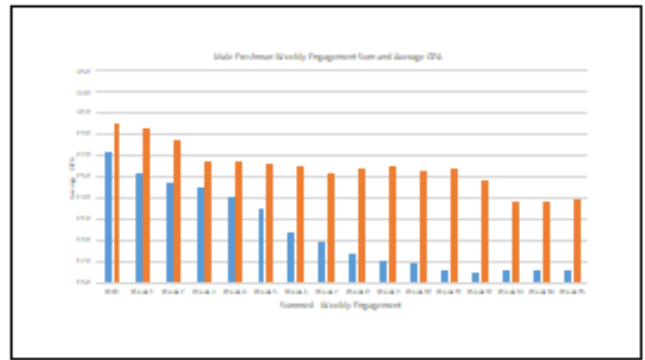
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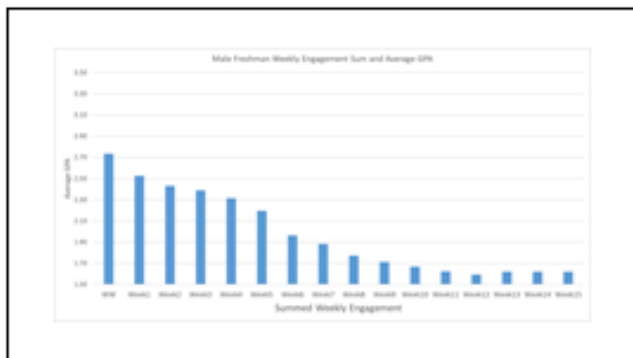
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OSU + Mentor Collective

Dr. Joaquina Mendez
Dr. Rae Ann Kruse

1

Mentors

Email to upperclassmen
• June 29

1,360 have signed up

Demographics
• Gender
• Race

Mentors can volunteer to have more than 1 mentee

Gender	Percentage (approximate)
Female	45%
Male	35%
Non-binary	15%
Not Provided	5%

2

Mentors

Email to upperclassmen
• June 29

1,360 have signed up

Demographics
• Gender
• Race

Mentors can volunteer to have more than 1 mentee

Race	Percentage (approximate)
Asian or Asian-American	10%
Black/African-American	15%
Hispanic/Latino	10%
Multiracial	5%
White (non-Hispanic)	45%
Other	15%
Not Provided	0%

3

Live, online training

- Active listening
- Self-efficacy

Time Commitment

- 1 meeting (minimum) per month with mentee
- 2-4 hour commitment per month

Platform provides

- Text reminders
- Conversation starters
- Place to log conversation topics
- Insight tags

4

BECOME A MENTOR. MAKE A DIFFERENCE.

OSU has many exciting programs for our students and opportunities for you. You can be a mentor, you can be a mentee, you can be a volunteer, or you can be a leader. We are looking for all of these things and we want you to be one of them.

HOW IT WORKS:

- Mentors receive a series of trainings and are assigned mentees.
- Mentors receive ongoing support and resources to help them succeed.
- Mentors can be trained and become mentors, or they can be mentees.
- Mentors can be trained and become mentors, or they can be mentees.
- Mentors can be trained and become mentors, or they can be mentees.

APPLY NOW TO BECOME A MENTOR

5

Mentor comments

- "Being a freshman is not easy, changing to a new and big school with thousands of new faces and buildings. It is very easy get confused physically and mentally. I have been through all of this and I really want to be there for someone when they feel lost and they need a friend."
- "I'm volunteering because I want to help people get accustomed to Oklahoma State and make this school feel like home for them. I didn't take a mentor because I wish I had one when I was starting here at OSU."
- "I want to be a mentor because I love people and I love taking on challenges specifically in leadership areas, and helping other walk through them. I went through adjusting my experience from my first year to good one. My first year was me up with a lot of challenges that I wasn't expecting and it was the hardest thing I've had to do but I loved every minute of it and OSU is my home now."
- "I am volunteering as a mentor because I see it as a way of giving back. College can be very scary at first, and it's nice to have someone that you can vent to and just ask for help on certain situations. I also feel that some good friendships could come out of this as well."

6

Insight Flags

- None
- COVID 19 anxiety
- Academic struggles
- Depression
- Difficulty finding a job
- Dropping out
- Family conflict
- Financial concerns
- Homesickness
- Housing and food insecurity
- Other
- Roommate conflict
- Severe anxiety
- Transferring schools

7

Mentee Sign Up

- Recruitment email
- After July 20

8

Personalized Match

- Demographic data
- Major areas
 - Arts
 - Business/Entrepreneurship
 - STEM
 - History, Political, Education, Philosophy
- Career Interests
- Extracurricular activities
- Challenges



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Assessment

- Impact of mentorship
 - Completion rates of students with mentors are higher than non-mentored
 - Belonging
 - Career readiness
- Data analysis
- MC is sharing all raw data

10

Goal

- 2,000 freshmen participate as mentees



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